



University of HUDDERSFIELD

University of Huddersfield Repository

Ward, Lisa J., McAdie, Tina M., Bravington, Alison and King, Nigel

The Process of Designing and Analysing a Qualitative Study into Multiple WIL Experiences

Original Citation

Ward, Lisa J., McAdie, Tina M., Bravington, Alison and King, Nigel (2012) The Process of Designing and Analysing a Qualitative Study into Multiple WIL Experiences. In: Proceedings of the Australian Collaborative Education Network (ACEN) National Conference. ACEN, Australia, pp. 302-306. ISBN 978-0-9805706-2-5

This version is available at <http://eprints.hud.ac.uk/id/eprint/16664/>

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

<http://eprints.hud.ac.uk/>

Lisa Ward, Head of Teaching
and Learning Institute



The Process of Designing and Analysing a Qualitative Study into Multiple WIL Experiences

Inspiring tomorrow's professionals

Overview



- Background research
- Evolvement of the design process
- Analysis process
- Implications for the facilitation of Teaching and Learning
- Conclusions

The Research Team



Lisa Ward

Head of Teaching
and Learning Institute
UTF



Prof Nigel King

Director of
Centre for Applied
Psychological Research



Dr Tina McAdie

Senior Lecturer
Psychology



**Research
Assistants**

Fiona Purdie
(Phase II)
/Alison Bravington
(Phase II)

Inspiring tomorrow's professionals

The Search for Perfect WIL Model

Researchers sensitive to range factors

- Model that dovetails with ever changing student needs
- Best chances of subsequent employment
- Reasonable administrative overheads

Baseline Research



- Drysdale's major International study explores psychological factors related to WIL (Drysdale et al., 2011).
- University of Huddersfield formed part of this study.
- Our initial analysis suggested, the more WIL experiences, the more hope, agency and intrinsic goal motivation reported (Purdie et al., 2011)
- This study aims to tease out experiential details of learning on placement, draw strategic implications for the sector.

UK Models of WIL



- UoH 'all course have work related elements' (UoH, 2008)
- UK fees now £9000
- Sandwich fees viable – Wilson suggests £1000
- Sandwich degree
 - work experience sandwiched inside academic studies
- Short placements: History, Community Studies
- Professional placements
 - Workplace mentor
 - Match student learning outcomes with available placements

The Qualitative Project



- Most qualitative research discipline specific
- This research over a range of disciplines
- Not role specific placement
- Aim broad aspects of
 - Personal development
 - Learning
 - Sense of progression across work placements

Design Process – Focus Group and PCP



- Aimed focus group, identify common issues
- Project objectives incompatible with RA short contract
- Instead Kelly's Repertory Grid (Fransella, 2005) based on Personal Construct Psychology (Kelly, 1995)
- Investigates how individuals make sense of the world and their identity. Participants asked to consider:
 - Work characteristics of colleagues
 - His/her own characteristics
 - Points along placement journey
- Outcome: few links made, little about relational aspects

Design Process Salmon Line to Placement Timeline

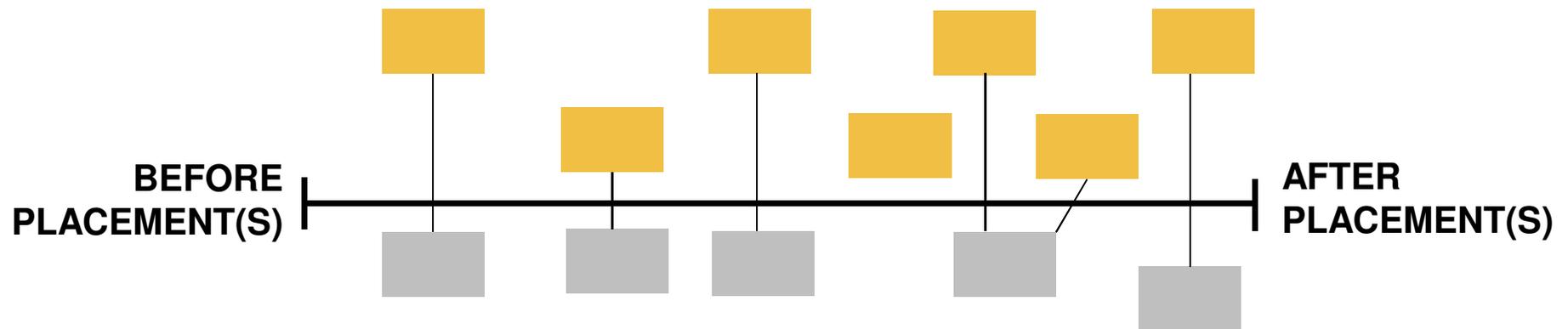


- Salmon Line (King & Horrocks, 2010)
- Single line between 2 concepts to facilitate reflection on how progression occurs from one concept to another.
- Developed this to include temporal aspects of learning from multiple placements: a line labelled 'before placement' and 'after placement'
- Called 'Placement Timeline'
- Successful in eliciting data addressing the project aims.

PLACEMENT TIMELINE Method



Significant moments in learning and personal development



Episodes of work experience/ placements, in chronological order

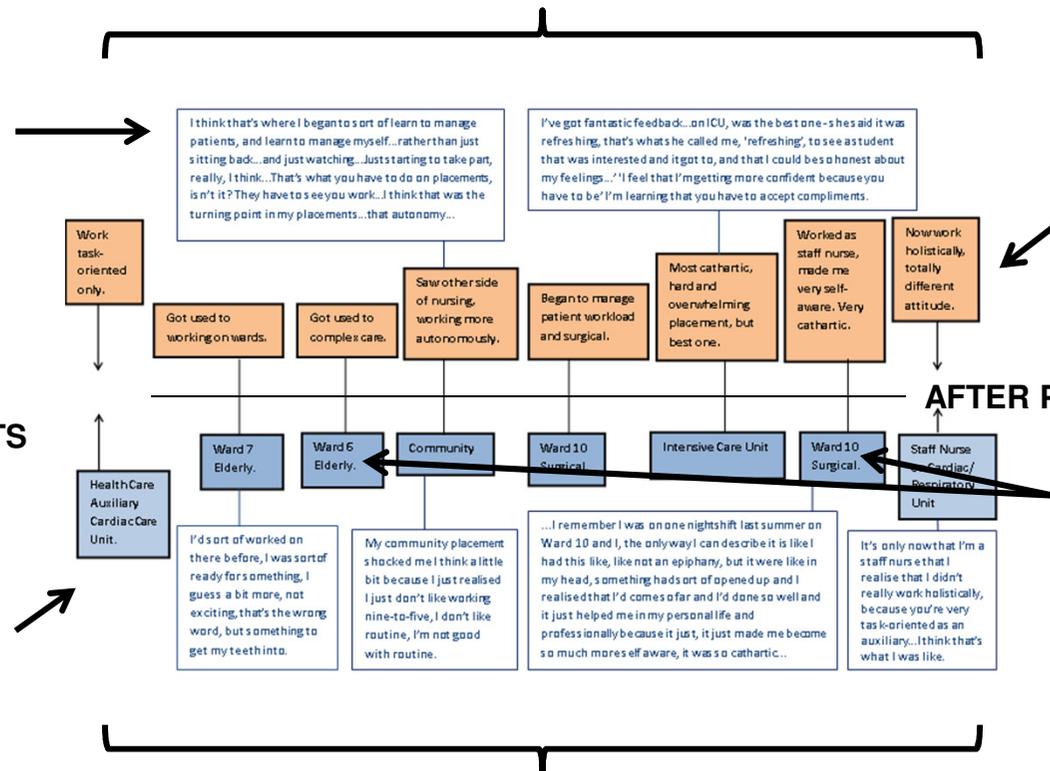
What does the placement time do?

Facilitates thinking about the progression of skills and abilities across time.

Encourages elaboration on aspects of learning and personal development.

Helps students think about how they have changed.

BEFORE PLACEMENTS
Allows the consideration of work experiences outside of the university degree.



Helps students think about the bigger picture, and how their experiences fit together.

Facilitates comparing/contrasting of different work experiences, and making links between them.

Analysis

- Semi-structured interviews can yield large volumes textual data
- Thematic analysis, looks for patterns
- Template analysis (King, 2012)
- Accommodates a priori focus i.e.
 - overarching issues of learning and personal development
 - Shared by students across diverse subject areas.

Template Analysis

- Develop coding structure (template) from initial transcripts
- Applied to subsequent interview data
- Modified as new themes or subtleties come to light
- Focus on overall issues – not job specific roles
- Details coded as low level themes
- Subsumed in higher level themes as analysis progresses.
- Allows research teams to share early findings.

Example Templates



- Show in word

Implications

- Purpose: explore how multiple WIL impacts on the student learning experience.
- Soft skills development on WIL
- Findings now about advocating change to WIL models
 - Principles and practicalities developed over many years
- Challenge teaching and learning practitioners to consider our research when planning WIL delivery

- Drysdale, M., Dressler, S., Johansson, K., Zaitseva, E., Chiupka, C., Clifford, E., Darwent, S., Nehls, E., Pacheco, A., Skaresund, R., Svensson, L. and Waller, G. (2011) Academic Attitudes and Behaviours of Work Integrated Learning and Non Work Integrated Learning Students from Four Countries, 17th World Conference on Cooperative and Work Integrated Education, USA: Philadelphia.
- Fransella, F. (2005) *The Essential Practitioner's Handbook of Personal Construct Psychology*, London: John Wiley & Sons.
- Kelly, G. (1955) *A Theory of Personality: The psychology of personal constructs*, New York: Norton.
- King, N. (2012) Doing template analysis, in Symon, G. and Cassell, C. (2012) *Qualitative Organisational Research: Core methods and current challenges*, London: Sage Publications, pp426-50.
- King, N. and Horrocks, C. (2010) *Interviews in Qualitative Research*, London: Sage Publications.
- Purdie, F., McAdie, T., King, N. and Ward, L. (2011) In the right placement at the right time? An investigation of the psychological outcomes of placement learning, *International Conference on Education and Educational Psychology 2011: Procedia – Social and Behavioural Sciences*, 29, pp717-24.
- University of Huddersfield (2008a), Strategy Map, Retrieved 23 May, 2012
<http://www.hud.ac.uk/services/vco/strategymap>
- University of Huddersfield. (2008b). Teaching and Learning Strategy. Retrieved 23 May, 2012
from http://www.hud.ac.uk/media/universityofhuddersfield/content/tlinstitute/documents/tl_strategy.pdf

Acknowledgements



We are grateful to Dr. Maureen Drysdale
at the University of Waterloo, Canada
for conceptualizing the quantitative project,
providing the compiled questionnaire with their research
design, and for our inclusion in the international Work
Integrated Learning project of which our previous study
forms a part

Contact



Lisa Ward BSc MSc FHEA
Head of Teaching and Learning Institute
University Teaching Fellow

University of Huddersfield

Tel: 0044 1484 47 1578

Email: L.ward@hud.ac.uk