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Re-storying career practitioners' professional identities as career and employability specialists through an online WIL capstone

Susan Mate [iD][a], J. Ryan [iD][b] and K. Toh[c]

[a]Education Services, La Trobe University, Melbourne, Australia; [b]School of Education, La Trobe University, Melbourne, Australia; [c]School of Management, RMIT University, Melbourne, Australia

ABSTRACT

Pedagogical partnerships are rarely used to explore how students develop agency through Work Integrated Learning (WIL). This study contributes to this gap by exploring how pedagogical partnerships between students, industry experts and subject leaders in a postgraduate online WIL capstone assisted students to gain clarity about their professional identities as careers practitioners. To further scholarly understanding and appreciation for pedagogical partnerships in WIL, we use narrative methods to provide insight into how careers counselling students learned the process of narrative counselling. We emphasise students' learning as a re-storying of their professional identities as careers practitioners. We discuss the significant role pedagogical partnerships played in the development of co-constructed narratives that enabled student participants in this study to re-story their professional identities as careers practitioners. The paper concludes with observations about the implications of our findings, including resources needed for the pedagogical design.

Introduction

Work-integrated Learning (WIL) activities aim to develop and enhance employability skills and lifelong learning capabilities in realistic work contexts (Fern et al., 2022). WIL is an educational approach that involves student, educational institution and external stakeholder in 'authentic work-focused experiences as an intentional component of the curriculum' (Zegwaard et al., 2023, p. 38). Through WIL, students participate in work-related activities that enable them to integrate theory with practice relevant to their discipline or professional development (Zegwaard et al., 2023, p. 38).

To effectively embed WIL into a subject it is important to consider the goals of doing WIL. It is equally important to devise innovative strategies for evaluating the impact of the WIL experience, including the degree to which students develop meaningful knowledge about professional work (Ajjawi et al., 2020). Focusing only on the development of

skills or capabilities can fail to capture the complexity of learning associated with WIL (Jackson, 2016; Jackson & Trede, 2020). In this paper we illustrate the educational nature of the online WIL experience by showing how it can lead to professional identity development through a process of learning, doing and becoming. Professional identity development shapes, and is shaped by, WIL experiences, making it an important focus when evaluating the impact of WIL. As Trede et al. (2011, p. 159) comment, 'Student participation in professional roles through workplace learning experiences are opportunities for transformative learning that shape professional identity formation and a sense of professionalism'.

There is an increasing focus on university students' capacity to develop an identity as a professional through purposefully designed WIL (Campbell & Zegwaard, 2011; Jackson & Trede, 2020). For example, Campbell and Zegwaard (2011) called for approaches to WIL that explicitly develop students' professional identities and further research into the development of such identities. Although professional identity is an important concept for WIL, it is not always a key measure of effectiveness across capstone experiences such as the subject in which the present study was undertaken. The term capstone generally refers to the culmination and consolidation of prior learning that is designed to prepare students for employability, social engagement and lifelong learning (Lee & Loton, 2015; McNamara et al., 2012). Not all capstones have a WIL-based pedagogical design that engages multiple stakeholders; however, a central principle of a capstone is that theory and practice are applied in an authentic context (Lee & Loton, 2019). Exploring how graduates gain agency within a 'landscape of practice' where they can understand the nexus between theory and practice and engage with professional networks and communities of practice can also be a useful way to understand the effectiveness of a WIL experience (Jackson, 2016; Lave & Wenger, 1991; Wenger, 2004; Wenger-Trayner & Wenger-Trayner, 2014).

This paper uses professional identity and pedagogical partnerships as theoretical lenses to contribute insights into the impact of WIL experiences in an online postgraduate capstone subject that focused on narrative careers counselling. Specifically, we explore how pedagogical partnerships between students, industry experts and subject leaders fostered collaboration and contributed to students' professional identity development. We begin by describing the theoretical framework that contributed to the pedagogical design and research findings. We then provide the context, aims and focus of our study before describing our methodological approach. We present and discuss our findings about students' learning experiences, including how pedagogical partnerships provided an opportunity for students to learn a professional dialogue, practise that dialogue and develop agency and voice as career practitioners. We conclude with observations about the value of pedagogical partnerships for fostering professional learning and identity development in a capstone subject, noting the resources needed to enable the pedagogical design as a potential limitation.

Theoretical framework

To understand professional identity development in this study, we drew on the work of Trede (2012), which identifies three key phases in the development of an agential professional identity:

1. Awareness of a consciousness about one's approach to a profession.
2. Formation of relationships within that profession and an understanding of power dynamics.
3. Experiences of using the language and discourse of the profession (p. 161).

The narrative counselling process in this capstone subject was facilitated online in reflective teams of industry experts and students. The design of the subject provided a landscape of practice where students had the opportunity to learn by doing, by practising the use of professional language and counselling skills. Subject leaders were involved in the preparation of workshops and reflection afterwards. This process was designed as a pedagogical partnership. Gaining prominence in higher education in recent years through a growing 'students as partners' literature, pedagogical partnerships vary in scope and intent but share a common aim of fostering genuine collaboration where adult learners are active in constructing knowledge, practices and decision-making (Cook-Sather et al., 2014). Pedagogical partnerships are grounded in values of respect, reciprocity, equity of contribution, trust, courage, honesty and inclusivity (Matthews, 2017; Matthews et al., 2019). Importantly, pedagogical partnerships can be mutually transformative for educators and students (Healey et al., 2020). For example, pedagogical partnerships have been found to improve students' engagement, motivation, confidence and learning, and to change educators' insights, including the reconceptualisation of learning and teaching processes as being mutual (Cook-Sather et al., 2014).

Pedagogical partnerships can seek to disrupt traditional relations between faculty and students through the practice of 'relational diversity', which recognises and aims to 'unlearn' hierarchies and power relations (Guitman et al., 2020). In this way, pedagogical partnerships are particularly apt when learning and teaching a narrative counselling process which positions the client as an expert and the counsellor as a facilitator. In a narrative counselling process, the counsellor uses narrative practices to collaborate with the client to interpret the events that happen to them.

In this capstone subject, pedagogical design and professional practice were closely aligned. In combination with Trede's (2012) conceptualisation of professional identity and pedagogical partnerships, this alignment provided a strong context in which to explore how students re-story their identity through a professional WIL experience.

About this study

Context

This study was undertaken in a narrative counselling capstone subject in a postgraduate careers counselling course. In this subject, students practise micro skills and narrative therapy (White & Epston, 1990) and explore how the narrative approach applies to practice. Developing an identity as a career's practitioner with specialist narrative counselling skills can be understood as a process of 'weaving threads of new forms of professional identity into a basket' (Penwarden, 2018). McMahon and Watson (2012) stress that an important feature of narrative careers counselling is that the process enhances a client's sense of agency because the counsellor asks questions to elicit connections between a client's past and future action. Winslade (2002, p. 35) describes the work of counsellor education as a way of developing

> A professional identity consisting of a set of values, attitudes, ideas, knowledge, and skills. Enabling students to put these all together and to make meaning of them through storylines makes it possible for them to articulate, 'This is who I am as a counsellor, and this is what I'm trying to do in the world'.

Narrative counselling frames both these aspects of professional identity in a distinctive way.

Students' success in this subject was assessed based on their participation in reflective team workshops and through a written post-workshop reflection on their learning that was assessed by the subject leader. The design also met the requirements of a capstone by drawing on the students' understanding of counselling practice and ensuring students were well-placed to articulate the application of their skills and knowledge and self-efficacy in the context of counselling practice to their subject leader. The online exercise simulated real-life WIL requirements, as the experience with external industry stakeholders provided insight into the process of authentic counselling work and the ethical dilemmas associated with this work. In this case, the role the counsellor plays in engaging with their clients was a crucial ethical dilemma in meeting the requirements of the professional accrediting body for careers practitioners.

Penwarden (2018) discussed the value of reflective teams for developing students' counselling capabilities as professional practitioners with scope to make mistakes through the training process. A reflective team process has also been used in numerous counselling training programmes and involves small groups working with an experienced counsellor to practise the counselling relationship in pairs whilst receiving feedback from the audience, i.e., other students and the counsellor (Penwarden, 2018). Developing a sense of professional belonging through WIL experiences is important, as this provides participants the opportunity to gain confidence and maturity and navigate the complexities of the world of work (Jackson & Trede, 2020).

This capstone was designed as an online WIL experience that involved reflective teams of five students, who are pre-professionals studying careers counselling, facilitated by an industry expert experienced in using narrative therapy approaches. Reflective teams met for two hours a week over a six-week period. Different pairs presented as counsellor and client at each session and were provided with constructive feedback based on observations of the counselling sessions. The industry expert provided feedback together with peer feedback. The reflective process aimed to review the application and impact of micro-skills, to reflect on what is helpful in developing a counselling alliance, and for students to share what they were curious about in the client's story. Students reflected on what they learnt about the counselling relationship and how they intended to apply their learning in their future practice. The reflective team process offered an opportunity for students to learn through the group and develop a dialogue about narrative questioning, including the opportunity to model constructive forms of feedback provided by an industry expert.

Aims and objectives

The present study aimed to investigate how course delivery mode influences postgraduate career development learning and professional identity development. In this paper we focus on findings in relation to one of three research questions guiding the broader study:

'How do facilitators, subject leaders and students partner in the process of developing an online counselling process'?

Positionality

At the time we commenced the study, Mate was the coordinator of the WIL capstone, located within a School of Education at a large metropolitan university. This subject was part of an institutional curriculum renewal strategy, which Mate and Ryan were tasked with implementing, as subject coordinator and academic developer respectively. In early discussions about curriculum design, we discovered a common interest in narrative research and discursive practice as lenses for understanding professional identity, including through re-storying. We decided to seek ethics approval to implement this study alongside curriculum development. Re-storying is the process of gathering stories, analysing themes for key elements, such as time, place, plot and environment and reconstructing the stories to interpret the sense in relation to the context (Olleren-shaw & Creswell, 2002).

Participants

Participants comprised five staff (subject leaders and industry experts) and five former students (alumni). The five subject leaders had completed, or were completing, a PhD in the field. Of these, four also played the role of industry expert, facilitating the reflective teams as described above. Industry experts were qualified in psychology or social work or had extensive experience in career practice and had experience using narrative practices with their clients. The five alumni were interviewed after they had completed the subject. They were representative of the overall student cohort, reflecting the broader cohort's gender composition in comprising four women and one man. They were also representative in having come to the course with at least an undergraduate degree and in being aged in their mid to late 30s. Four alumni were working as career practitioners. All five were new to narrative counselling when they undertook the WIL capstone subject.

Methodology

Our methodology mirrored the narrative counselling process by taking a collaborative, reflexive and narrative approach to data generation and analysis. We understand narrative as referring to story – the sequential construction of events and act of storytelling – to socially convey intended meaning, including the construction of identity (Riessman, 2008). Narratives can be represented in multiple ways, including spoken, written and visual forms (Riessman, 2008).

Narrative research interviews, such as the video-based interviews in the present study, are co-constructed (Riessman, 2015). Although we had a series of topics that we hoped to cover, we aimed to elicit detailed accounts and jointly make meaning with participants, rather than following a conventional interview format of question and answer (Riessman, 2008). As a method, video derives from a range of social science, educational psychology and arts-based research paradigms and can help researchers better understand cognition, sociology and aesthetic considerations and questions (Gubrium & Holstein, 2012; Harris,

2016; Heath et al., 2000; Margolis & Pauwels, 2012). In the present study we were interested in understanding how the online counselling experience was socially constructed.

Narrative analysis is concerned with 'how and *why* incidents are storied' (Riessman, 2008, p. 11). This paper focuses on *how* industry experts, subject leaders and students partnered in the process of developing an online counselling process. We aimed to explore learning experiences, including any implications for developing a professional identity as a careers practitioner. While narrative analysis focuses on the context and specificities in extended accounts, it can be combined with thematic analysis to explore the storytelling process at an individual level and with reference to themes coded across accounts, as in the findings presented below (Riessman, 2008).

Research procedures

As shown in Figure 1, we generated and analysed data in three phases.

Phase 1: Storying the online counselling process

Following ethics approval (23310), recruitment of subject leaders and industry experts was managed by Ryan, as a third party who was not involved in management, teaching, or assessment in the subject. Participants were invited by email to participate in semi-structured video interviews about their perceptions and experiences of facilitating an online narrative counselling process.

Ryan conducted video-recorded research conversations with five subject leaders and industry experts, including Mate who was an industry expert, as well as being the subject and course coordinator. Interviews explored the relevance of modality, learning design and pedagogic partnerships and were video recorded and transcribed.

Our analysis focused on narrative to explore how the teaching team storied their accounts of facilitating the online narrative counselling process. In co-constructing narrative summaries with subject leaders and industry experts, we noted that they drew
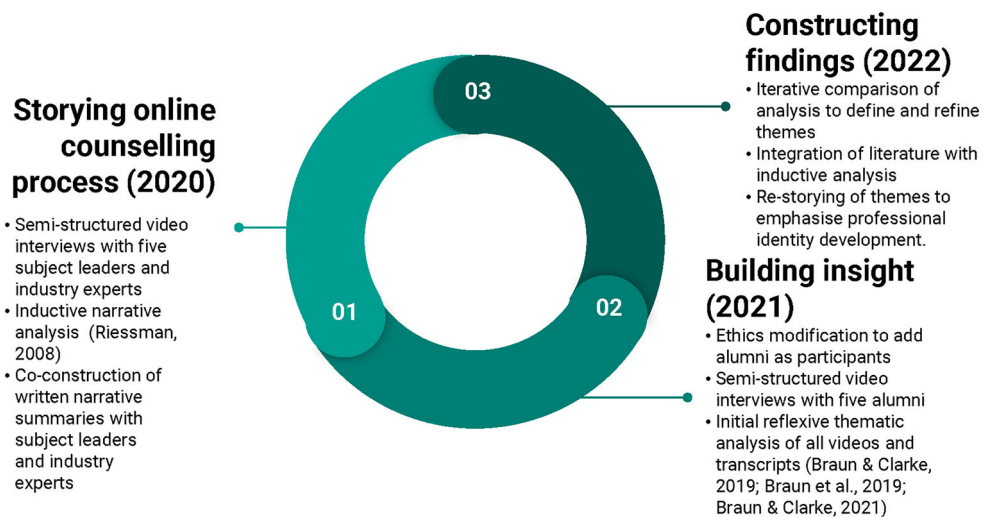

Storying online counselling process (2020)
- Semi-structured video interviews with five subject leaders and industry experts
- Inductive narrative analysis (Riessman, 2008)
- Co-construction of written narrative summaries with subject leaders and industry experts

Constructing findings (2022)
- Iterative comparison of analysis to define and refine themes
- Integration of literature with inductive analysis
- Re-storying of themes to emphasise professional identity development.

Building insight (2021)
- Ethics modification to add alumni as participants
- Semi-structured video interviews with five alumni
- Initial reflexive thematic analysis of all videos and transcripts (Braun & Clarke, 2019; Braun et al., 2019; Braun & Clarke, 2021)

Figure 1. Research procedures.

parallels between the way that narrative counselling de-centres the counsellor as expert and how reflective teams de-centre the facilitator as expert by recognising collective expertise. We identified two key themes from the co-constructed narratives for further exploration, both concerned with process:

1. Facilitation of reflective teams as a pedagogical partnership
2. Development of professional identity as a career's practitioner as a co-constructed, narrative process.

Having co-constructed meanings from video recordings and transcripts of the research conversations, we drafted narrative outlines of key plot points and significant themes and asked the subject leaders and industry experts to co-construct these based on their perceptions and experiences.

Phase 2: Building on initial insights

To build on insights from the first phase of data analysis, we obtained approval for an ethics modification to enable interviews with alumni to explore their perspectives on partnering in reflective teams while learning narrative counselling online and any impacts on professional identity as a career's practitioner. Recruitment was managed by a research assistant who had taught into the subject but was not responsible for assessing the work of any participants or for conducting interviews. Mate conducted interviews with three alumni, one as an individual interview and one with two participants. Ryan conducted the other two interviews individually. Our focus was on participants' experiences of reflective teams, learning narrative counselling online and any perceived or inferred influences on professional identity development.

Phase 3: Constructing findings

To construct the findings presented below, we used reflexive thematic analysis (Braun et al., 2019; Braun & Clarke, 2019, 2021) to analyse transcripts and video recordings of research interviews with the industry experts, subject leaders and alumni. Like the online narrative counselling process, this is a reflexive and flexible approach which can be used inductively and with compatible theory (Braun & Clarke, 2021). Knowledge construction is seen as an active, creative and situated process in which researcher subjectivity can be a resource (Braun & Clarke, 2021).

Having become familiar with the data over the several phases of the project, we separately analysed data, each generating numerous broad themes, which we illustrated using quotes from interviews. Then, we compared the themes that we had identified, looking for relationships and differences. We noted connections between themes of partnership and professional identity and the literature that had informed design of the subject – learning an online narrative counselling process as a pedagogical partnership and developing a professional identity as a career practitioner through consciousness of self, social relations and discursive practice. We undertook an analysis of the explored themes across the data set and re-storied these themes to emphasise participants' professional identity development. Each participant was given a pseudonym to ensure confidentiality. We combined our analysis to construct the findings that are presented below.

Findings

Our analysis generated two key findings:

1. Engagement in pedagogical partnerships enabled students to gain insight about their learning and the process of becoming a professional.
2. By participating in reflective teams during an online counselling process, students developed their professional identities.

Insights into learning and becoming a professional through pedagogical partnerships

By working in reflective teams, students had an opportunity to practise narrative counselling in a safe environment and receive feedback from industry experts, subject leaders and other students. As one industry expert and facilitator commented:

> I think it's easier to build trust … to break down those boundaries, … If you don't feel like someone is superior to you. You know, if someone is there with you, beside you, on your level sharing their own experiences but not being all knowing. (Natalie, industry expert and subject leader).

This created a climate that reflected pedagogical partnership values of trust and reciprocity (Matthews, 2017; Matthews et al., 2019). Both industry experts and students commented on this. For example, industry expert Maureen reflected that:

> As the facilitator I share in the reflecting team … particularly in the first few sessions … I'm really trying to model how you do this … But I think, yes, in the reflecting team we are a partnership.

This was echoed by a student who made connections between facilitation of the pedagogical partnership in reflective teams and the narrative counselling approach:

> You facilitate the process and … the client facilitates … the content … so I felt like it was almost like that … so she [industry expert] … had the plan and … knew what was … happening and … the flow situation, but we still had that ability to explore what was going on and the questions that came up for us. (Rebecca, student)

Power sharing is evident in both the industry expert and student narratives, reflecting the potential of pedagogical partnerships to disrupt traditional hierarchies between educator and student by recognising knowledge and power as being shared and dynamic (Guitman et al., 2020).

Pedagogical partnerships also proved important for students' learning about collaborative practice through observation of others and participation in the reflective teams. For example, one student commented:

> There was one student in my reflective team that was focusing a bit too much on how to solve the client's problem and as an observer of this practice it became clear. This highlighted to me that the counselling relationship is really about using curious questions and listening, it's about collaboration … not finding a solution. Facilitating the opportunity to let the client story or re-story and be the expert. (Lorna, student)

Here Lorna discusses the power of partnering (Trede et al., 2011) and the co-creation of knowledge enabled through a pedagogical partnership (Mercer-Mapstone & Bovill, 2020). In the process she also reflects on professional identity as a career's practitioner.

Development of professional identities in reflective teams in an online counselling process (learning by doing)

Students developed professional identities in reflective teams through partnerships with key stakeholders and through a co-construction process. In describing their experiences, alumni told us stories about their identities as narrative career practitioners. They discussed the application of person-centred therapy as being shaped by their experience within the reflective teams. Our findings support the work of Trede et al. (2011), which concluded that forming a professional identity is an often hidden, yet significant, outcome of WIL.

During peer learning, students developed a new professional discourse through observation of practice and engagement in practice. One industry expert told a story about the reflective process:

> In the reflective team we work to model and co-construct the client's story; we do this by demonstrating open questioning and reflecting the micro skills required in counselling to support the client to decide and demonstrating active listening, and then the student practises these skills. (Maureen, Industry expert and subject leader)

Subject leaders discussed other examples where students partnered to develop their re-storying and counselling skills.

> In preparation for the counselling workshops, we use case studies, and the students get oriented to ethical questions and how to work with a client and use a narrative approach. As opposed to the student being the expert, they become oriented to the role of the client being the expert who may face certain social constraints that impact on their agency. (Tracy, Subject leader)

Students, subject leaders and industry experts partnered in considering narratives as an effective means of constructing multiple identities, whilst also recognising that there are potential patterns that shape identity and capacity for agency. This is important because without asking open questions to gain insight into the client's experience, the careers practitioners who assist people to re-narrate their lives could lead clients to a conclusion that may not help build the client's decision-making, thereby maintaining power imbalances, because the client is not given the scope to explore what is meaningful for them in their life (McMahon et al., 2008; Sultana, 2014).

The industry experts who facilitated the reflective teams worked to assist students to consider client agency more broadly by becoming aware of the importance of language and discourse.

> You have a meaning and value system; this is going to shape the choices and your sense of agency in relation to the choice of worlds … situating the purpose and intentionality of the work … what de-centres the counsellor in a different place, where they are not the expert but they are helped by the constructivist understanding that there is no one truth and a pluralist understanding of the choices people use to describe their context. (Maureen, Industry expert)

Another way that students developed awareness of the role of narrative careers practitioner was by learning to distinguish between sympathy and empathy. They learned that it was not the counsellor's role to reassure the client when they express an insecurity but rather the counsellor should listen to the client's narrative, ask questions and help the client shift to a different mindset or story. For example, one student reflected that:

> In our sessions, some 'clients' raised quite personal issues and it felt unnatural not to respond with sympathy or reassurance. This reminded me that the counselling relationship is a professional – not a personal – one, regardless of the personal information the client might share. There were times when I found myself making assumptions about what people meant when they used particular words or phrases, but when the counsellor asked them to clarify or elaborate, their meaning was quite different to what I had assumed. (Rebecca, student reflection)

After the workshops and attendance in this subject many students described their role as one that involved providing the opportunity for clients to refine their story. They also reflected that they learned that they were not expected to be the fountain of knowledge. One student expressed this as a shift from her established approach:

> I'm quite experienced in interviewing and micro skills were easier for me because I just do it very naturally anyway, years of experience. So it wasn't that for me, it was more … what's our role, it's … to help people along in their journey, but … I still tried to find solutions even though I didn't really want to find solutions. But I found myself going down that route. And so that was called out to me, and I thought that's brilliant because I did learn 'Okay, it's not about finding solutions'. (Louise, student)

For another student, the narrative approach raised ethical questions as she reframed the boundaries of her professional identity:

> And the other thing I liked about the narrative was that [it] did help crystallize for me some of the boundaries … around ethics, so when do you need to be just there for the person? Let them explore stuff. When do you need to start to … get them looking at moving to another professional person who may be able to help them? (Liz, student)

In the process, this student also engaged in learning about 'the landscape of practice' (Jackson, 2016; Wenger-Trayner & Wenger-Trayner, 2014). Students learn about practice through the community they become a part of in their application of practice and negotiated professional meaning-making (Trede et al., 2011). This also aligns closely with partnership learning communities described in the students as partners literature (Healey et al., 2014). Staff-student partnerships involve power sharing through creation of spaces where traditional hierarchies (educator/student) are disrupted, students are empowered, diverse voices can be heard, diverse contributions can be recognised and, in their diversity, be equally valued (Guitman et al., 2020).

Discussion and conclusions

A key finding of the study was that a pedagogical partnership approach enabled students to develop their professional identities, meeting the challenge of experiencing a re-storied approach to their counselling practice in an online WIL experience. They were able to develop their reflective voice about the way they developed a relationship with their clients. Narrative careers counselling is theoretically influenced by the work of scholars

who advocate for co-construction of meaning (McMahon & Patton, 2017; McMahon & Watson, 2012). Co-construction of stories becomes evident for practitioners' learning about narrative careers practice. In the present study, this provided subject leaders, students and industry experts opportunities to co-create new knowledge in guidance, career and employability practice and counselling.

We propose that re-storying professional identity can be understood as a process that involves pedagogical partnerships and power sharing. In this study, the subject leaders, students and industry experts enacted partnership values to engage in a process of learning by doing through practising professional language and counselling. This provided the opportunity to reflect on how the new practitioners identified as becoming professionals or adopting a new professional approach. In this regard, the external stakeholders provide an authentic work-focused experience for the students in this WIL subject. This mutual process is represented in Figure 2.

We found that engagement in the reflective team (and with stakeholders) was a critical part of the learning for students by providing a context that enabled them to develop an awareness of the language associated with narrative counselling principles together with the ethical underpinnings that are fundamental to the approach. They learned by doing the practice. This involved practice through the reflective team, observation of others engaged in the learning process and the opportunity to receive feedback from more experienced practitioners. The nature of the interactions provided an opportunity to re-story their understanding of how they anticipated practising in the future and, in some cases, how they might practise differently in their field. Research suggests that

Figure 2. Re-storying professional identity through a pedagogical partnership.

postgraduate students who participate in some form of WIL have greater clarity about their professional opportunities than graduates who did not participate in any form of WIL (ACEN, 2022). Meijers (1998) defined 'career identity' as 'a structure of meanings in which the individual links their own motivation, interests, and competencies with acceptable career roles' (p. 191). Career identity may be developed through the capstone as capstones are aligned with graduate capabilities or a project that enables a student to develop capabilities. The unique value of the WIL is that stakeholders provide opportunity for professional identity development by engaging in the practice. We propose that providing opportunities to learn and do through structured online WIL activities students can explore professional identity as an evolving phenomenon. In this study, students developed their voice as narrative careers practitioner, facilitating an opportunity for their clients to develop their narratives. The WIL features provide a context that engages students in practices of re-storying that provides students an opportunity to learn about becoming more proficient in professional capabilities and to develop their professional identity. Online or virtual WIL could be defined as a socially constructed experience that enables stakeholders to re-story professional identity in potentially a more flexible context.

Limitations

Industry feedback is a critical component of WIL subjects; however, this can be costly for universities, both in time and wages to engage industry in the process. A key challenge is to source industry partners to deliver quality feedback. This study was undertaken during Covid and designed to have a face-to-face intensive that involved reflective teams and groups of industry experts. Due to the pandemic, these were moved online. We found the experience of the mature-age students was not affected by limitations associated with gaining relevant work insights online nor did they describe challenges associated with increased cognitive demand in this context. When thinking about WIL, universities often focus on spending time in the workplace context. The feature of the design of this WIL experience was that students spent time with industry in an authentic online context to learn about professional capabilities and to develop their professional identity. The online design was not a limitation but rather the cost associated with taking this course online. We needed to work with smaller cohorts of students to enable the engagement online to be effective. In this case, the industry experts were paid and provided guidance about feedback expectations, the cost of running online was not substantially reduced from the face-to-face mode. To make this more sustainable group sizes have increased and pre and post work for students has increased. The online approach brings a greater opportunity for flexibility for students but potentially less opportunity for informal networking that comes with face-to-face interactions.

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ORCID

Susan Mate https://orcid.org/0000-0001-9148-129X
J. Ryan http://orcid.org/0000-0002-5390-0198

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