

Work-integrated learning placements and remote working: Experiential learning online

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This position paper will examine the complexities of remote working, specifically as it impacts students on work integrated learning (WIL) placements such as internships. Current literature on the challenges of remote working and recent student reflections based on their experiences of pivoting from office space to completing their internship placements online during the COVID-19 self-isolation orders, provide the context for examining best practice curriculum strategies for a new and unpredictable work world. Boundary theory is used to unpack the challenges of remote working that students may face, and students' reflections provide insight on the skills they developed from their remote working experiences that will give them a competitive edge in the job market. WIL curriculum needs to address the changing nature of work and work placements in order to prepare students for remote work in an ever-shifting world.

Keywords: COVID-19, remote working, work-integrated learning, boundary theory, internships

INTRODUCING THE UNKNOWN

Approximately eight years ago, Barnett (2012) asked educators "what does it mean to learn for an unknown future?" (p. 65), a question many in work-integrated learning (WIL) try to address when developing work readiness curricula in terms of skill building. Barnett was referring to facing instability in relation to changing social and economic times. Although, he admits, this question has not been at the forefront of educational priorities, it must be reconsidered for education to find a new way forward, not just in terms of knowledge construction and skill building, but also in terms of our own human-ness – our relationship to the world and others. WIL programs are most often designed to help students prepare for an unknown work world by providing opportunities for "real-world" experiences meant to facilitate the application of skills and knowledge in-situ (Billet, 2009; Bowen, 2016; Jackson, 2015; Rowe & Zegwaard, 2017; Smith, 2012). However, the changes to the world and state of uncertainty initiated by COVID-19 came at a level not anticipated. This particular historical moment has brought about challenges and changes not only to our doing, but also to our being. The new level of uncertainty is not just a complex situation where we look to multiple ways of solving problems, but it has elements of "supercomplexity" where the problems themselves are under question such as "what is a university?" or what is the future of *work* as we know it? (Barnett 2012: 67). These questions problematize the pedagogical intent of work-integrated learning and the development of WIL curricula. What does it mean to gain work experience in an online, social distancing world and what should be the focus of that experience and learning?

Learning in and for the 21st century means that students must be flexible and adaptable due to the constant change in technological innovation and the inevitableness of uncertainty. However, just as flexibility is important to this new era of COVID-19, individuals must become much more self-sufficient and independent than ever before. For students, this means becoming autonomous, self-directed learners who are creative, resourceful, and agile. Holt and Brokett (2012) claim "self-directed learning is a skill for the knowledge age" (p. 2076). Self-directed learning means that the students take control

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of and determine the path of their own learning, cognizant of how they learn in different contexts. New learning and working environments require students to not only be self-directed, but also proactive with the assurance that they are capable of producing particular outcomes (Holt & Brockett, 2012, p. 2076). Self-directed learning is also an attitude (p. 2081). A heavy reliance on teachers and workplace supervisors to be told what to do may render students less prepared, and far less autonomous than may be required for alternative work cultures that have shifted online. While students must develop independence, knowledge, and applicable skills for securing meaningful work in their field, remote working that is primarily conducted in physical isolation and mediated by information and communication technologies (ICTs) requires technical savvy and the confidence to initiate and problem solve independently (Bowen & Penneforte, 2017). Further, efficient computer-based skills, confidence, and self-efficacy described by Holt and Brockett, (2012) are key factors to being able to adapt to changing technologies used in workplaces, and remote working in particular. A heightened capacity for self-directed learning is crucial for navigating the new and uncertain work world independently and effectively.

Remote working does have many advantages, particularly to young interns, such as no commuting time in comparison to stress producing and costly hours wasted on public transit or in traffic. However, this time saved may be countered by feelings of isolation and loneliness and a lack of boundaries between work life and home life; perhaps even the physical distinction between office desk and kitchen table - a sentiment expressed by many students who have engaged in remote working for their internship placement in the past. Students within a communication and digital media program who have engaged in remote working for their internships over the past 10 years have in class and through their reflective journals, described the challenges and consequences they experienced due to what they felt was a lack of direction and supervision, which they also felt led to decreased motivation, and feeling detached from the organization because they did not know their co-workers. They also lamented about the continuous distractions of family or roommates that interrupted their workflow (Bowen & Penneforte, 2017). For some students, the opportunity to work autonomously on a project gave them a sense of independence, while others felt lost. Working remotely is "a learned skill" (Greer & Payne, 2014, p. 107). The current pandemic situation demonstrates that developing strategies to effectively work remotely needs more explicit attention within undergraduate work-readiness discussions.

The imposed emergency measures and shelter-at-home orders instituted in March 2020 due to COVID-19 meant that all WIL students needed to complete their placements remotely. This pivot to new working conditions called for a further reaching dialogue around the challenges students were facing due to remote working. Previous to COVID-19, the few students who worked remotely could access library study spaces and computer labs as pseudo-professional spaces to work. However, once those spaces were not available due to university shutdowns, many lacked an appropriate space and were left with using the desk in their bedroom, usually used for doing schoolwork and other leisure activities. Students told me during this time that their new work spaces did not meet the standards for more professional work, and blurred the boundaries between work and home, affecting their motivation, and compounding their stress. Other students were having difficulty communicating and effectively articulating their ideas or framing questions and concerns through email or video calls. They lacked experience in working through the technological mediation of conversations and interactions that had been easier face-to-face in the office setting or at least, only occasionally online in between face-to-face meetings. The insight gained from these conversations prompted me to think about the role of remote working skills within the WIL curriculum. COVID-19 created a new working and learning environment for all of us, however, it also presented the need to consider the future of work

and work sociability- conversations on work readiness that we as educators must address more explicitly within undergraduate education.

The purpose of this paper is to identify the challenges students face when working remotely during their (WIL) placements, and explore strategies that could help them negotiate these challenges more effectively. While many students completing WIL placements remotely before COVID-19 would have faced these challenges, the sudden world-wide move to remote working due to the pandemic has brought to light the importance of explicitly opening up conversations with students about the changing future of work and help them to develop strategies to overcome the challenges they may face. Current literature on remote or teleworking was used to develop effective practices that could enrich WIL curriculum and help students to become more resilient and autonomous self-directed learners for life. More specifically, the paper addresses challenges students face when completing internships through remote working, with a particular focus on communications, boundary setting, and on-the-job observation and training; and suggests ways of helping students strengthen their capacity for autonomy, professional communication, and self-directed learning, to be as ready as possible for work worlds of the future.

THE CHANGING WORLD OF WORK

Teleworking, or *remote working*, the term that will be used for the purpose of this paper, is not a new phenomenon (Harris, 2003). Remote working, or working from home or another location outside the conventional office space, has been used for many purposes such as an employee privilege or perk, for increased business effectiveness, for cost reduction, commute time reduction, facilitating geographically distributed teams, and supporting employee well-being - particularly for those who require flexible schedules (Greer & Payne, 2014; Hardill & Green, 2003; Torten et al., 2016). Remote working requires employees to have access to the appropriate technology since remote working depends heavily on ICTs. Further, working from home requires greater trust between employer and employee - one of the greatest barriers for employers, and ensuring that the conditions to do their job productively are in place (Bloom et al., 2015; Lister & Harnish, 2011). By the early 2000s, remote working was on the increase in many first world countries, particularly in knowledge, technology, and communications sectors. In addition, organizations such as several federal agencies in the United States saw the development of work at home plans for employees as a proactive contingency plan and preparation in case of natural disasters or pandemics (Lister & Harnish, 2011). The importance of workplace contingency planning became particularly clear in the aftermath of the Christchurch, New Zealand earthquakes in 2011 (Donnelly & Proctor-Thompson, 2015). As we have seen very recently, work at home contingency plans may be needed in all sectors simultaneously – this is our new work future.

For the most part, until the COVID-19 pandemic, working at home or remote working had been an attractive alternative for limited cohorts of individuals, particularly those well educated and working in the knowledge and technology sectors. In some cases, interns and students working on specific projects within those same tech-based sectors were included as remote workers. However in March 2020, national “shelter-in-place” policies required millions of individuals across a wide range of sectors worldwide to adapt to a new work at home culture overnight, and in some cases, with limited infrastructure and resources, (i.e., a lack of childcare and limited technology or network connection) for workplace productivity. The pandemic shifted remote working from a possible work-flex option to a “counter-measure to discontinuity” maintaining essential operational continuity for many businesses and organizations within an emergency situation (Donnelly & Proctor-Thompson, 2015, p. 50). Already

identified challenges to remote workers in terms of having distinct work spaces that eliminate disruptions, and appropriate ICT resources, became further compounded by “the volatility of individual circumstances” that included child care, elder care, and concerns for family and individual well being and safety created by the emergency situation (Donnelly & Proctor-Thompson, 2015, p. 50). Additionally, the very real situation of “professional and personal isolation” could affect the visibility of workers who are trying to build their careers through promotion and professional development (Donnelly & Proctor-Thompson, 2015, p. 49). Students looking to gain experience through WIL placements were also jettisoned into a new work at home world where the challenge of potentially becoming invisible could compromise the impact of the very tenets of work-integrated learning that include opportunities for mentorship and network building beyond academic classrooms for post-graduation job seeking. Remote working students need increased support to develop strategies for taking initiative and staying front and centre in the minds of supervisors and colleagues behind the computer screen. Students were immediately required to learn the complexities of remote working by learning how to effectively apply the skills and knowledge they had to new and changing conditions (Berge, 1998; Madden et al., 2016).

IDENTIFYING REMOTE WORKING CHALLENGES FOR STUDENTS

In a recent Toronto news article titled *Is the office era over?* Andrew-Gee examined the impact of COVID-19 and the massive online move of businesses, offices, and people, to work-life balance and office sociability. For many, the shelter-in-place orders redefined the office as a corner in an apartment, a bedroom, a basement, a parent’s house, or any space available as the whole world was told to self-isolate at home. Pre-isolation, the physical office space provided value through opportunities for sociability between colleagues facilitating impromptu brainstorming and casual peer-to-peer on the job learning (Andrew-Gee, 2020). Working remotely can mean the loss of valuable opportunities to observe alternative ways to approach a problem and casually discuss different perspectives in a corridor, over lunch, or during a break – through office sociability. It is the added responsibility of remote workers, the workplace, and for students, workplace and academic supervisors, to purposely build in opportunities for interaction through video conferencing and other online platforms.

Virtual collaboration is an additional, important requirement of the remote working skill set as more organizations base their operations and project work on teams - some of which may be geographically dispersed. The need to develop virtual collaboration skills is increasingly an essential skill for new graduates. Long and Meglish (2013) state “the impact of advancing technologies, the expanding geographic reach of many organizations, the growing number of remote workers, and the increased reliance on teams lead to workplaces where workers will at some point collaborate with unseen colleagues” (p. 7). However, virtual collaboration becomes problematic and challenging within an organization if workers are not prepared to prepare for and adapt to changing conditions (Long & Meglish, 2013). Furthermore, one of the biggest challenges is building trust when individuals have not physically met the people they are working with. This lack of physical introduction could cause uncertainty about team members’ skills, responsibilities, and work ethics (Long & Meglish, 2013). Students who may already have the skills to collaborate, including strong communication skills, organizational and time-management skills and the capacity to build relationships, may not however, understand the challenges and potential strategies for collaborating virtually (Long & Meglish, 2013). Personal characteristics such as “patience, adaptability, and persistence” that are required for working remotely on team projects where individual styles and work ethics may differ, will help students build resilience for facing unknown challenges and conditions that are inherent in navigating an unknown future (Long & Meglish, 2013, p. 13). Knowing how to effectively collaborate on a team virtually is a

challenge for many students, but learning the necessary skills can provide new graduates with a competitive advantage in future work worlds.

BOUNDARY THEORY AND STUDENTS' ALTERED WORKING CONDITIONS

Remote working from home requires students to develop different skills and strategies for accomplishing tasks, interacting with co-workers, and maintaining productivity than if they were working within a conventional office or workplace. Remote working changes working conditions.

Greer and Payne (2014) use *Boundary Theory* to examine the challenges individuals face in relation to the changes to physical, temporal, and psychological boundaries when working remotely (pp. 91-93). Boundary theory is an appropriate starting point to examine the challenges of remote working for WIL placements as the insight I gained from listening to students who could no longer go to their internships in person due to COVID-19, echoed similar challenges to what Greer and Payne reported. Boundary theory organizes the primary challenges of remote working into three areas for further discussion in relation to the intern students' circumstances, and provides a framework for potential strategies and classroom discussion.

Developing Physical Boundaries

Creating physical boundaries is problematic for both concrete working spaces and the mediated communication spaces of email or video conferencing. The alteration of physical boundaries, and the physical working space specifically can mean a lack of reference points that signify the activity of work and the boundaries between work and home. This may be particularly difficult for students who lack work experience in the first place, and working in an office more specifically. For students, altering the concrete working space often means compressing a bedroom or dorm room. As for most remote workers, this means that the boundary between the physical office space and the home-living space disappears as the individual negotiates both of these spaces under one roof. The disappearance of the physical boundary can be further complicated for students if they live with parents and other family members or a room mate, where privacy, the actual location and size of the working space, and internet connection may present obstacles and barriers. Working from home while living alone may help alleviate privacy issues and distractions, however, it can also heighten feelings of isolation and affect motivation.

The alteration of the physical working space means that students may not have reference points for what constitutes a professional working environment and lack experience networking and interacting with coworkers (see Bowen, 2016; Trede, 2012). They may feel isolated in terms of a work culture that is no longer apparent or accessible. Students need the tools to develop virtual contexts and points of reference for productive and professional working. They will need to understand how to distinguish the boundaries between the responsibilities of work life and home life when both occur in the same physical space. In addition to an actual space, the physical presence of coworkers is altered when an individual must communicate and collaborate through the mediation of technology such as email, chat rooms, or video conferencing (Greer & Payne, 2014). Conversations, problem solving, and decision-making that would occur in person, sometimes through casual interaction, sometimes through formal meetings, are replaced with screens that physically mediate scheduled synchronous video conferencing, or asynchronous email and business-focused software. Separation from co-workers and the mediation of technology can heighten students' anxieties related to learning professional protocols and standard operations within an organization without in-person mentoring or the opportunity to observe visual cues and behaviors from co-workers. Observing the professional behaviors of co-

workers in a physical space is an important part of a student's own professional identity construction (Bowen, 2016; Trede, 2012). Moreover, the altered and disappearing physical spaces can present an "out of sight, out of mind" scenario where as in the case of many other employees, students may feel invisible and unnoticed behind a computer screen leading to fewer opportunities within the organization that in some cases, affect their career development (Bloom et al., 2015, Donnelly & Proctor-Thompson, 2015).

Defining Temporal Boundaries

The alteration of temporal boundaries can act as both an advantage and as a challenge for remote workers. Greer and Payne (2014) state that "temporal boundaries mark the beginning and end of the work day" which can assist an individual to distinguish between work life and home life (p. 92). For some students, a flexible temporal boundary might allow them to work around other commitments such as care giving or studying/attending classes. However, keeping track of the balance between work hours and off hours can be challenging to someone who is still trying to develop good time management skills, and where prioritizing tasks is a challenge as work and school responsibilities become intermingled. Many students both WIL and non-WIL confess that time-management is one of their biggest challenges. Further, Greer and Payne (2014) warn "an altered work schedule can have an adverse effect on coordination and collaboration with coworkers in the traditional sense" (p. 92). An increased reliance on asynchronous means of communication may provide opportunities for students to strengthen written communication skills, but less opportunity for them to learn the nuances of professional etiquette and negotiation when collaborating with team members in real time. Therefore, what students may see as an advantage in terms of completing their internship tasks and responsibilities during a convenient time outside of the organization's traditional office hours, may also be detrimental to achieving WIL learning outcomes related to collaboration, teamwork, brain-storming or participating in professional meetings.

Developing the Professional Mindset in Light of Altered Psychological Boundaries

Psychological boundaries are defined as the "rules that are created by people to dictate which thinking patterns, behavior patterns, and emotions are appropriate for a given role" (Greer & Payne, 2014, p. 92). The challenges students face due to the alteration of psychological boundaries are compounded due to the fact that they may be using their internship or WIL placement to transition from being a student, to becoming an industry professional by trying on different roles (Bowen, 2016). They may be unsure of their place within the organization, often assuming they are at the bottom of the ladder and therefore they are reluctant to assume a role, whether in person at a physical office or as a remote "out of sight" worker. Many remote workers will already have established roles that they have developed at work to help them mentally transition, even though they do not have the physical commute between home and work. Students look to WIL placements to develop their professional roles and identities.

Experienced remote workers however, still have to develop their own routines that mentally signal the beginning of their workday and their worker role (Greer & Payne, 2014). Students who feel they have tentative roles at best and lack the opportunity to try on professional roles in the presence of others may not understand the need for transitioning rituals or routines. Students I spoke with who were working after the onset of the *shelter-at-home* orders struggled with the change and with developing a business-like mindset to assume the role of professional when working from a bedroom or dorm room. Remote working requires a high level of independence, particularly when the placement supervisor is not physically accessible for guidance.

PROFESSIONAL PRACTICES FOR REMOTE WORKING AND WORK-INTEGRATED LEARNING

One of the major objectives of Greer and Payne's (2014) research was to hear from successful remote workers about their experiences and strategies for success. While the context for these workers was different than the context presented by COVID-19, and student interns will be working with different objectives than the full time employee participants in their study, the conditions of working from home for both employees and student interns have many similarities. The challenges highlighted by boundary theory provide a starting point for advising and guiding students as there is much to be gained by looking at the tenets of successful remote working from a curricular perspective. Helping students identify the differences and challenges of remote working conditions which impact work culture, and recognizing how these challenges may impact their own goals for WIL is a good place from which to develop strategies for more effective practice. To start, students need to assess their potential workspace, conditions, and infrastructure as well as their own professional skills. This will help them identify gaps that need to be addressed, the resources they need, and also help them to take more control over their working and learning environments.

The three most frequently reported strategies recommended by Greer and Payne (2014) were the access and use of advanced ICT technologies, the ability to be accessible to coworkers and/or team members, and an appropriate physical space prepared specifically for working at home (p. 101). Preparing and maintaining this work space also included communicating with others who shared the space (family members and/or room mates) about the need for privacy and avoiding interruptions and distractions in order to work.

Effective communications, time management, and co-operation with coworkers and supervisors were key factors for being accessible. These factors, or skills and attributes are expected from all WIL students whether in person or online. However, cooperation may be more challenging to students who are juggling heavy course loads, family responsibilities, and other commitments, and feel frustrated when their supervisors (who are juggling their own set of circumstances and responsibilities) are not reciprocally accessible. In these cases, students must develop trust, patience and understanding for others' working conditions regardless if they are in a physical or virtual office space (Long & Meglish 2013). Helping students understand the need to be resourceful, independent and self-directed, will help them be more productive and less stressed. Task setting, setting personal goals and prioritizing, and collecting and asking questions about all aspects of a task or project so they have the necessary information to move forward autonomously, will help with stress and productivity according to successful remote workers (Greer & Payne, 2014). In order to stay on track and avoid the frustrating wait between asynchronous communication, interns could keep a journal, log or note book to confirm their progress and note questions for clarification thereby organizing their own working process in a concrete fashion.

Another very important factor reported by successful remote workers was adopting a work-oriented mindset by viewing the home workspace with the same sense of professionalism they would as if in an office with others by establishing and keeping a work day routine and interacting virtually using the same professional behaviours and attitudes as they would in person (Greer & Payne). For student interns, this may include how they dress for videoconference meetings, using an appropriate backdrop that does not expose them to privacy concerns if working in a bedroom space, and understanding professional expectations for email correspondence or intra-organizational chat platforms. All these strategies for developing an appropriate work space and mindset for working at home may seem obvious to an experienced professional, however students who may be very new to the professional

work world may not have the experience to understand the impact of creating appropriate workspaces and attitudes will have on their motivation and ability to do an effective job.

BUILDING STUDENT SUCCESS THROUGH EFFECTIVE COMMUNICATIONS

When students described their experiences of completing their internships remotely and in self-isolation due to COVID-19, they did not speak about being adaptable as we had in our physical pre-COVID class meetings. Flexibility it seemed, was no longer a choice, rather, it was necessary for survival. They did however focus on the importance of being resourceful. Being resourceful means moving beyond adaptability and taking action, moving from conditions being imposed on you, to creating new conditions through your capacity to think independently and act. Resourcefulness, self-directedness, and independence are three crucial attributes for successful remote working for students, in combination with boundary setting and oral, written and virtual/video communication skills. Working from home requires students to often be the sole judge of the minor details and issues that emerge in the middle of a project or between tasks. Learning how to become more independent when approaching and solving problems, including additional research for learning a new skill or filling a knowledge gap is necessary for facing the unknown of future work worlds. Normally, in a physical office environment, it is important to be independent and develop excellent communication skills, however, under the students' new working conditions, these skills could be even more critical in order to clearly articulate ideas virtually and be productive working from home in a less than ideal space.

Communication skills were highlighted in both the literature on remote working and in my discussions with students post self-isolation orders. The heightened focus on developing these skills may need further discussion within WIL classrooms to further unpack what it means to have excellent communication skills. The following are potential strategies developed from the literature and from the insight gained from my conversations with students. These strategies are not exclusive, but an important start for helping students better understand how they can increase their communication effectiveness in the workplace.

Understanding Tasks and Instructions

Students need to be able to read communications for the implicit directives, not just the explicit directions of how to proceed with a task. Implicit directives might be expectations regarding standards and procedures that are assumed to be known and do not require literal instructions. In addition, waiting for answers and/or directions by email can be frustrating so students need to test their knowledge and resourcefulness and employ research skills to find appropriate solutions. They need to be able to understand the context (possibly the implicit processes driven by ethics and values) in which they are working, breakdown complex tasks and prioritize actions, and then decide what they still need to do to be equipped to complete the task effectively. Sometimes, they may need to craft a set of questions that help clarify and confirm their understanding after they have done the work of deciphering, planning, and researching.

Learning to Ask Good Questions for Learning and Practice

All students must be able to recognize the need for a shared understanding of procedures and expectations within the workplace organization. This is particularly important when working remotely, removed from an official office or workplace. Students must learn to think of themselves as part of a collective or team, not an individual employee. Therefore, their questions should reflect their interest in understanding protocols, knowing how their work fits within the larger team operations, and confirming that the pace and quality meets the standards and expectations. Students must be proactive with questions that clarify ambiguous aspects of instructions or attempt to glean additional information they cannot find after their own research. Sometimes the ambiguity of email instructions can lead to confusion and doubt, therefore students must be able to interpret directives within the organizational context (learned through researching the company) and formulate specific questions that will get them the information they need.

Articulate Communication

Shelter at home practices that became the new normal worldwide meant that all of us turned to some form of video communication in order to connect and see other individuals within our networks. Students, teachers, and workers alike had to learn to interpret the in-person visual and aural cues like body language and tone of voice through technological mediation and the screen. Understanding the visual cues an individual both projects and receives, becomes even more important for understanding the work culture and team workings. Being seen as an effective communicator requires students to be more articulate in how and what they communicate, and more creative in making a good impression through their engagement with tasks. Meeting with supervisors and employers on a platform such as *zoom* requires more attention to details and more careful crafting of what is proposed due to altered physical and potentially temporal boundaries. Holt and Brockett (2012) suggest that students can increase their confidence in their communication skills by using different software programs and ICTs to record their reflections or document their learning, or use different platforms, perhaps those currently used in industry for developing in-class presentations. They propose that having students use new technologies in place of traditional papers and reports will help them increase their confidence in trying new platforms and programs and encourage self-directed learning and technology-based problem solving (Holt & Brockett, 2012).

CONCLUSION: SUGGESTIONS FOR PRACTICE

Helping students strengthen their capacity for autonomy, professional communication, and self-directed learning will also help them to heighten the skills they need to pivot when faced with unplanned circumstances, particularly a change in working and learning conditions. Providing opportunities for students to become more self-directed in relation to how they use and communicate with ICTs they may not be familiar with can start in the classroom prior to WIL preparation. The sudden move from physical placements to working-at-home internships actually provides a test case for students' resilience and capacity to face the unknown and the new future of work. It also provides educators with an opportunity to re-evaluate our curriculum to see if we really are helping students to be world-ready.

Shields (2003) stated that virtual working often means that we lose a sense of the materiality of our work and its purpose since it is always mediated by ICTs. Finding meaning in remote WIL placements can be a challenge, however one that may be overcome through familiarity with the organization, with the tools needed for the job, and an understanding of how one's work fits within the larger scheme of

activities and work culture, both physical and virtual. Further, a thorough understanding of the elements for successful remote work such as professional work spaces and attitudes, and the importance of patience and empathy for virtual collaboration, will help students develop professional practices and self-directedness, leading to a more resilient self. As one student stated at the end of a somewhat tumultuous term “working remotely during these times allowed me to develop alternative means of information finding and connection building. It has made me incredibly more resourceful.” Our new world may require us to pivot in ways we never planned. However helping students develop autonomy, independence, and resilience will help them face the unknown with confidence whether in physical or virtual environments.

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