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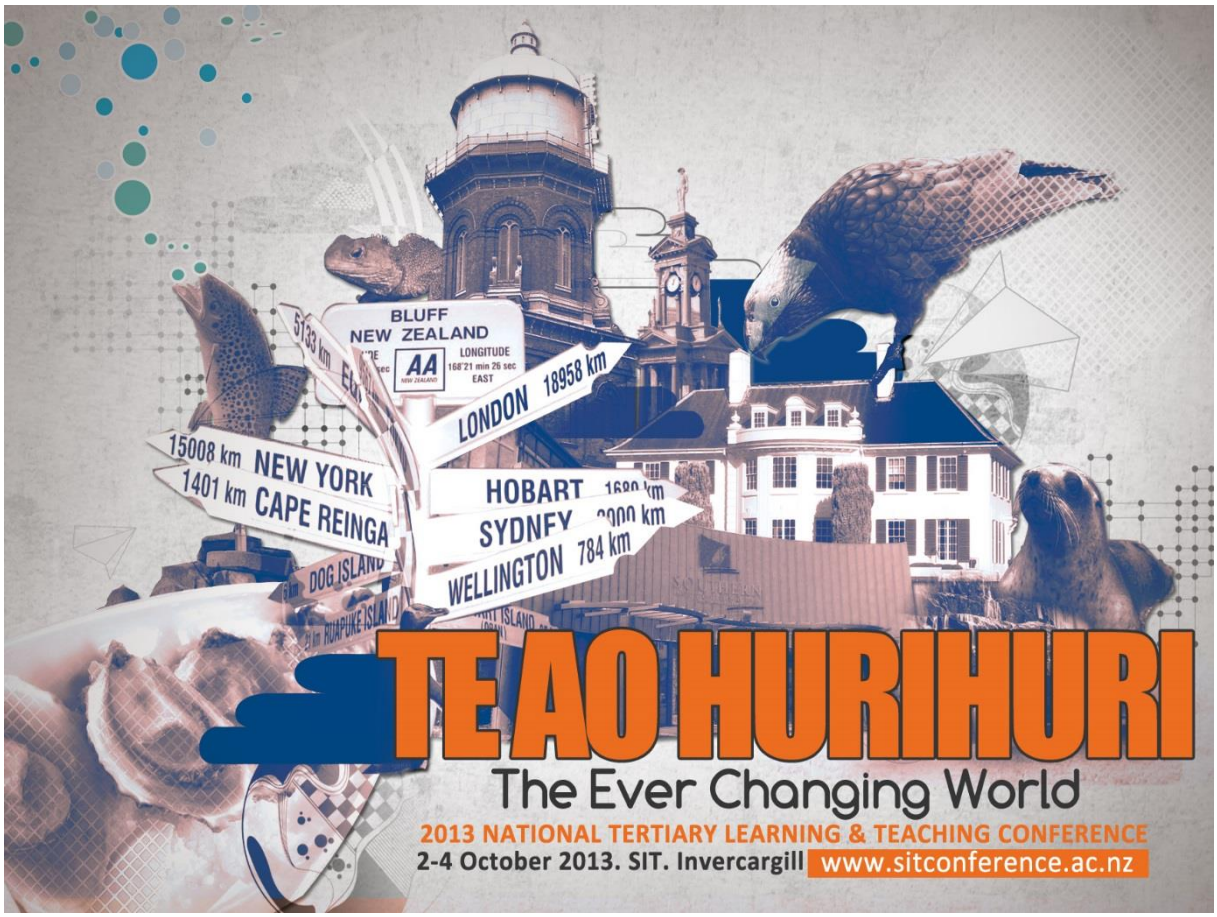

June, 2014

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Editorial – Sally Bodkin-Allen

Welcome to this special edition of SITJAR featuring a selection of papers presented at the 2013 National Tertiary Learning & Teaching Conference, hosted by the Southern Institute of Technology (SIT) in Invercargill in October 2013. The conference is held annually and hosted by an institute of technology for two consecutive years. The 2013 conference, "Te Ao Hurihuri – The ever changing world", brought together 90 participants from throughout Aotearoa New Zealand to share their research-based teaching practice, engage in practical workshops, contribute 6 minute solutions, and extend and challenge their own teaching pedagogies.

The keynote speakers in 2013 provided a diverse and stimulating array of presentations that set the context for the conference. Dr Stewart Hase, who introduced the concept of Heutagogy, an approach to teaching and learning that is focused on self-determined, learner-defined learning. Jenny Magee, in an address that focused on multicultural diversity, challenged us to consider not only the golden rule: "treat others as YOU would like to be treated", but also the platinum rule: "treat others as THEY would like to be treated". Professor Kerry Reid-Searle, who enthralled the conference participants with an example of her "Suspension in Disbelief" approach to teaching and learning. She made her entrance in the character of the elderly Stanley Selby, and delivered most of her keynote in this persona.

The papers contained in this edition represent the selection of abstracts submitted for the peer reviewed process. Of the seven papers initially accepted, three were successful in the peer review process and accepted for publication. Aidan Bingham, of the Waikato Institute of Technology, presents a discussion of techniques he has been using to teach engineering geology. Bingham noticed a problem with students in his course struggling to retain knowledge in the highly technical subject area of geology, particularly in relation to remembering technical terminology. His paper explores the use of a blended inverted classroom, where online activities introducing specific learning outcomes were complemented by activities in the classroom that reinforced that knowledge.

Hamish Small, who teaches hospitality courses at the Auckland Institute of Studies, asks whether international students would benefit from taking short term courses in hospitality

while they study in New Zealand. He discusses the growing café culture in Aotearoa New Zealand, along with the rise in international students coming to study at tertiary providers here. Small used a questionnaire to explore whether these students would find value in short courses that provided recognised qualifications in the hospitality industry, such as barista training or liquor license controller qualification. His findings indicate that there is a demand for such courses.

The final article in this special edition of SITJAR is by Janet May, also a staff member at the Waikato Institute of Technology. Inspired by the increasing pluralism that is developing throughout education in general, but specifically in her own field of counsellor education, May takes an autoethnographic approach to her own teaching practice. Her self-reflective conversations with two colleagues suggest that there is a valuing and increasing acknowledgement of constantly new ways of knowing and understanding that were useful to students. May notes that there was a desire to make opportunities available in the learning environment not only to critique the approaches taught, but for new diverse and multiple perspectives to be incorporated.

Finally, I would like to acknowledge the team of peer reviewers who contributed to the production of this edition. SIT thoroughly enjoyed hosting the National Tertiary Learning & Teaching Conference in 2013, and I hope you enjoy these papers.

Teaching engineering geology in a blended inverted classroom: A success story

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Abstract:

A major challenge in teaching geology is that it is made up of a range of topics with a high volume of specific terminology, hence students find it difficult to retain knowledge, and then to apply the new learning to contextualised (and examinable) situations. The geology component of an engineering course had previously been taught in a traditionally facilitated environment where students would attend class to passively receive information. In this setting there was limited time available for course content, which resulted in little time for engaging class activities to reinforce or construct new knowledge. To create more learning opportunities the course was redesigned into an inverted classroom. Repeatable online activities were created to investigate each topic, complemented by in-class workshops where students worked collaboratively on a range of activities. This mix was designed to increase retention of knowledge by creating situations in class where the students would use the geology concepts they had learnt online. Results were compared with the previous year to evaluate the new approach and the external exam result showed a statistically significant increase in marks. The redeveloped course environment was supported by the students, with significant positive feedback in the end of year evaluation forms.

Introduction

Civil Materials is an engineering paper that is taught as part of the New Zealand Diploma in Engineering (NZDE) as well as the Bachelor of Engineering Technology (BEngTech). This paper is made up of two main topics; materials which is about

resources used within the industry and the geology of New Zealand. This paper concerns the geology topic.

Geology has been traditionally facilitated in face to face classes of two hours per week over a fifteen week semester. It is a subject that is made up of ten interrelated topics (not necessarily obvious to the student) starting with plate tectonics, and finishing with landform processes. Within each topic students are required to know a large range of terms, for example in one topic identifying and naming at least twelve minerals and up to eighteen rocks. The range of topics creates a large amount of geology related terminology, which students have trouble remembering and applying in correct contexts. The difficulty lies in not only the amount of terminology but also the exactness of the terminology within each topic. This then leads to misunderstandings such as the use of the term lithification in sedimentary processes, while the term liquefaction is used in Earthquakes. While these terms are important in understanding one topic, in some cases they have limited use in other topics.

This new vocabulary, coupled with the time restraint of two hours per week with the need to include both theory and practical components, makes it difficult for students to really grasp the fundamental concepts to take with them into future civil engineering courses such as geotechnical engineering or engineering site investigation. To address this problem, geology was redeveloped into an inverted classroom, where students would learn course material online through a Learning Management System (Moodle), and then come to class prepared to do activities designed specifically to embed the learnt content. Class was a mix of online and face to face teaching, all of it facilitated by the tutor, and all attributed to the thirty facilitated hours of the semester.

The Inverted Classroom

Many lecturers wish to change to a more student centred instructional style, though there is perceived to be a trade-off with the amount of content that could be covered within class. Therefore, there is the perception that any novel teaching approaches will have trouble delivering enough content to satisfy national curriculums (Herreid & Schiller, 2013). With the advent of web based instructional activities, an ability to provide content in other forms such as online videos, and PowerPoint (Lage, Platt, & Treglia, 2000; Sams & Bergman, 2013) for students to read and review, meant class time could be spent on student activity. This gives rise to the term the inverted or flipped classroom (Strayer, 2007).

The inverted classroom refers to a learning situation where new material is assigned to students outside of the classroom with the expectation that in class there will be opportunities to delve deeper into the subject matter (Strayer, 2012). The "blended" inverted classroom refers to technology as the aid to deliver that material outside of the face to face environment.

It is important that for a teaching model to be successful it needs to meet students' needs and wants. Students will look for a similar experience in an online education environment to what they would experience in a face to face classroom (Cole & Kritzer, 2009). This is also true for the inverted classroom model where students still want the knowledge to be presented in a meaningful context, where there is continual interaction with the facilitator; they receive prompt feedback and are given firm deadlines (Cole & Kritzer, 2009). It is also important for success of the blended environment that the online and in class resources and activities coherently link with each other from a student view (Strayer, 2012).

A main advantage of the flipped classroom is it creates time for students to learn by doing with the aid of the instructor (Cole & Kritzer, 2009; Strayer, 2007; Herreid & Schiller, 2013; Johnson, 2013). In the more traditional model, students learn by doing within their homework exercises, that is, away from the facilitator. If they were unable to complete one part of the homework process then the rest of the activity becomes hard to do, therefore creating students who lose confidence in course material. By moving information delivery online, the receiving information part of the course, students can move at their own pace (Ullman, 2013), accessing content as they need to and if they don't understand then misunderstandings are addressed in the next face to face class (Herreid & Schiller, 2013).

Other cited advantages of the inverted classroom are:

- It gives the facilitator an insight into student needs (Cole & Kritzer, 2009),
- Educators can easily update and customise the curriculum and make it available to students at any time (Herreid & Schiller, 2013),
- Classroom time is used more effectively (Sams & Bergman, 2013; Johnson, 2013),
- Learning theory supports the approach (Strayer, 2012; Herreid & Schiller, 2013; Lage, Platt, & Treglia, 2000),
- There is more time for students to work on projects and with scientific equipment (Ullman, 2013)

- Students are more active with the content (Johnson & Renner, 2012)
- Students enjoy the environment (Herreid & Schiller, 2013; Lage, Platt, & Treglia, 2000).

Disadvantages exist as well. For example, students are not used to the approach and take time to adjust to learning in this manner (Herreid & Schiller, 2013). A common problem when first implementing the inverted classroom is deciding how to deal with those students who didn't do the home learning online component compared to the students that did. These students end up disadvantaging themselves by not being able to adequately participate in classroom activities and discussions. As an educator, it is important not to repeat online material, as this devaluates those students that did the work, while also doubling up on time. Evidence cites that small quizzes and online discussions can be used to ensure students have read over some content (Herreid & Schiller, 2013).

A further disadvantage is the unequal access to technology (Johnson, 2013). Students who do not have access to technology at home (computer and/or internet to review material) may have to ensure they participate in the technological aspect while at their institutes. Time may need to be allocated for those students to do the required work onsite. Another proposed solution is to ensure students have access to the material through a memory stick which they can take with them (Johnson, 2013).

A third disadvantage is the perceived increase in homework (Johnson, 2013). Johnson argues that the regular classroom has a large assignment load though it isn't monitored (and hence students choose whether to do or not). In the flipped classroom model the home 'lessons' are now required hence the responsibility of the student has shifted. Johnson notes that in his study, the inverted classroom actually resulted in a significant reduction in homework.

A final drawback perceived by facilitators is the amount of work required to set-up the inverted environment, to keep updating the content during the course (Ivala, Thiart, & Gachago, 2013) and to monitor the student participation (Bonk & Dennen, 1999).

With the exception of accessibility to technology, these disadvantages can be related to the current student (and educator) learning culture. Engineering courses tend to lag behind other disciplines when it comes to online education (Bourne, Harris, & Mayadas, 2005), because of the reliance on mathematical foundations and the use of laboratories where students can practically use tools. As Bourne et al., (2005) posit, for online engineering education to be

accepted (by both tutors and students), the quality must be comparable to or better than the traditional classroom. Hence, in most cases, if there is an ability to change the culture of staff and students and shift the responsibilities of learning of a student (to being active with content) then the inverted classroom can be a successful teaching model (Herreid & Schiller, 2013; Lage, Platt, & Treglia, 2000; Strayer J, 2007; Ullman, 2013).

Redevelopment and Implementation

Geology was redeveloped from the traditional classroom setting into a model of one week in class and one week online using a variation of the OTARA model (Hunt, Moore, & Neal, 2008; Nichols, 2007). OTARA, developed by Kate Hunt and Maurice Moore is an acronym which stands for Objectives, Themes, Activities, Resources and Assessment. The one variation in how this model was used in redesigning the geology component is that the theme strand is not explored to any depth.

This model was used to help design student centred activities for the learning outcomes of each topic. First, the learning outcomes are expressed under the first O. Second, the assessment (formative and/or summative) is identified to ensure students are able to achieve the objective. Third, activities are created to help students achieve the learning needed and finally the resources are created to support the activities.

One of the main benefits of using this model is it gives a clear focus on the learning outcomes to be examined and hence keeps a clear view of what is needed for a student to achieve success (Nichols, 2007). This model also proves helpful in creating activities before content and hence removing any extraneous content that may have been carried over from previous editions of the curriculum. A completed example can be seen in Table 1.

Table 1

OTARA Model for Plate Tectonics

Objectives	**Activities**	**Resources**	**Assessment**
Explain the relationship between elements, minerals and rocks Recognise and classify 12 main rock forming minerals.	Look at minerals and classify. **In class** Research minerals online, 12 main. Quiz. **Online.** Research mineral characteristics and develop plan for recognising minerals. **In groups, in class** Recognise minerals from information. Quiz **Online.**	Mineral samples Internet Online lesson plan/web pages (tutor made from ppt) Rock and mineral practical test (random minerals find out what they are)	Recognise minerals from characteristics. **Online and in class** Know the meanings of the classifications (i.e. cleavage). **Online** **Summative assessment**

In terms of online learning it is better to create the student activities before the resources. As the model was developed and implemented, it became apparent that many of the current resources were transmissive, hence were not student centred enough to place into an online form. As the model progressed it was decided the best activity within Moodle to help facilitate content was to use the lesson function. This gave multiple benefits: it was able to create a question on each page of the lesson to ensure students had engaged with the material; it had flexibility in terms of the type and number of questions asked; and completion was able to be tracked easily. Ten lessons were created for students to review and students were

encouraged to complete them without being concerned about the marks. The final lesson marks were only used as a tracking tool to ensure students were completing (hence engaging with) the content. This grade was then used for attendance purposes. Once the lesson was completed by the student a revision quiz was available to measure the students' knowledge. These quizzes were repeatable and were used for formative purposes by the tutor.

A third online activity used was forums. These were used in multiple settings, through readings online with short questions to answer, to discussions that were held in class, and students were expected to post their thoughts (or group's thoughts) at a later date. These contexts would then form a basis for part of the summative assessments, such as in the end of term exam. Hence this was beneficial for all students to engage in. This ability to track student completion has been evidenced in other inverted classrooms as important to measure, as it rewards the students who complete it (Herreid & Schiller, 2013).

A glossary was implemented for students to complete within the first two weeks of course. This was designed as an activity to get all students using Moodle, to identify those students that may have technical issues. All students within this study could post in the glossary, hence, could use the technology effectively. The glossary also had the added benefit of providing a resource that could be continually used throughout the course which linked in with content already online.

The OTARA model also outlined what activities were best implemented in-class, as well as ensuring there were strong links between the online and in-class learning for each topic. This was very important to achieve so students didn't see each session in isolation. Students need to move confidently from the online environment to the face to face environment and back again without feeling they were missing out on important information, a point that is also supported by Strayer (2012). The use of the OTARA model helped to make this a coherent link.

Once this model was developed, online and in class timings were created. Students started with a face to face class and then alternated with one week of online activities and one week in class each week after that. The expectation was that students would invest two hours per week in tutor facilitated learning, whether it was online or face to face.

Data Collection and Results

To test the effectiveness of the classroom, quantitative and qualitative data was collected. Quantitative and qualitative data came in the form of an anonymous end of course survey (before the exams) as per the institute's ethical guidelines to encourage open and honest answers. Twenty nine students took part in the survey. This 2012 end of course survey had two purposes: 1) to determine what students enjoyed and didn't enjoy about the delivery method in order to help improve the delivery method for 2013 and 2) to determine how the model helped students to learn effectively.
Quantitative data was also compared between 2011 and 2012 in the form of internal and external marks. The marks were analysed for a statistical difference between the two sets of results.

These two sets of data were analysed in conjunction with each other to draw initial conclusions regarding the proposed teaching model.

Qualitative results

A course evaluation was given to the students which included questions about teaching practice as well as asking more specific questions about the delivery method. A snapshot of the results can be seen in Figure 1 below.

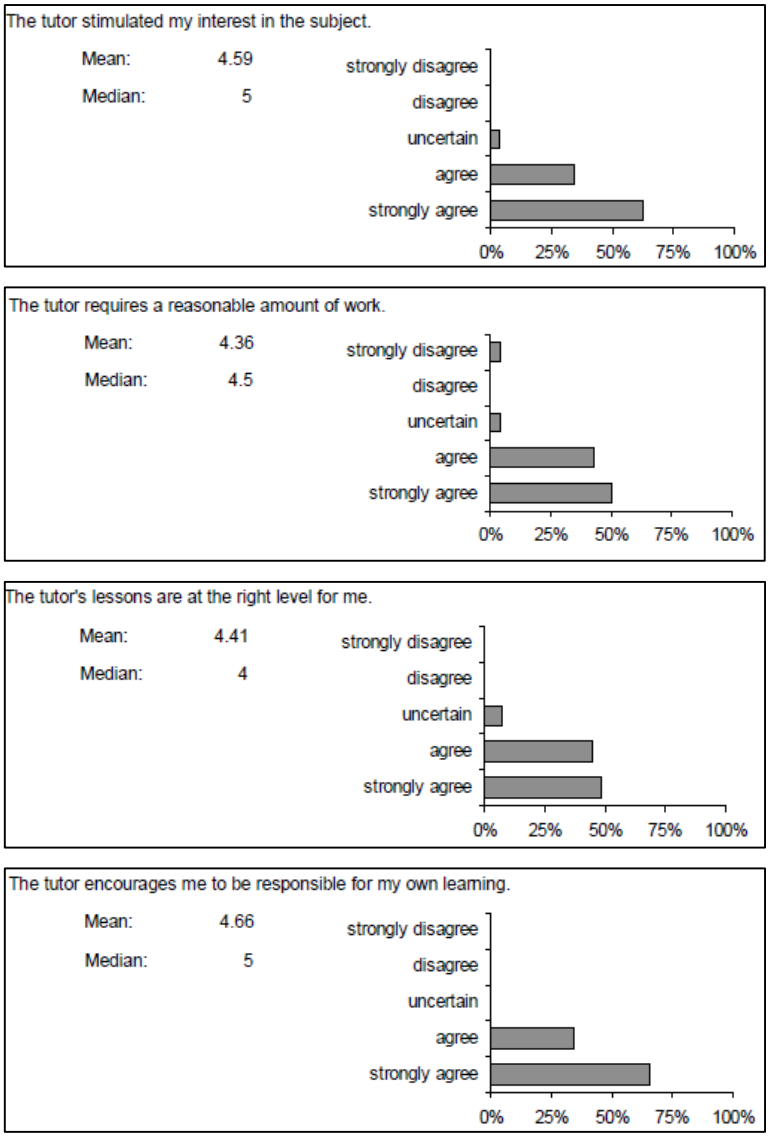

Figure 1. A snapshot of four regular delivery questions in the student survey

This part of the student survey compared favourably with the same cohort in other subjects (evidence is available through contact with the author). Students generally found the in-class and online environment conducive to their learning, at the right level and students felt a reasonable amount of work was required. Students believed they were stimulated and interested in the subject of geology and felt they were encouraged to be responsible for their own learning. This feedback was pleasing, as it showed there was no discontentment with the course.

As part of this survey students also had the opportunity to answer the following questions in written form:

- What did you like or not like about the delivery method for geology (one week online and one week in class)
- How did this format of delivery for geology help with your learning?

Responses for these questions can generally be categorised into the following themes:

Flexibility to the student

Students enjoyed being able to do the lessons at any time of the week, and could spend as much time as they needed to understand the content.
Because of the distances some students travelled, having part of the course online benefitted them. Some students commented that they enjoyed being able to get ahead, while also admitting that if they got behind they could readily catch up.

Quotations from students include:

> "Was able to fit it into a time that suited me."
>
> "Helped me get through topics at my own pace."
>
> "It was helpful due to the fact I had to travel a long way to get to WINTEC. Therefore the possibility of doing it online was beneficial."

Inverting the classroom

Students enjoyed that they knew what was going to be covered in the next face to face class and that they could read and understand the material as much as they could beforehand. They could then ask any questions they needed to in the next face to face class. This was perceived as one of the strengths of the inverted classroom before implementation (Herreid & Schiller, 2013; Lage, Platt, & Treglia, 2000; Strayer, 2012), so it was pleasing that many students agreed with this.

The following two quotes sum up all the aspects of the inverted classroom mentioned by students.

> "(I am) able to have prior understanding of lesson. Class supports learning or better understanding if not completely sure."
>
> "The tutor could focus more on each student"

Responsibility

A few students commented that they needed more personal responsibility to be able to achieve the desired results. Poor motivation was cited as a reason for falling behind. While this starts as a negative, students soon became responsible for their own learning and start to manage their expected workload. This was seen within class (subjectively) with the conversations that occurred between students and tutor. The following quotes from students show how responsibility for learning developed:

> "It's good, more responsibility needed though."

> "If you got lazy and didn't do the online stuff before the next lesson, you got behind quite quickly."

Quantitative results

While studying, the students were consistently monitored to ensure that they were completing the online tasks. Using the report function within Moodle, each week's lesson and quiz results were generated and interpreted to ensure students were participating. This was also supported by attendance statistics. It is important to note, that while there were no assessment marks related to the online work, the institute has an attendance monitoring system where if students are reported absent multiple times then they will be contacted by the central student experience team. Students were also reminded in the face to face classes to complete any missing lessons and quizzes. No provision within the face to face classes was made for students who had not completed the online work. While there was always revision, the in-class part was in addition to the online resources, so students who had not completed the online tasks learnt quickly that they needed to catch up before next time. This worked well in ensuring that students kept up to date, rewarding those that had completed the lessons.

Summative assessment also changed from an individual practical, test, mapping assignment and an end of term exam to a group practical, online participation, a mapping assignment and end of term exam. The group practical involved discovery learning, where students had to work out what their given rock and mineral samples were (six total samples each group). Online participation as part of the new course included relevant postings in all forums. There were four forums which students were required to post in and this was worth a total of 7.5%. Internal marks were compared to the previous year's traditional model. Marks are broken up

into internal and external results and can be seen in Figure 2. The external marks each year result from a nationally moderated exam.

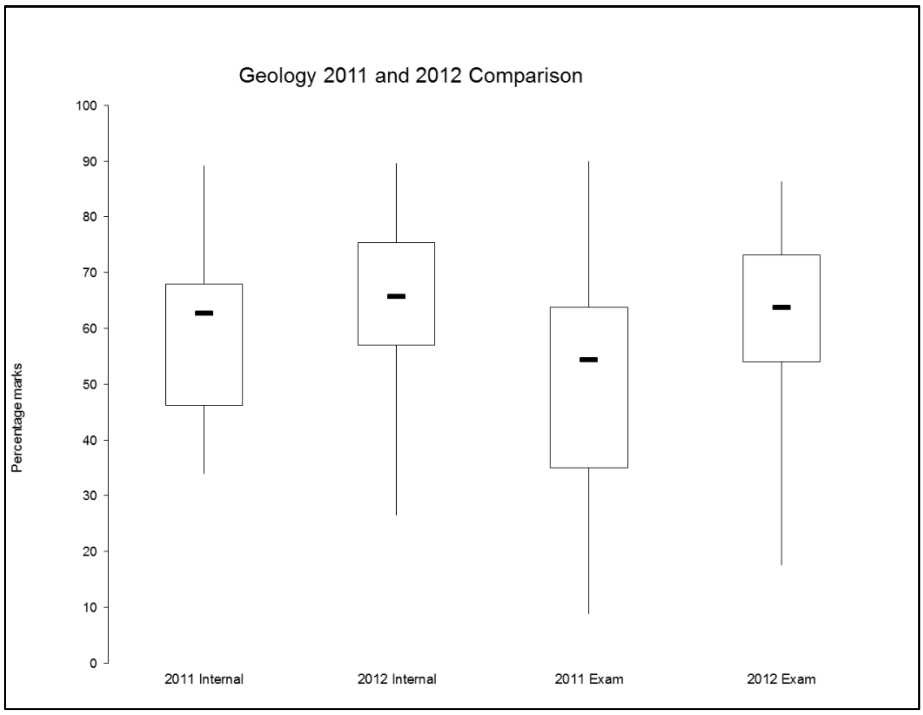

Figure 2. Box and Whisker graph showing a breakdown of internal and external marks for student cohorts 2011 and 2012.

Discussion

Initial observations show that while the 2012 internal marks display the lowest internal mark, the upper quartile, median and lower quartile are all higher than 2011. A statistical T Test was completed to compare the two sets of internal data which gave a P value result of 0.176. This value suggests that any observations could have occurred due to chance and were not necessarily due to an external factor (the inverted classroom model).

External marks show a similar trend though there is a larger increase in the lower quartile, median and upper quartile mark. The statistical T Test shows there is a significant difference between the two sets of data with a P value of 0.030277. This shows that the increase in marks may have occurred due to an external factor, such as the inverted teaching and learning model that was implemented. A particular pleasing fact is the lower quartile mark. This exam has a subminimum of 40% that all students must attain to pass the course. The lower quartile is much higher than this subminimum. This means that more students have a

successful chance of passing the course, however, exam marks need to be combined with the other part of materials to pass this paper.

Even though there has been a change in delivery the internal marks have stayed relatively constant, showing that assessment methods are consistent with previous years. This change though has had a large effect in the final exam. The model was implemented with the aim of helping students understand the range of content, and the large amount of terminology. This new classroom model of interacting online with the content and terminology in an active manner, then using it in class in an active manner has resulted in students who correctly understood and used the content in a memory recall situation (the final exam).

Conclusion

This study has supplied evidence to show that a redeveloped inverted classroom has multiple benefits for a student. In this geology component, it is clear that external exam marks have risen, meaning that students were able to apply the large range of terminology within the course in a memory recall situation. In addition students recognised that they improved upon life skills such as self-discipline and time management. The flexibility of the inverted classroom was also a notable benefit for the students. It is clear that this cohort of students did better in the external exam than the previous year. Further analysis needs to be completed to see if this is a continual trend.

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"I need a job – can hospitality short courses help?" A study of international student needs in Auckland, New Zealand

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Abstract

This study examines whether international students feel short courses would assist them in gaining better employment opportunities whilst they study full-time in New Zealand. International students studying in New Zealand have restricted working hours while they study full-time, and may wish to gain a supplementary income to support their education. A questionnaire was developed to investigate the extent of demand students had towards completing hospitality short courses such as the liquor license controller qualification, food safety, and barista certificates. The questionnaire solicited demographic information, level, type and time in study, current employment status and expectations, plus preferences for completing any further up-skilling via nominated courses to assist towards possible employment. The questionnaire was open to any undergraduate student studying at AIS St Helens, Auckland, and not restricted to hospitality students. Through evaluating responses from 100 undergraduate degree students, the study can assist tertiary institutes in highlighting international learner expectations in a multi-cultural environment, and supporting a major stakeholder's beneficial needs towards finding employment. Hospitality was recognised as a viable sector to work in during tertiary study. Motivational factors surrounding paying further course fees were exposed, along with learner expectations towards their education provider supporting them in their employment aspirations, both during and post-study, were highlighted which can assist tertiary institutes in meeting customer needs in the future.

Introduction

The purpose of this study is to examine whether international students feel short courses would assist them in gaining better employment opportunities whilst they study full-time in New

Zealand. International students studying in New Zealand have restricted working hours while they study full-time, and may wish to gain a supplementary income to support their education, and identify possible employment opportunities upon graduation.

AIS St Helens (AIS) is one of New Zealand's largest private undergraduate degree education providers in New Zealand, with a student body containing over 90% of international students. AIS has a hospitality faculty, consisting of equipment, resources and facilities to be able to run short courses such as liquor licencing, food safety, and barista in a multi-cultural environment.

This study surveys a proportion of AIS' undergraduate student body and asks is there demand for such courses to assist in employment outcomes while learners study in Auckland, New Zealand? It also examines which programme is preferred, time of delivery, and the financial implications relating to learner needs.

Literature Review

Part-time Work Models and Policies

For tertiary students, and in particular under-graduate learners, the opportunity to gain part-time employment whilst they study has been a common occurrence for decades now (Watts & Pickering, 2000). It is not only a source of supplementary income, but for some, an opportunity to implement what they may have learnt during their studies, plus find options for employment post-graduation (Barron & Anastasiadou, 2009; Barron, 2009).

For a large number of tertiary learners, hospitality has provided a good source of employment to meet study needs, with regular opportunities for evening and weekend work to fit around semester timetables and study periods. Even though it may not be what is classed as a high paying sector, there seems to be regular opportunities to gain and retain regular, or casual, paid work for the possible duration of full-time study (Curtis & Lucas, 2001). Also, with the possible opportunity of further hours to be gained during semester breaks, or the prospect of holding a number of positions over term and semester breaks, again, hospitality has met those needs for a large quantity of undergraduate students (Barron, 2006).

Globally, individual countries will have legislation pertaining to employment law. Definitions and classifications of what is classed as part-time work will be defined according to each nation's needs and requirements for their economy, to not only protect their citizens' employment interests, but also to ensure their immigration quotas are on par (Lockyer, 2007;

INZ, 2013). In New Zealand, once an international student has gained a full-time study visa, legislation requires that they can only work for twenty (20) hours per week within paid employment (INZ, 2013). According to the Ministry of Education in New Zealand there are currently 48, 104 international students studying full-time (11.1 % of total learners enrolled in tertiary education), with the majority possibly wishing to find work while they study and live in New Zealand (MoEdu, 2012).

For a good number of these international guests, they may well be working within the fast food service sector for the likes of the large brands such as McDonalds and KFC, plus ethnic restaurants in which they may have grounding towards a particular cuisine, or within larger multisite establishments such as branded hotel chains in a number of casual positions. Again, due to legislative requirements, and national expectations and needs, a number of hospitality sectors in New Zealand require specifically trained expertise, and knowledge, to ensure appropriate compliance and public safety is met by operators within the industry.

International Student Needs and Motivations

Education providers also need to take into account learners' needs to ensure they can meet the expectations of this major stakeholder. Learners who wish to gain valuable skills and knowledge to not only enter, but succeed within the hospitality industry, also want to secure better paying jobs. They similarly wish to have grounding in the principles and practises to be able to convince a future employer that they can achieve and add value to a business (Raybould & Wilkins, 2005). Learners can search on-line in current times when looking for programmes of study, and so can be influenced on what is available with regards to curriculum content and structure. O'Mahony, Whitelaw and McWilliams (2008) point out the programme content is a large decision making factor when learners are choosing which institute to study at.

An area that New Zealand education providers need to take into account is internationalisation: demand from overseas students for their programmes. Taking into account the needs of different backgrounds and cultures adds yet another dimension towards what is the best means of delivery and content to assist different ethnicities and learning abilities. This is where specific cultural needs could be overlooked, and a 'one size fits all' structure of content within higher education can take place (Jordan, 2008). Where possible, more shared cultural flexibility may assist in delivery to a number of ethnicities. To meet those needs, it may require a fair amount of balance so as not to disrupt or be detrimental to the learner's initial goal of gaining an undergraduate degree from the host country.

Internationalisation is frequently viewed as a response to globalisation, and has been proven to add economic benefit to higher education providers, which has led to competition to entice agents and prospective students to individual providers and programmes which will prepare them for a globalised world (O'Mahony, Whitelaw, & McWilliams, 2008; Small, 2013). The opportunity to promote job assistance initiatives may well provide a point of difference and influence the decision making process towards choosing a particular higher education provider within New Zealand.

Hospitality Industry Needs and Compliance

The hospitality industry in New Zealand is part of the economy's second biggest export revenue earner with reference to its relationship with tourism. Within the industry is a number of sectors, including food and beverage, and accommodation (MED, 2013). As an important sector that meets the needs and wants of both domestic and international guests, and customers, the hospitality industry is tied to legislative requirements to operate legally, and to ensure safety of its customers and staff are met.

An example of this is that for the requirement to operate a licensed premises (supplying alcohol for sale), there has to be a holder of a Manager's Certificate on duty at all times (Health Promotion Agency, 2013). In some districts it is compulsory for all food handlers to have a Food Safety Certificate (NZ Legislation, 2013a), and essential to have all main staff to have completed a food safety course. The expectation in the future may be for all district and city councils to comply with such measures (Food Safety, 2013a). Any operator within the food and beverage service sector in New Zealand will be affected by legislative requirements one way or another and require fully trained, knowledgeable staff to meet their responsibilities.

The coffee culture within New Zealand has grown exponentially with more café and coffee outlets opening regularly (Hills, 2013). The demand for fully trained baristas has grown within hospitality to meet the needs and expectations of the consumer, where consistency is anticipated across the industry (Greenland, 2013). Applicants wishing to apply for any jobs relating to such positions above may have a higher chance of gaining an interview and on-going employment if they can produce certification demonstrating the skills and knowledge aligned to such specialist roles (Hospitality Report, 2013; Smith & Kemmis, 2010).

Hospitality Short Courses

To meet regulatory requirements of New Zealand legislation, there are a number of educational tools available so operators and their staff serving the likes of food and liquor have the knowledge and expertise to fully understand their responsibilities within the hospitality food and liquor service sector. The Food Act 1981, for example, requires food service businesses to operate under either the Food Hygiene Regulations 1974, which are administered by local councils (NZ Legislation, 2013b), or a Food Safety Programme (FSP) audited by a Ministry of Primary Industries (MPI) approved auditor (Food Safety, 2013b). The Licence Controller Qualification (LCQ) is the "Prescribed Qualification" which is required to demonstrate that those applying for, or renewing their General Manager's Certificate, have received "Recent and Relevant Training" as set out in the 1999 Sale of Liquor Act Amendment (ServiceIQ[1], 2013).

To assist those wishing to gain the expertise to meet those regulatory requirements above, a number of unit standards have been developed so applicants can be assessed on their knowledge in relation to each respective element of legislation. These include unit standard 167: Practise Food Safety Methods in a Food Business; 4646: Demonstrate knowledge of the Sale of Liquor Act 1989 and its implications for licensed premises; and 16705 Demonstrate knowledge of host responsibility requirements as a duty manager of licensed premises (NZQA, 2013).

As noted above, the coffee culture in New Zealand has grown considerably and the demand for skilled baristas has increased with this growth. Learners can now showcase their gained knowledge by completing such unit standards as 17285: Demonstrate knowledge of commercial espresso coffee equipment and prepare espresso beverages under supervision; 17288: Prepare and present espresso beverages for service.By gaining competency in the above nationally recognised units, achievers can gain certification, or transcripts, as proof showcasing to potential employers and assist further towards employment. This may be seen as tangible evidence of what successful learners have achieved, and that they may have the required skills and knowledge to help the hospitality business succeed, and meet societal obligations and needs.

Research Methodology

[1] ServiceIQ is the hospitality Industry Training Organisation who provides training initiatives and develops national qualifications to meet the hospitality industry's training needs.

The main aim of this study is to identify whether hospitality short courses would assist international students into part-time employment in Auckland, New Zealand. This study may also assist the host Private Training Establishment (PTE) to determine whether there would be any demand in offering such courses on campus.

A questionnaire was developed to investigate the extent of demand students had towards completing hospitality short courses. These include the liquor license controller qualification, food safety, and barista certificates. A quantitative questionnaire is an ideal means to gain quantified information for significant aspects of decision making (Veal, 2011). A captive group survey was utilised due to student "membership" within the host education provider. Ethically, respondents were informed they could refrain from completing such an economical form of extracting primary data.

The questionnaire was distributed via eight random undergraduate classes with assistance from individual lecturers who were given a set number according to their class register. Questionnaires were filled out during class break times and contained thirteen questions.

The questionnaire solicited demographic information surrounding level, type and time in study. This information was utilised in the hope of identifying whether the respondent was a relatively new arrival in New Zealand, and to know what sector they were hoping to gain qualifications in. The questionnaire asked what a respondent's current employment status and expectations were so as to highlight if there was demand for employment opportunities in general, and how successful individual students had been in gaining employment to date. Respondents were asked to emphasise if there was any issues in applying for hospitality related jobs, and if their choice of study pathway was in an alternative sector. Preferences for completing any further up-skilling via nominated courses to assist towards possible employment were also focused on. This question was intended to assist in highlighting which actual short course had the greatest demand to offer first, and which time of day, or part of a week may be the best option for delivery. A question of expected fees was asked to gauge financial cost expectations.

The questionnaire was open to any undergraduate student studying at AIS St Helens, Auckland, and not restricted to hospitality students. Hospitality is somewhat seen as an industry of choice for employment (Curtis & Williams, 2002), whilst undergraduate learners study full-time, due to the hours of work outside of standard study time, and possible demand for part-time or casual labour within the industry (Lashley, 2005).

Results and Discussion

One hundred questionnaires were completed from recipients aged between 18 and 35. There was a number of ethnicities represented, with the majority of respondents coming from India and China. There was an even mix between genders.

While the institute does have a hospitality faculty, a cross-section of learners completed the questionnaire, including International Business (39%), Information Technology (17%), Tourism Management (33%), and Hospitality Management (11%). The majority of respondents were in their first year of study (75%), while 25% already had experience within the Auckland environment.

Respondents were asked if they were currently in employment: 39% said they were, and of those working, 29 (74% of total working) signalled that they were in fact working within the hospitality industry. Of the remaining 10 working respondents, 6 (15%) were in commercial cleaning, and those remaining were in retail and telecommunications respectively.

Sixty one percent of respondents signalled that they are currently unemployed during their study in Auckland, New Zealand. They were asked if they were actively looking for a job, and 50 (82%) said they were. All of those looking for work highlighted that they would consider further up-skilling to possibly assist towards employment outside their normal programme of study. Of the 39 students already working, 33 (85%) signalled that they would still be interested in up-skilling also outside of their normal studies.

To meet the needs of student workload, respondents were asked when they would prefer up-skilling via hospitality short courses surrounding a choice of: evenings; weekends; mid-semester breaks; or between semesters. Of the 83 respondents wanting to complete a short course 36 (43%) would prefer weekends, while 38% (32) want courses to take place during evenings. The remaining 15 (18%) respondents would prefer courses to take place relatively evenly between mid-semester or semester breaks.

Respondents were asked to highlight all courses they would like to partake in, and gain the relevant skills required. Students could choose more than one and show preference towards all courses if they wished from the options provided (Barista (coffee training), food safety, and LCQ (liquor license qualification). This resulted in relatively even choices across all three offerings, with 53 highlighting LCQ, 52 for barista, and 42 respondents wishing to complete food safety.

Respondents were asked which order of preference they would like to complete such courses. 36 (43%) wished to complete barista first, followed by 40% (33) wanting to commence with LCQ initially, and 17% (14) looking at food safety as their first choice to begin with.

To gauge what sort of cost students would consider appropriate for completing hospitality short courses respondents were given the choice of: free; $50 to $100; $101 to $150; $151 to $200; and over $200. Forty six percent (38) of respondents would be willing to pay between $50 and $100, while 22 (27%) would prefer to pay nothing, while 12% (10) students would contemplate paying $101 to $150, 11% (9) were willing to pay $151 to $200, and only 5% (4) would consider parting with more than $200 to complete such courses.

Respondents were also asked whether they would be interested in any other form of hospitality training. Responses varied and included the likes of applied housekeeping training, front office content, and customer service in general. Stocktake training was also requested, along with cookery skills. Industry placements and internships were also emphasised as something the students would value. All the above are not part of current AIS course outcomes, but within the Bachelor of Hospitality Management there is an internship offered where students can gain such applied skills.

The final question asked respondents if they had any other comments. There was an amount of positive feedback for completing the questionnaire through being a: "Good idea" and "will be helpful". Other comments were based on those not wishing to partake with a common response being: "Need to concentrate on my studies". Another well documented response was based around respondents feeling the institute, or education provider, should be providing such courses as part of their whole education package or product, with comments such as "I thought AIS would help me find a job" or "we pay big fees so shouldn't we have this training for free".

Conclusion

One of the aims of this study was to not focus solely on AIS St Helens international hospitality students, but rather the whole undergraduate student body to identify whether respondents would be interested in completing hospitality short courses to assist them into employment during their study in Auckland, New Zealand. Findings showed that some respondents were already employed, and a good number were already employed within the hospitality industry, highlighting that hospitality is a main employer for international undergraduate students.

Of those respondents currently unemployed, the majority were looking for employment during their study. Of those seeking work, they all wished to up-skill via a hospitality short course to meet their needs, including a number who were currently holding a job. Therefore the research suggests that there is a demand for such courses to assist in employment outcomes.

With an offering over a number of nominated times for course delivery, respondent preferences were relatively even toward weekends and evenings respectively, which may highlight to the institute that students would prefer to complete courses as soon as possible rather than waiting for semester breaks. This will assist meeting demand in planning of possible programmes. With reference towards the actual short courses themselves, there was a slight majority in preference towards barista training, followed closely by LCQ, then food safety. Again this allows the education provider to identify which course to deliver first.

With reference to potential costs or fees students would be prepared to part with to complete further up-skilling, nearly half were willing to pay a nominal fee from $50 to $100, with approximately a third not willing to pay anything. Following on with qualitative feedback, a number felt that the institute should assist financially, or thought that it should be a service due to the perceived high fees they already pay. It is acknowledged that international students do pay higher fees than domestic students, and education providers also are measured by graduate educational and employment outcomes, so some institutes may offer subsidised or free courses in the future.

The author can conclude that by offering such courses, higher education providers may meet the needs of a major stakeholder towards employment outcomes, in which such organisations could gain direct benefits by way of meeting educational performance indicators, possible further funding, and word-of-mouth revenue opportunities.

For international students, or multicultural learners, this study has highlighted that there is interest for completing such hospitality short courses, in the hope that certification will assist towards a paid job, which can be utilised for financial support during their studies, and provide a platform for future work, or even a career of choice.

Limitations and Recommendations

This study highlights that there may be a need and demand for short hospitality courses and this could result in reciprocal benefits for all parties.

With regards to reliability, due to the dependence of individual respondents answering the questions appropriately, and also following the questionnaire directions, some surveys may not be fully consistent and dependable, as respondents were left to complete autonomously, but not led.

Being limited to undergraduate students only, the study may not have highlighted issues international students completing post-graduate programmes are facing, especially against the further personal investment undertaken in their on-going studies to date.

The results suggest that further qualitative research may assist higher education (HE) providers towards market research highlighting additional differentiation where assistance in employment can be implemented resulting in possible tangible outcomes, and whether auxiliary courses, as such, may be worth further investment, so as to create a point of difference against competitors, and generate a reputation as a HE provider of choice and the associated on-going benefits this may bring.

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The rise of pluralism: Issues for educators in a theoretically and culturally diverse climate of practice

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This paper explores a significant development that has impacted on health and social service education over the past two decades: the rise of pluralism and its implications for the theory, research, and practice of counsellor education. The impetus for the research was a concern by the researcher that with counsellor educators drawing from an ever increasing and diverse range of theoretical ideas and viewpoints, that theories are utilized in counsellor educator programmes in an interrelated and not merely haphazard manner. This small autoethnographic study draws on the reflective conversations between the researcher and two counsellor educator colleagues to explore *how* educators are drawing on theories in such diverse theoretical times, and what is being required of tutors to achieve such interrelatedness. Findings of the study highlight that there is an acute awareness by educators of the demands of the pluralist climate, with educators looking less to their being a distinct theoretical framework(s) permeating a course to ensure interrelatedness rather, theories are being selected far more pragmatically for their usefulness to students in complex and diverse practice situations. The study suggests that educators are looking to threading key emphases throughout their programmes to ensure interrelatedness; these include students developing the capacity for collaborative relationships, and a modelling of the "dialectic of conviction and uncertainty" (Downing, 2004, p. 138) in the classroom.

Introduction

The researcher's interest in how counsellor educators 'teach' in respect to the array of theoretical approaches available to counselling and psychotherapy is longstanding. In the twenty five years that the researcher has been involved in tertiary level counsellor education in New Zealand and the United Kingdom, there has been continuous discussion and debate about which theories should be included in counsellor tertiary education programmes, how to assist students to develop a theoretical basis for their practice and which pedagogical practices

best support this. These discussions have inevitably been influenced significantly over the two past decades by the growth and proliferation of a multiplicity and diversity of theoretical perspectives, which at the risk of sounding grandiose, might broadly be termed 'the rise of pluralism.'

Ellis (2004) describes the way in which autoethnographic research is often motivated or underpinned by the researcher experiencing an "epiphany or crisis" (p.32) that provides the impetus for the researcher to work towards a resolution. The motivation for this autoethnographic study has been the researcher experiencing moments of profound confusion in teaching practice in recent years, about how best to 'teach' so that students would understand the theoretical underpinnings of a counsellor education programme. As the programme has continued to draw from an ever increasing diverse and wide range of theoretical ideas and viewpoints, so the researcher's concern has increased. The researcher remains apprehensive that counsellor education programmes continue to draw on theories in an interrelated manner (and not merely a haphazard one), and that achieving this is requiring educators to constantly reconsider their teaching practice in this regard. An autoethnographic approach seeks to locate the researcher's deeply personal and emotional experiences in a broader cultural context (Oelsen, 2001); reflective conversations between the researcher and two educator colleagues were held with this intent.

Literature Review

There is a vast range of approaches to counselling and psychotherapy (Lowndes & Hanley, 2010). During the latter part of the last century counsellor education in the United Kingdom and New Zealand typically comprised single theoretical orientation, or integrative and eclectic programmes (Cooper & McLeod, 2011). Single orientation programmes emphasize a core model of counselling, such as a person-centered or psychodynamic approach. Conversely, integrative or eclectic programmes are underpinned by an integration of two or more clearly identified approaches (usually no more than four) (May, 2011). Regardless of the approach taken, for many years it was considered imperative that the core model or integration of models be reflected not only in the theory, skills and practice of the students but also in the way the programme was structured, taught and administered (Dryden, Horton & Mearns, 1995; May, 1996). The British Association of Counselling and Psychotherapy (BACP),(formerly the British Association for Counselling) stipulated that for a counsellor

education programme to be formally recognized, its core model needed to be evident throughout the course "providing coherence and internal consistency" (British Association of Counselling, 1990, p. 3). It could be argued that towards the end of the twentieth century a broad consensus had been reached by many counsellor educators that a core theoretical framework permeating a programme was fundamental to ensuring coherence and interrelatedness between elements of that programme.

Norcross (2005) maintains that over the past couple of decades there has been a shift from a predominance of eclecticism and integration in counselling to "integration in the zeitgeist of informed pluralism" (p. 4). Cooper and McLeod (2011) describe this divergence as the increasing use of 'pluralist'[2] approaches to counselling and psychotherapy.

Interestingly, several writings (Cooper & McLeod, 2011; Crocket, Flanagan, Winslade & Kotze, 2011; Dryden, 2012) relating to pluralism and counsellor education have again sparked debate about the implications for counsellor education. Strano and Ignelzi (2011) state quite simply that one of the implications for training is that out of several hundred possible theories selecting theories for counsellor education programmes is not easy. McAuliffe (2002) states the perhaps more serious question, "whether counsellor education is actually meeting the requirements of the post-modern era and a pluralist climate, and whether it is graduating students able to engage in a limitless diversity of ideas, norms and cultures" (p.1).

Methodology

As outlined above, the origin of this study was to a large extent the 'epiphany or 'crisis experience' of the researcher regarding her own teaching practice. The desire of the researcher, however, was also to locate these experiences in the broader culture of counsellor education; to potentially gain new understandings of benefit to the researcher's own practice;

[2] Cooper and McLeod (2007) observe that pluralism is a concept familiar to a variety of fields. They write that 'a pluralist holds that there can be many 'right' answers to scientific, moral or psychological questions which are not reducible down to anyone single truth.' (p.7) In applying pluralism to counselling, Cooper and McLeod (2007) assert that the basic principle of pluralistic approaches is that psychological difficulties may have multiple causes and there is unlikely to be one 'right' therapeutic method that will be appropriate in all situations. They contrast this to monism which holds a belief that that every question has a single definitive answer, and to single school or integrative counselling approaches that assert that any one form of therapy, or combinations of therapies as in integrative approaches, is preferable and /or superior.

and also to explore whether there would be any value for the community of counsellor educators in the findings of the research. Commensurate with this aim, an autoethnographic methodology was employed. " Autoethnography is an approach to research and writing that seeks to describe and systematically analyze (*graphy*) personal experience (*auto*) in order to understand cultural experience (*ethno*)" (Ellis, Adams & Bochner, 2011, para.1.) Autoethnographers refer to the self - other relationship in the research (Spry, 2001). In this study the 'other' was members of the community or cultural group of counsellor educators, two colleagues known to the researcher in the capacity of co-tutor.

These two counsellor educators (other) referred to as John and Sue (pseudonyms) were invited by the researcher to take part in a one to one reflective conversation with the researcher (self). The rationale for their selection was that they had been involved in designing curriculum in conjunction with the researcher during the previous semester and therefore had recently been engaged with considerations around the role of theory in programme development. John and the researcher redeveloped a degree level counselling module focused on couple counselling and Sue the second participant of this study, was involved with the researcher in designing a postgraduate level supervision programme. Ethical consideration was given to the nature of the existing relationship between the researcher and those invited to take part, with respect to the extent to which the participants could feel however an obligation to take part and also whether the existing relationship could limit disclosure and/or the level of openness in reflections. This was weighed up against the advantage of inviting participants where it was known their experience in the topic was significant and recent. Ethical approval was granted to the project by the Waikato Institute of Technology Research Ethics Committee and considered a low risk project.

Prior to the reflective conversations John and Sue were given three broad areas that would be the framework for the conversations:

i) What is standing out in our teaching practice and how are we teaching in this current theoretical climate?
ii) What 'moments for pause', issues, challenges or opportunities are presenting?
iii) Are there any further areas of interest for future research?

Findings

A major theme in autoethnography is the way in which the researcher continually recognizes the impact on themselves of their interaction with others, and that the task of the researcher is to capture this in such a way that the reader of the research may be "inspired to reflect on their own experiences" (Spry, 2001, p. 711) . Given the limitations of such a small study, the findings presented are 'noticings' by the researcher of a resonance between the researcher's own experience and those of the two educators. These resonances are offered as the noticing of patterns that may be of interest and 'inspiration' rather than 'grand claims' to truth.

Own preferred frames of reference as natural starting places for designing curricula

A pattern to emerge from the study is that the educators were acutely aware of the myriad of theoretical frameworks and approaches available when designing a curriculum and interestingly recognized the tendency when selecting frameworks to start from their own preferred frames of reference, be they theoretical frames and/ or significant experiences as reference points, that shape what they value being taught on the programme.

Sue spoke of her personal experience of the subject matter defining the starting place for what she wanted to teach.

But having had supervision myself from someone outside my profession, it's been some of the most helpful supervision I have had…..{supervision focusing on} who I am in a professional sense {professional identity}, …that I feel is a big part of what I want to teach.

In a similar way, John identified a natural starting place when designing the module on couple counselling would have been to draw on ideas from the theoretical base that informs his own counseling practice with couples, which draws significantly on Emotionally Focused Therapy (Greenberg & Johnson, 1988; Greenberg & Goldman, 2008). John described, however, how this was not possible as he had inherited an existing curriculum requiring him to work with less familiar theoretical frameworks, specifically the couple counselling frameworks of Johnella Bird (2004) and Martin Payne (2010), both informed by social constructionist philosophical underpinnings, a different theoretical base to his own. John recounted the hard work entailed him becoming familiar with 'new' frameworks and teaching these, describing it almost requiring *"a willingness to suspend disbelief"* and it being "*a leap of faith"*. Working collegially with the researcher as the co-tutor facing similar challenges enabled him to 'stay with the process despite at times experiencing doubt and uncertainty "*I'll stay here because*

someone else is here too." Hearing John's account of his defining experience of being required to teach outside of one's preferred orientation offered the researcher the opportunity to reflect on the extent to which educators can be caught in, and teach from their own biases, unless perhaps they are 'required' to teach outside their biases, or they consciously engage in a critique of the choices regarding what they teach.

Selecting theory pragmatically

A theme of 'pragmatism' informing the selection of theories was also a significant and prevalent one to emerge in the study. Frequent reference was made to providing students with frameworks for what works in practice or as Sue described "*frameworks for those decision making moments that students face".*

In the reflective conversation with John, recognition was made that despite the couple counselling frameworks mentioned above being unfamiliar and 'inherited' as part of an existing module curriculum, they were more importantly retained on the programme as they judged them as useful on a purely **pragmatic level** regardless and/or as well as valuing of the theoretical underpinnings. The reflections were that the Payne (2010) and Bird (2004) couple frameworks assisted students in meeting the learning outcomes for the module which were to achieve a beginning level of competence when working with couples. These frameworks were deemed useful on a pragmatic level in that they assisted students to understand the dynamics and differences in working with more than one person at a time, rather than with an individual client and also provided a clear process to structure a session that involved two people in the session with competing and common interests . As John commented: "*it was a good process to help students sit in front of two people"* and more generally: *"our programmes need frameworks that offer students a process and structure to avoid getting overwhelmed".*

Theoretical frameworks to manage complexity and tolerate uncertainty of practice environments

A further resonance to emerge in the conversations was an awareness by the educators of the complexities of the 'real world' of practice and the motivation to prepare and equip students to function well in what we all perceived as complex practice environments characterized by diversity and uncertainty. Sue spoke of the way the programme grappled to teach 'supervision', a professional activity that exists in diverse and complex context of practice,

that in turn shape and impact on its very nature. She advocated for the importance of being able to provide multiple viewpoints.

Y*ou will probably find in the world as well that we {as educators} can be sitting in different places with supervision, so even we can't story {define} it in a particular way because it sits there in a far more complex way…*

Sue continued to describe the paradox in teaching whereby we support students in the classroom (and in practice situations) to grapple with multiple realities in practice, diverse ways of viewing or understanding our practice moments, and even being comfortable in 'not knowing' and yet also need to provide some certainty or 'solid ground':

It is about providing sufficient frameworks or informing pieces of theory to pull back to, that provides 'hooks' for students to hang things on…..

Ongoing questions with regards to theory utilization

Whilst advocating for clear and specific theoretical framework as 'hooks' for students, how these hooks might be selected and utilized in the learning process was less clear. Ongoing tensions were identified concerning the way theory is utilized in programmes, how emphasis is given to particular theories over others, and what is most useful to students in regards to the learning of theories. John stated:

I guess it is about how do we add on new ways of seeing the world? We've got let's look at it from this angle, or this angle…? Which angle is really fitting for this person {client} in this place in this situation? That's what the pluralist writers advocate isn't it? Or do you advocate a particular way of seeing things such as with gestalt theory, and then see how that fits with other theories? Do you learn a particular theoretical base so you really get a handle on how it sees the world and how it will look with presenting client issues or people types, or the other way round?

Common emphases in teaching practice

Despite raising legitimate and timely questions, there were definitive emphases in teaching practice that were commonly identified through the study. It was evident that in a similar way all participants were actively seeking to offer learning environments that modeled to students the capacity and desirability of tolerating the uncertainty and ambiguity (Levitt & Jacques, 2005) required in engaging with diverse viewpoints and multiple perspectives, whilst paradoxically providing students with sufficient 'hooks' and 'boundaries' to frame their

learning and practice - effectively providing what Downing (2004) refers to as 'home ground' (p.136) or places to stand. This awareness of the need to hold paradoxical positions in teaching seemingly mirrors what Downing (2004) describes as the "dialectic of conviction and uncertainty in psychotherapeutic practice" (p. 138).

All participants spoke also of weaving throughout their programmes an emphasis on developing students' capacity for collaborative practice and the capacity to develop the therapeutic alliance and/or supervisory working alliance (Bordin, 1979). John described:

'Coz in gestalt they talk about the I-Thou and I-it, Martin Buber {Buber, 1958} and in that way the alliance would be your main thing, that you are always holding the alliance. In a way you almost can't teach theoretically, it's through experience, by staying in relationship within. You are always coming back to your theories or hypotheses which are the I-it but it's in the respect of the I-thou – keeping it in the dialogical presence.

Tentative researcher meaning making….

The findings of this small study suggest that all educators were acutely aware of the demands of current theoretical and practice climates characterized by diverse realities, multiple perspectives, ambiguity and uncertainty; and like the many contemporary writers (Cooper & McLeod, 2011; Crocket, et. al., 2011; Dryden, 2012) were actively engaged in considering the implications of this for their teaching practice. Cooper and McLeod (2010) argue that at its most fundamental level the implications of a pluralist perspective challenges trainers in any counseling programme (single orientation, integrative or pluralist) to avoid disparaging alternative viewpoints in their teaching and that students be taught to respect alternative viewpoints. Further from this, they claim that students should be encouraged to reflect critically on the approaches they are being taught in terms of the strengths and limitations. It would appear that for the educators involved in this study there exists an acceptance of a pluralist agenda in their teaching practice that goes somewhat beyond this fundamental level outlined by Cooper and McLeod (2011). Present in the research reflective conversations was a valuing and acknowledgement of there being increasingly and constantly new ways of knowing and understanding that were useful to students, and a desire to make opportunities available in the learning environment not only to critique the approaches taught, but for new diverse and multiple perspectives to be incorporated.

What was evident also from reflective conversations however was the lack of clarity as to whether counsellor education programmes as a whole are deliberately considering the impacts of a pluralist agenda, (and that this is of concern to the educators), a resonance of the researcher concerns giving impetus for this study. In consideration of this, Crocket et al. (2011) highlight Cooper and McLeod's (2011) distinction between pluralism as a 'sensibility' or a 'viewpoint or perspective', and 'pluralist practice', as a useful concept for counsellor education programmes.

Cooper and McLeod (2011) define 'pluralistic counseling practice' as being not only rooted in a pluralistic viewpoint and drawing on a range of orientations but as being specifically characterized by "dialogue and negotiation [with clients] over the goals, tasks and methods of therapy" (p. 8). It is this meta-dialogical process that distinguishes the 'pluralist practice' of counseling from counselors that hold 'pluralist perspectives or sensibilities'. They believe that it is possible to hold a pluralistic perspective yet work from a non- pluralist, single orientation or integrative way. An example they provide is of a person-centered therapist who chooses to work in an exclusively non- directive manner but considers and appreciates a variety of perspectives in their work. This distinction may be useful in assisting counsellor educators, therefore, with their questions such as whether the practice of single schools and integrative counsellor education of emphasizing specific models (and determining their fit with a range of other perspectives) is still a valid one, whether this constitutes teaching with 'pluralist sensibilities', and/or whether counsellor education 'pluralist practice' is preferable. I would suggest also that clarifying more explicitly where a programme sits on such a continuum would be helpful not only for educators, but also for their students.

Relatedly, whilst the programmes may or may not, still adhere to a core model or models underpinning the programme, this small study did suggest that maybe counsellor educators are 'looking less' in these current times than previous to the core model of a programme to ensure coherence and an interrelatedness of elements. Findings from the study suggest what may be influencing educators in their selection of content, ideas and theoretical frameworks may be their personal theoretical bias, and other times by the pragmatic rationale as to what best meets the students' learning outcomes and what is most useful to students at crucial decision making moments in practice. It could be argued previously counsellor educators may have referred more to the core theoretical framework to inform them in what and how to teach. This could raise issues of concern that, without an explicit means of ensuring

coherency, whether educator bias in privileging some theories over others could result in haphazard experiences for students. This would be an area for further research.

Commonalities arising in the conversations also suggest however, that educators may in fact be using other implicit or explicit ways to ensure coherent or interrelatedness in teaching practice. Emphasis was placed on a focus on students' development of the therapeutic relationships and the working alliance (Bordin, 1979). Interestingly Dryden (2012) asserts "marrying pluralism with working alliance theory may be a way of attracting a wider range of practitioners to consider seriously the pluralistic agenda" (p.103). A focus on collaborative ways of working was also a significant resonance, as was an emphasis by educators on holding and mirroring the 'dialectics of conviction and uncertainty' (Downing, 2004, p.138) in the classroom and practice environments as a means of modelling to students these capacities required for complex and diverse practice environments.

Conclusion

In this small study, commonalities in experience and resonances that emerged for the researcher from the reflective conversations suggested that these educators have embraced aspects of the pluralistic agenda (Dryden, 2012) however; they are still clarifying the extent to which this has occurred. It would seem imperative that further research be carried out to clarify and determine the 'shape' of counsellor education programmes as they are impacted by, and embrace the pluralistic climate. The study also highlights that the permeation of a counselling programme with the core theoretical model may no longer be of such significance and/or relevance in ensuring coherency and interrelatedness for programmes. Findings from this study suggest that educators are emphasizing fundamental aspects in their teaching, such as; an emphasis on collaborative practice; developing the working alliance; and the "dialectics of conviction and uncertainty" (Downing, 2004, p.138). These aspects may be the threads needed to ensure the interrelatedness and may become the hallmarks of counselor education programmes in these current times.

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