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Cultural Value Orientations Among Beginning Palestinian Arab Teachers in Israel

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Abstract

We examined the cultural values orientations of beginning Palestinian Arabs teachers in Israel using the four main dimensions of Hofstede's model of national culture.

Methods: Cultural value orientations were measured using The Cultural Attitudes Inventory Instrument, developed by Dorfman and Howell (1988) and adapted to the Arab culture by Sabri (2012). The instrument consisted of 25 items. A response to each statement was made on four-point scale ranging from strongly disagree (1) to strongly agree (4).

Findings: Beginning Palestinian Arab teachers in Israel scored high on collectivism and uncertainty avoidance, while scoring relatively low on masculinity and power distance. MANOVA models controlling for demographic variables indicated that beginning Palestinian Arab teachers differed by age, and the interaction between gender and marital status or age on specific dimensions. Older teachers (aged 30+ years) expressed higher uncertainty avoidance than younger teachers [$F(1, 334) = 7.507, p = .007$]. The interaction between age and gender indicated that this difference was found only among men [$F(1, 334) = 4.376, p = .037$]. In addition, the interaction between gender and marital status on the collectivism vs individualism dimension indicated that single men expressed stronger collectivism than married men [$F(1, 334) = 5.411, p = .021$]. The responses of women were consistent for both of these dimensions across age and marital status categories.

Conclusion: The findings indicate that beginning Palestinian Arab teachers in Israel have maintained some of the values found to typify Arab societies traditionally (e.g., collectivism, uncertainty avoidance); but also deviate in some areas (e.g., power distance), perhaps due to their exposure to Western-oriented Israeli educational and organizational influences.

Classroom Discipline. From the Perspective of Novice Physical Education Teacher

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Abstract

Novice primary and high school teachers very often have a massive reason for worrying about maintaining classroom discipline. They try to keep the same level of discipline as their experienced colleagues. Their professional beginning is difficult in many ways. They have to create and implement strategies for building authority, maintaining the discipline and solve the discipline interrupts. For novice physical education teachers these tasks could be even more complicated. They provide classes in gyms, swimming pool, outdoor playgrounds where are many possibilities for breaking the discipline. What could be the main concept for solving the interruption of discipline during physical education classes? What kind of strategies novice do teachers use to build authority? Grounded theory was applied for this research. As a research method for collecting data, semi-structured interviews were conducted with primary schools' novice physical education teachers from the Czech Republic. Open, selective and axial coding was used for data analyses.

Keywords

Physical education, beginning teachers, discipline problems

Development of a School-Based Performance Management Framework for Public Schools in South Africa

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Abstract

Education forms the core of the South African Government's National Development Plan for 2030. Therefore, it is essential that the self-managing public school system in South Africa is efficient. Literature shows that the performance of most of these schools are insufficient with relation to their academic performance, infrastructure, finances and resources. Literature also reveals essential weaknesses with the use of the Integrated Quality Management System (IQMS) for school-based performance management.

Criticism includes insufficiency, ineffectiveness and uselessness for school-based performance management. It is a compliance system and limits the freedom of stakeholders' participation. The study links self-managing schools to the Participatory Democracy Theory that ensures the involvement of stakeholders. The IQMS links to Managerialism, denying stakeholders' freedom of self-management. This study developed a school-based performance management framework for South African public schools.

The Balanced Scorecard (BSC), with its flexibility to accommodate various organizations, was used as a basis. The study placed the BSC in the Evolutionist theories' Resource-Based View (RBV) approach, concentrating on the exclusivity of organizations' tangible or intangible resources. Consequently, an amalgamation of the IQMS and the BSC might narrow the theoretical gap and endorse school-based performance management.

A qualitative research paradigm directed this study. The framework was developed following a Design-Based Research (DBR) process. In phase one a preliminary framework was developed. Phase two entailed two iterative cycles of testing and refining the framework. For these phases semi-structured interviews were conducted with stakeholders of four selected schools. Phase three entailed a reflection on the design process.

Keywords

School-based performance management, self-managing schools, integrated quality management system, whole school evaluation system, schools' governing bodies

An Examination of Public Relations Education in China

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Abstract

Much as their western counterparts, the Chinese PR educators face an ever-lasting challenge as to how best to provide PR education, training the future PR practitioners. Defined and restrained by its unique historical, cultural, political and economic contexts, the PR education in China seemingly carries its own features and characteristics.

Public relations remain as a young but fast-growing industry in China. It was introduced into China in early 1980s after political and economic changes in the late 1970s paved the way for this western concept and practice to take a hold in China (Chen, 1996). The incorporation of public relations into the curricula of Chinese higher education institutions (HEI) is almost as young as its adoption as a professional practice.

From a pedagogical perspective, the fast expansion of public relations as a teaching field in a country that has seen rapid economic growth entails a series of academically significant issues. Among them are, but not limited to: standards of teaching and learning, institutional support and quality assurance, faculty development, teaching strategies, pedagogical practice, quality of learning, and impact of new media.

This study serves as a general survey of how PR courses are being taught in Chinese colleges; and the findings help generate interesting and important insights into the ongoing debate on public relations pedagogy.

Keywords

Public relations education, public relations curriculum, China

Strategic Roles of University Middle Managers

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Abstract

The sustainability of universities is threatened by challenges such as changing student demographics, declining state funding, new technological developments, the drive for corporatization and a changing internal focus. The way universities respond to and pre-empt dealing with these challenges will influence the sustainability and competitiveness of the university and subsequently the nations it serves. However, very little is known about the university managers who are powerful in terms of the administrative systems and decision processes. This paper reports on research conducted amongst university middle managers within the largest open and distance learning university on the African continent. Interviews conducted with 17 practicing middle managers, academic and non-academic, offered a glimpse on the strategizing roles of university middle managers. Findings indicate that university middle managers, who operate within a machine bureaucracy, take on the roles of implementers of strategy, champions of alternatives, synthesizers of information and facilitators of adaptability. Findings of the research contribute to the understanding of how middle managers put strategy into practice within a university context. The practices that middle managers engage in are interdependent of the roles that they fulfil. These roles are shaped by the unique organizational context that places demand on middle managers not only to fulfil the traditional role of implementation, but also other strategic roles to carry out strategy work.

Social Relations Between Students from Two Groups in Conflict: Differences in Stereotypes and Perceived Social Distance Between Jewish and Arab Nursing Students

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Abstract

The heterogeneous nature of the nursing profession generates encounters between members of different groups. Thus, nursing education should include programs focusing on cultural sensitivity to enhance cultural competence. Such programs should consider the relations between the different groups. This study explores how Jewish-Israeli and Arab-Israeli nursing students studying together perceive their social relations by examining attribution of stereotypes (positive and negative) to members of the other group and willingness to engage in social interactions with individuals from the other group. 180 Jewish and Arab nursing students completed questionnaires examining their perceptions of the social relations between the two groups at two different points in their studies, beginning students and those at more advanced stages.

Results: More positive stereotypes and fewer negative stereotypes were found among the Jewish students than among the Arab students. Nevertheless, the Jewish students exhibited less willingness to reduce social distance. No differences were found between beginning students and advanced students with respect to stereotypes, though advanced students expressed greater willingness to reduce social distance than did beginning students.

Conclusions: The findings show that perceptions of social relations are influenced by two different contexts: the students' specific context (joint studies and joint work in the future) and the broader general context of relations between the groups. The findings indicate that programs aimed at developing cultural sensitivity and improving relations in a divided society should provide differential responses for each group and should focus on willingness to cooperate and reduce social distance rather than attempting to eliminate stereotypes.

Keywords

Nursing education, cultural sensitivity, perceived social relations, social distance, stereotypes

Transforming Assessment in Higher Education: The Case of a South African Arts Module

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Abstract

Since the cry for decolonization in 2015, curriculum in Higher Education has received more focused attention and university teachers who have started decolonizing their curricula have been left with the task of ensuring that course assessment is constructively aligned. Assessment in any form has mostly negativity and fear as emotive result, yet can be a tool for deeper learning with diminished anxiety if approached correctly. Very little space has been left in assessment for transformation. Curriculum transformation is not complete without transforming assessment and the acknowledgement of students with different learning styles. Changes need to be made without lowering standards. The objectives of this study were to transform an Arts assessment programme through the means of a variety of assessment types and also alternative assessment methods to accommodate learning styles without diminishing quality. This action research was based on a literature study done whilst attending the Post Graduate Diploma in Higher Education and augmented with knowledge gained from Arts assessment of B. Ed Foundation Phase students in a rural South African context over a six year period. The pragmatic paradigm assisted to highlight what is achievable when transforming assessment in this specific context. Results showed that deeper levels of learning can be obtained through a programme of diverse assessment methods but that planning is essential to avoid work overload for the teacher.

Keywords

Assessment, higher education, arts, teacher education, B. Ed Foundation Phase

Discursive Analysis of the Current Trends in the Environmental Education

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Abstract

Environmental education, specifically education for sustainable development is one of the most important priorities of today's society. In accordance with fundamental documents adopted in recent years, we should focus on current global issues and problems in school environmental education.

The objectives of the article are in line with the concept of education for sustainable development goals (UNESCO, 2017: Education 2030), on the basis of the UN resolution of 25 September 2015: our world: the 2030, Sustainable Development Agenda: Sustainable Development Goals – SDGs (see also UNECE, www.unece.org). In the European context, the article reflects the priorities of the European Sustainability Policy (Sustainable Development: EU LEGT and its priorities).

ESD is an essential part of national and international curricula. Finding an adequate response to sustainability challenges is a major task for education. Education for Sustainable Development (ESD) enables everyone to acquire the knowledge, skills, attitudes and values necessary to shape the future of the world (UNESCO, 2014).

The aim of this text is to clarify the current concept of environmental education from the perspective of lifelong learning through the discursive analysis. Based on this analysis, it aims to formulate basic principles of effective global ecological crisis environmental education, considering current manifestations of the.

Keywords

Global ecological crisis, environmental education, education for sustainable development, discursive analysis

Trialling a Model of Professional Collaboration for Leading Learning Across Regional Networks of Schools

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Abstract

There is a global push to further develop systems-level leadership in support of innovative practices in and across schools to push forward a transformative paradigm of learning for educational systems. To address learning within the profession as a whole, the conceptualization of a new model of high-level educational professional learning is needed. This vehicle is to strengthen a structured framework for contemporary learning principles. Research suggests that adult learners must be much more problem-oriented than theme-centered and apply their learning to practice (Huber, 2011). This shifts the traditional model of professional learning from a knowledge acquisition mode to a personalized and differentiated approach, respecting the fluidity of learning through collaborative knowledge construction. There is a need to challenge the tradition mindsets of professional learning, to identify and develop expertise of educational leaders with expert academic partners in order to stretch learning in authentic ways, and to measure and grow results-oriented practice through quality research approaches.

This presentation will report on the design and first stages of the development of a collaborative community of practice focused on leading learning and engaging intellectually with real-world educational complex problems within a school network. This high-level contemporary learning concept, coined the 'thought leaders' network (TLN)' by the authors, contextualizes interdisciplinary thinking to stretch the expertise of educational leadership in the New South Wales (NSW) Department of Education in Australia. The TLN aims to grow expert learning leadership networks to build stronger capacity around innovative practice and social entrepreneurship to further support school excellence. This pilot project trials a new approach to learning at the senior leadership level within the NSW public school system as a key component of the educational leadership agenda. Our presentation will explore the design and progress of the pilot currently being implemented.

A Collaborative Partnership Approach to Improving School Formative Assessment Practices

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Abstract

Research suggests that a cohesive approach to improving formative assessment needs to ensure a shared understanding of quality practices across the system and particularly at the school level. Additionally, research by Carless (2005) suggests that improved assessment for learning (AfL) practices need to be addressed at three levels: Personal (teacher knowledge and beliefs); micro (local school influences); and macro (forces external to the school). Teachers require sufficient depth of understanding of formative assessment practices and aligned values to implement strategies across the school, schools need to be conducive to professional change and the external environment should be supported through academic partnerships and stakeholder involvement. A professional learning framework of collaboration and expertise is needed to link theory to practice and facilitate improvement at all levels of engagement, specifically focused on enhancing leadership capacity.

This presentation posits an integrated implementation approach to improve formative assessment practices across 10 secondary schools in the NSW Department of Education, Australia. The schools span four regional areas, drawing on a diverse population of students. A collaborative partnership approach has been developed with educational systems-level participants (Directors of Educational Leadership, School Services and Principals) and academics at a partner university. A paper is being developed. The collaborative leadership group aim to develop contemporary, shared approaches in order to improve professional learning practices within the participating schools and build leadership capacity, exploring how a convergent model of support can improve learning. The authors will firstly elucidate the educational reforms central to devolving responsibility for improving outcomes at the school level, particularly the vision, policies and processes. Then the collaborative partnership process will be discussed, including strategies to build professional capital at the personal, micro and macro levels across the pilot network of schools.

Preparing Novice Teachers for Diversity: Enhancing University-Based Teacher Education

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Abstract

Enormous changes over the last decades have led to the trend of higher education globalization. The growing diversity in each society and higher education institution requires high quality teacher education. Preparing novice teachers for diversity has become a topic under heated discussion. At this point, this research wishes to declare some concerns about the issues of preparing novice teachers and to explore the university-based teacher education, aiming to explore the supporting system construction for novice teachers preparing in the context of Czech universities and to contribute to the literature on diversity teacher education and to support better higher education practice. The nature of the set aims requires qualitative methodology research design that will be applied in three stages. In the first stage, data will be collected by semi-structured interview and classroom observation. In the second stage, data will be enriched by the second-round interview and a questionnaire will be developed for the verifications of the data. The last but not least stage of the research will focus on the descriptive analytical activities. Three higher education institutions and ten novice teachers will participate in this research.

Keywords

Teacher education, novice teacher, adult education, university-based

Structuring Support for Interprofessional Education at a Canadian School of Health Sciences – A Case Study

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Abstract

There is growing evidence that interprofessional collaborative patient-centered practice, or interprofessional collaboration (IPC), improves patient safety outcomes and ensures optimal use of healthcare resources. Interprofessional education (IPE) occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes (WHO, 2013). The School of Health Sciences (SoHS) at the British Columbia Institute of Technology (BCIT) is required to integrate IPE into health science curricula to meet accreditation and professional practice standards. The urgency to embed IPE within the SoHS curricula has been increased as the school will move into a new health science building designed for interprofessional collaboration in 2021. Despite these driving forces, BCIT continues to struggle with embedding IPE into health science curricula. A major obstacle to this integration is the lack of an institutional structure to support strategic planning and delivery of IPE. This paper outlines the work of an interprofessional working group formed to establish the foundation to move IPE forward. The group used the tools of SOAR analysis, literature review and benchmarking to determine the appropriate structure and scope of work, which was organized under four pillars: curriculum, faculty development, practice education and culture. The goal is to create an IPE center to facilitate IPE processes throughout the SoHS and build a culture that values interprofessional collaboration.

Keywords

Interprofessional education, interprofessional collaboration, health science curricula, institutional structure, partnerships

Interprofessional collaboration (IPC) in healthcare settings is recognized as crucial for improving patient safety, patient outcomes, and the overall transformation of healthcare systems (WHO, 2013). In Canada, provincial governments and health authorities are working to advance interprofessional collaboration through statutes, reforms and provincial acts (Ries, 2016). Professional regulatory bodies are including interprofessional competencies as entry to practice for new graduates entering the health professional field (AIPHE, 2010; Willgerodt et al., 2015) and increasingly, healthcare professional accrediting agencies are including interprofessional competencies as part of their education standards for program accreditation (AIPHE, 2010). In order to meet these competency requirements, interprofessional education (IPE) is required in the post-secondary system.

The vision, mission and values of the British Columbia Institute of Technology (BCIT) espouse the virtue of interprofessional education and collaboration among our wide range of 28 programs within the School of Health Sciences (SoHS), and it is highlighted in the BCIT Education Plan (BCIT, 2019-2021). In 2021, the school will move into a new health science building designed for interprofessional collaboration. IPE must be embedded in the school to ensure accreditation requirements are met, the needs of stakeholders are satisfied, and the IPE mandate and vision for the new building are fully supported. Despite these driving forces, BCIT continues to struggle with embedding IPE into health science curricula. A major obstacle to achieving this integration is the lack of an institutional structure to support strategic planning and delivery of IPE. This paper outlines the work that has been done to embed IPE within the SoHS curricula and details what is needed to build on past successes to position the school for deeper integration of IPE across all programs.

1. Background

IPE occurs when two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes for patients (CAIPE, 2002; WHO, 2010). IPE helps future healthcare professionals develop interprofessional collaborative competencies to work effectively in teams. There is growing evidence that interprofessional collaboration is needed to meet the complex demands of healthcare systems suffering from a human resource crisis and challenged by the increasing complexity of patients. Ensuring that future healthcare professionals are equipped to work effectively in teams is imperative (WHO, 2010) as healthcare professionals are required to work collaboratively in practice settings.

Over the past four years, the BCIT SoHS interprofessional education committee has created and implemented foundational IPE documents, faculty guides, workshops and online modules. These foundational projects have resulted in IPE student participation within many programs across the school. IPE champions have emerged from within the faculty who are striving to push IPE forward. The next challenge is to deepen engagement within the school's unique environment, which includes varied program lengths, cohort-based programs and specific teaching processes. However, better engagement requires an explicit mandate from leadership to prioritize and resource the development of interprofessional curricula (Cahn, 2014).

In January 2019, the IPE Enthusiasts, an interprofessional working group of faculty from various programs in the school, began to uncover what was needed to build on these foundations to ensure IPE could be embedded across all health science curricula at BCIT.

2. Methods

To that end, a SOAR (strengths, opportunities, aspirations and results) analysis was conducted to identify current strengths and opportunities, and to determine a vision for IPE within the school. Next, a literature review was undertaken to understand best practices in IPE. A benchmarking exercise was then used to uncover the approaches taken by other similar educational institutions.

The SOAR analysis revealed strengths to build upon as well as many opportunities to leverage. The knowledge and ideas gained from the SOAR analysis assisted the IPE enthusiasts to determine the most effective methods to strategically influence and empower instructors to enhance and support the integration of IPE.

3. Findings

Findings from the literature review and benchmarking exercise are presented under the following five themes:

3.1. Structure

Interprofessional education works when there is a well-established organizational structure with multi-level support from across the institution. The complexity of IPE requires that institutes create a sustainable departmental structure to support effective, organized coordination throughout the school. Allocating resources, both human and temporal, allows for sustainability and continuity of IPE activities that provide meaningful learning opportunities for students (Berger et al., 2017; Brasher, Owen & Haizlip, 2015; Cahn, 2014; Chen, Delnat & Gardner, 2015; Gilber, 2010; Grymonpre et al., 2016; Ho et al., 2008; Khalili et al., 2013; Ministry of Health, 2007; Parker & Oandasan, 2012; RNAO, 2013; Racine, Bilinski & Spriggs, 2016; UBC, 2018; UBC, n.d.).

3.2. Curriculum

The BC Health Professions Act states that health colleges need to support and enhance interprofessional collaborative practice (Province of British Columbia, 1996). In 2011, interprofessional education was federally mandated to be a part of entry to practice health service curricula across Canada (Ries, 2016). Interprofessional collaboration must be considered when strategic-level curriculum decisions are made (Parker & Oandasan, 2012; Cahn, 2014). IPE must be *integrated* into health science curricula rather than being *added on* to existing curricula (AIPHE, 2010; Cahn, 2014; Willgerodt et al., 2015). Health science programs must have protected time allotted and remain flexible in the integration of IPE due to the intricacies of IPE timetabling (AIPHE, 2010). Emerging resources need to be

incorporated in IPE curricula, including the CIHC National Interprofessional Competency Framework and IPE knowledge, skills and attitudes (AIPHE, 2010; RNAO, 2013; UHN, 2019). Creating integrated curricula where common interprofessional topics are covered would create an environment where students can learn from, about and with each other (Cahn, 2014).

3.3. Faculty development

Faculty must be provided with professional development in order to deliver effective IPE that leads to collaborative, patient-centered practice. To build on momentum and advance IPE, healthcare educators need to be prepared to effectively facilitate it (Lamb & Shraiky, 2013; Reeves et al., 2016a, 2016b). However, evidence indicates that educators, including experienced ones, are not always effective interprofessional facilitators due to unique features of IPE (Derbyshire, Machin & Crozier, 2015). Educators who deliver IPE curricula must often leave their comfort zones and enter an unfamiliar context that includes different values, perspectives and priorities among healthcare providers (Anderson, Thorpe & Hammick, 2011). Faculty professional development can lead to successful, high-quality, and sustainable IPE programs (Brasher, Owen & Haizlip, 2015; Hays, 2013; Varpio, Aschenbrenner & Bates, 2017). Advantages of faculty development include a better ability to create, support and recognize opportunities for collaborative practice (Ho et al., 2008).

3.4. Practice education

Establishing partnerships between education and practice is necessary to provide clinical environments where students continue their interprofessional learning. Forming these partnerships requires the active engagement and commitment of IPE ambassadors within each sector (Grymonpre et al., 2016). Interprofessional learning in both the classroom and practice settings positively impacts knowledge, attitudes, perceptions, values and skills regarding interprofessional team work (Anderson et al., 2011). Without meaningful clinical environments, students have difficulty understanding the importance of collaborative practice (Chen et al., 2015).

3.5. Culture

A common interprofessional vision, standardized language, leadership endorsement of collaboration, strategic alignment, and school-wide implementation is critical for embedding IPE into the organizational culture (Berger et al., 2017; Cahn, 2014; Grymonpre et al., 2016; Hays, 2013; Parker & Oandasan, 2012). Long-term sustainability and culture adoption require change management strategies, socialization frameworks/theories, faculty development, and funding (Berger et al, 2017; Cahn, 2014; El-Awisi et al., 2016; Khalili, Orchard, Laschinger & Farah, 2013; Parker & Oandasan, 2012; Willgerodt et al., 2015). A foundational philosophy of reciprocity, respect and role-valuing is necessary in healthcare education, in order to reduce tribalism, professional silos, interprofessional rivalry, and hierarchies (AIPHE, 2010; Benner, 2012; Coffey & Anyinam, 2015; Frenk et al., 2010). IPE is an iterative process of interprofessional socialization and needs to be valued at the social level by staff, faculty and students (Cahn, 2014; Varpio et al., 2017). Academic institutions are the first entry point for students into healthcare and set the stage for developing competence in collaboration. The

learning spaces of the entire campus and the use of these places sends a powerful message of whether IPE/IPC is valued and reflects the organizational culture (El-Awisi et al., 2016; Kitto et al., 2013; Lamb & Shraiky, 2013; Parker & Oandasan, 2012).

4. Discussion

The literature and benchmarking exercises revealed some commonalities among educational institutions with strong IPE programs: they implement policies and programs to foster an IPE culture, they systematically develop faculty skills in IPE, and they actively support an IPE-based practice education curriculum. Based on the findings from the literature and benchmarking, it became clear that a radically new way of working together inside BCIT was needed.

The following plan was developed for structuring support for IPE at BCIT.

4.1. Structure

Goal One: Create an IPE center and administrative structure with associated processes and guidelines.

A recommendation was put forward to establish a BCIT Centre for Interprofessional Collaboration (CIPC), responsible for continuously supporting, overseeing and driving the four IPE pillars: curriculum, faculty development, practice education, and culture. The center would ensure that:

- interprofessional collaboration is considered when strategic-level curriculum decisions are made within the school,
- IPE goals, tasks, and measures are included in program review and strategic-level evaluations,
- elements of IPE are articulated in job descriptions and performance reviews, and
- existing and future learning spaces are conducive to IPE activities and culture.

4.2. Curriculum

Goal Two: Continue to develop and integrate IPE curriculum and ensure all students have opportunities for interprofessional learning.

Activities under this pillar include ensuring that emerging resources, including the CIHC National Interprofessional Competency Framework (CIHC, 2008) and IPE knowledge, skills and attitudes, are integrated into the curricula rather than being added onto existing curricula (AIPHE, 2010; Cahn, 2014; RNAO, 2013; UHN, 2019; Willgerodt et al., 2015). Additionally, attention will be given to certain IPE goals within the SoHS: 1) ensuring secured, protected and dedicated time across all programs for collaborative processes such as student and faculty education and workshops, 2) remaining flexible in the integration of IPE within the complex intricacies of timetabling (AIPHE, 2010), 3) optimizing opportunities to integrate and embed IPE within curriculum changes, and 4) ensuring IPE curriculum is evaluated regularly as part of quality improvement.

4.3. Faculty development

Goal Three: Build faculty capacity in facilitation, IPE competencies, and team facilitation, and ensure access to and use of IPE resources.

Activities under this pillar include integrating IPE training into orientation of new faculty; creating and running faculty development workshops; creating an online repository of tools and resources in written or multi-media format to support faculty; ensuring funding support for faculty to attend IPE conferences and professional development events at other institutions; building a community of practice composed of IPE facilitators across the SoHS; and building capacity for faculty to co-facilitate and team teach IPE.

4.4. Practice education

Goal Four: Build strong partnerships with provincial stakeholders and provide support for students and preceptors to enhance collaborative practice.

Activities under this pillar include formulating partnerships between BCIT and healthcare practice sites, as both are equally accountable for establishing a consistent approach to ensure students can integrate foundational concepts of IPE into IPC in practice (BCPEC, 2013). Students need to be placed in sites that have the capacity to provide the learning and resources required to meet their requisite competency profiles (BCPEC, 2013). Other activities include identifying IPE ambassadors in education and practice, hosting information sessions, leveraging meetings to bring education and practice IPE ambassadors together, growing pre-licensure interprofessional learning, designing training for practice educators in IPE facilitation, and supporting the co-creation of IPE coordination tools across the province.

4.5. Culture

Goal Five: Interprofessional collaboration is collectively valued and normalized throughout BCIT SoHS, among students, administration, and faculty.

Activities under this pillar include providing spaces such as lounges and lunch rooms across campus for the purpose of informal collaboration, and continuously communicating the message that “collaboration is valued here” through media announcements and newsletters to all faculty and students. A common standardized language across professions creates an inclusive culture; therefore, leadership and faculty should be encouraged to use inclusionary and multiprofessional language, which role models to students that the school is committed to a common goal of collaborative practice to advance patient safety. Other explicit activities include committee structures and policies that encourage collaborative practice and ensuring collaboration is a standing item on all agendas across SoHS.

5. Conclusion

There is growing evidence that interprofessional collaboration in healthcare settings helps improve patient safety outcomes and ensure optimal use of healthcare resources. Healthcare

professionals are expected to demonstrate competence in interprofessional collaboration, which is reflected in professional practice standards. Therefore, interprofessional education is an essential component of curricula as it provides students' foundational skillsets in order to support interprofessional collaboration among healthcare professionals. BCIT is required to integrate IPE into health science curricula to meet accreditation and professional practice standards. An interprofessional working group was formed to establish the foundation to move IPE forward at BCIT. This group used the tools of SOAR analysis, literature review and benchmarking to determine the appropriate structure and scope of work organized under four pillars: curriculum, faculty development, practice education, and culture. Our goal is to create an IPE center to facilitate IPE processes throughout the SoHS, to continue to develop and integrate IPE into health science curricula, and to support faculty in delivering a comprehensive IPE curricula through workshops, conferences, an online repository for references, opportunities for co-facilitation, and building a community of practice. Through these processes, we will collectively build a culture on campus that values interprofessional collaboration.

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Information Technology Proficiency of Accounting Graduates: A Distance Learning Perspective

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Abstract

Higher education needs to prepare graduates for exponential technological changes in the business world. Technology is regarded by some as a “disrupter” that is transforming the role of the finance function. Tertiary institutions, face numerous challenges in providing accounting students with, not only technical subject-related knowledge, but also the attitude, enthusiasm and values to adapt to the volatile and uncertain workplace. Research on teaching information technology (IT) skills to distance education accounting students in a developing country, is limited. In addition, very few studies have been conducted where employers were consulted as to their opinion on these graduates’ IT proficiencies. This research investigates the employers’ perceptions on the IT skills of accounting graduates, specifically those graduating at an open distance learning institution. To align graduates with a dynamic IT environment, this study was conducted from a human capital theory perspective, which encompasses an intellectual capital dimension. Following a qualitative approach, purposive sampling was used to interview audit managers and or training officers from accounting firms in South Africa. The interview results showed that graduates not only lack specific IT skills, but inter alia also general writing and communication skills. Many employers were surprised that

graduates who are supposedly IT savvy, do not poses the necessary IT skills relevant to the workplace. With regard to the comparison of the IT skills between students from distance education institutions and residential ones, employers indicated that there is not a substantial difference, but that the differential factor is rather their socio-economic background.

Keywords

Higher education, distance learning, information technology skills, employability, employer perspective

Issues Identified and Being Addressed in the Curriculum Framework Review

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Abstract

The University of Reading (UK) has been undergoing exercises of Curriculum Framework Review (CFR) over the past three years, i.e. 2016-2019. The aim of the exercises is to “deliver strong programmes at all levels of higher education, within distinctive and innovative models, rooted in research and closely aligned with practice”.

In the course of the CFR, issues related to day-to-day teaching and learning practices were identified, such as variety of students’ background and their engagement in learning. We have noticed that students with a wide range of academic background are recruited into the programme of BSc Computer Science degree course over recent years. Since we don’t have any subject restrictions to students applying to the course, some students have A-level¹ mathematics and/or A-level computer science, but others may have neither. In addition, a group of students are also recruited through BTEC² (Business and Technology Education Council) programmes. From the pedagogical point of view, this places challenges for both teaching and learning. It may affect the curriculum design, delivery and assessment to ensure that the curriculum is mindful of the need to prepare all students adequately. Streaming delivery and diversified assessment methods are discussed and investigated. Engaging students and other stakeholders, such as industrial employers, in the CFR is also taken on-board in discussion to make sure the curriculum fulfil students’ needs in the University studies and beyond. Working with students as partners, rather than treating them as customer or product, may establish a new model taking forward.

Keywords

Curriculum design, streaming delivery, engagement

¹ Advanced level of the general certificate of education in the United Kingdom education system.

² A further education qualification and vocational qualification, equivalent to A-levels in the UK.



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