Building professionalism and professional identity through work-integrated learning

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Abstract
There is an increasing focus on the student as the nexus of integrating classroom and workplace learning. In the university context students are learners and in the workplace context students are pre-accredited professionals and in both contexts they can be facilitators of peer learning. Student participation in professional roles through workplace learning experiences are opportunities for transformative learning that shape professional identity formation and a sense of professionalism. Drawing on a higher education literature review of professional identity formation and a case study that explored how professionalism was understood, talked about and experienced by lecturers and students, this paper explores the role of work-integrated learning and its place in the curriculum to enhance professional identity development and professionalism.

Keywords: identity, professional identity formation, professionalism, work-integrated learning, critical, participation, dialogues.

Introduction:
Each expert has an expert character; the inquiry is the manner by which cognizant and deliberately picked it is. It is difficult to envision an expert without an expert personality; however it is conceivable that experts can't eloquent their expert qualities and duties consequently can't intentionally draw on the center of their character. Relating to qualities and good standards frequently stays unsaid and non-cognizant. As work integrated learning researchers, it is our job to get ready understudies for their future work jobs. Work job readiness incorporates disciplinary information and specialized abilities as well as knowledge about how to function in a group, speak with others, and learn inferred methods for working through perceptions and associating into working environment societies. Helping understudies build up a feeling of expert character and draw in with issues of polished skill can improve work environment learning encounters. It fortifies a
feeling of direction and center to work-coordinated learning (WIL). This paper investigates the wonder of expert character development and polished methodology and what job WIL can play in this. It contends that WIL is a perfect space to create proficient personality and demonstrable skill since the space possesses both learning and work. Three expansive standards are proposed for a work-integrated learning educational programs that can improve the advancement of expert character and polished methodology.

**Higher education literature and professional identity formation**

The job of advanced education is challenged and incorporates instructing understudies for worldwide citizenship to creating work-prepared alumni. The previous will in general closer view the idea of qualities, morals and creating proficient characters though the last spotlights on work preparing and employability. The accompanying inquiries illuminate the job given to proficient personality improvement in advanced education and WIL: What is proficient character and demonstrable skill? What is the reason for your work-integrated learning program? How does the way to deal with work-integrated learning address proficient personality and demonstrable skill? Where in the educational programs is your work-coordinated learning program? These inquiries shaped the premise of a writing audit that investigated current understandings and discussions in advanced education diaries about the hypothesis and routine with regards to proficient personality improvement, and its key messages for learning and instructing in advanced education. The audit found that there was just unrelated exchange of expert character. The fundamental focal point of investigated articles was on expert thinking, individual epistemologies, basic leadership forms, intelligent practice and the way toward entering a network of training. Just 20 of the 192 articles recognized alluded to proficient character advancement arrangement expressly and still, at the end of the day they didn't solidly concentrate on expert personality development. From an instructive system point of view, the papers alluded to network of training and arranged learning, intelligent practice, basic instructional method and experiential learning. The key message taken from this survey of expert character development was that advanced education centers around instructional method and related learning and showing systems, and it is inferred that expert personality is shaped en route. The experience of going to a college course in itself was seen to consequently affect on understudies' proficient personality advancement. Just seven of the 20 articles in the writing audit made reference to proficient personality improvement at the convergence of college and work. A portion of these articles asserted that working environments emphatically shape proficient character improvement and it isn't the job of colleges. In any case, others supported that colleges ought to benefit from the chances to enable understudies to reflect and understand work-integrated learning encounters. The marvel of various participations of various networks apparently enabled understudies to clear up their expert personality advancement, yet others challenged this. Framing proficient character is a critical, yet frequently concealed, result of WIL. Should personality improvement be encouraged and controlled, or should understudies be left to shape their very own character? Surrendering proficient personality development over to ‘assimilation’ is an unsafe endeavor. Understudies may unquestioningly subsidiary and relate to current practices. They duplicate what they watch, what they are presented to, what as of now exists, and they recreate the
training that they will be surveyed against. There is a peril in not evaluating work environment encounters. Not utilizing the open doors for basic significance making can accidentally encourage stereotyping. A further drawback of not fundamentally thinking about training encounters is that understudies may learn bothersome propensities without understanding this. When I asked a medical caretaker understudy who came back from clinical situation what she had realized, she said she figured out how to loathe more seasoned individuals. Also, when I asked physiotherapy understudies, they said that they can just question and ponder practice issues as much as their work-coordinated learning directors would enable them to. These stories fill in as an update that basic mindfulness raising and sense making are essential to improve understudies’ advancement of their feeling of expert self and associating self to proficient personality.

Theoretical concepts of identity

An existential meaning of self-personality has been portrayed as "to recognize what one is doing and why one is doing it". This infers a reflexive awareness and an outer (vital) character. It additionally suggests that individuals can explain the purposes for their activities. It is critical to take note of that past knowing and doing, articulating reasons and activities is a piece of creating proficient personality. Numerous activities are non-cognizant and, or enthusiastic, and they are hard to make cognizant. Non-cognizant learning and implied information should be made express through group intelligent exchanges so as to share practice learning and create ability. To him, it is basic to light up implicit parts of training. For training to be scholarly, and for expert character to be framed, it is important to have the option to share and understandable inspirations for activities. There are some hypothetical thoughts of personality that I ordered into three wide ideas and I draw on crafted by Giddens (1991), Habermas (1987, 2004) and Bauman (2005a):

1. The cognizant self at the focal point of expert character advancement;
2. The intensity of social relations; and
3. The intensity of language and talk.

The main idea is simply the cognizant. Self at the middle implies that the world is seen through the eyes of the onlooker. Self-character creates with understanding. Our identity is our past. We always have encounters that shape self. Situations give rich encounters that can't be completely controlled, not even in the present hazard unwilling society. To some extent, hazard, uncertainty and equivocalness in work environment circumstances are unavoidable and tolerating them intends to acknowledge that things can turn out badly, and that the future can't be controlled totally. Great practice requires capable professionals who know about self as well as other people, who can settle on fitting arranged choices and can see different conceivable outcomes. Such professionals are students. The once self from the past is always advancing towards the future self without precisely foreseeing where it is going. The cognizant self is liquid and continually changing dependent on fundamentally gaining from encounters. The second idea identifies with expert connections where oneself is de-focused and put inside a social and aggregate circle. Self does not exist without anyone
else's input and all alone. Self personality is constantly identified with others. The social perspective de-focuses self. Character is comprehended as a social develop. Social relations are simply the outside powers that impact the. The individual influences the social and the other way around. Character is molded by both self as well as other people. To understand that there is 'me' and 'different' helps understudies to position themselves inside expert gatherings. This acknowledgment is the beginning stage for clarifying associations between the two which prompts the third idea. The third idea of character is simply the intensity of exchange and the other. The rambling idea depicts how individuals talk about themselves as well as other people, how they position themselves and where they find themselves inside an expert network. There are numerous talks of character and the strains between them, enabling new conceivable outcomes of personality to rise. For instance, teachers can embrace proficient personalities of being information specialists, facilitators of learning, good examples or holistic mentors. These wide hypothetical ideas point to a need to know our identity, how we fit in with others, and the participatory procedure of arranging our fit with others – effectively distinguishing and separating self with and from others. The intensity of language focuses to a teaching method that verbalizes mindfulness raising and commitment with others; however it doesn't take away from the significance of commitment with self, the entire self – the head and the hands, yet in addition the heart. Proficient character advancement requires an instructional method that incorporates enthusiastic and social methods for knowing and develops basic reasoning inside settings. Further, from these hypothetical ideas of personality the significance of connecting with self and with networks of training can be gathered. WIL programs where understudies are presented to different networks of training and join various gathering enrollments, can be considered as the space in the educational modules where expert character is tried, compromised and reshaped. WIL gives openings where the universe of work is brought into the study hall and where understudies go to true work environment settings. WIL is simply the in the middle of room, the space where self and expert meet. Understudies are the ones who cross these spaces. Scholastics are at college, and work-coordinated learning teachers are grinding away yet understudies are students in both, and every one of the three partners of work-coordinated learning shape, deliberately or not, the advancement of understudies' proficient personalities. It is misdirecting to trust proficient character is static and once understudies have graduated their qualities are set in cement. Personality is simply the reflexive re-composing. Bauman battles that in the present postmodern or fluid current occasions where everything and particularly qualities, learning and practice is in consistent transition, character is exceedingly challenged. He asserts that regardless of how self-reflexive one is in molding a self-personality, a few things simply must be finished. It is troublesome and challenged to characterize what a decent expert is, on the grounds that it fluctuates as indicated by working environment societies and strategies. Proficient character is reliant with the basic setting and the circumstances of others. Commentators of unequivocally tending to proficient character improvement development contend that concentrating expressly on expert personality arrangement adjusts too intimately with social designing. Proficient character can't be constrained onto understudies, as understudies structure their own proficient personality. It appears that expert personality is firmly joined with setting, and shaped by past encounters and practice customs. Both expert personality and practice are constantly seen through a specific focal point and world view. He encouraged for the
connected with understudy. A connected with understudy builds up a basic expert personality through cautious investigate of current practices and qualities. Connected with understudies include themselves in discussions about training practices and qualities. Connected with understudies include themselves in discussions about training choices and about training encounters since this will empower them to intentionally and effectively structure their expert personality. The beginning stage for getting self, others and how one is arranged inside a training and calling, is to investigate and see how one perspectives the world. Self getting to be prompts confidence, self-assurance and encourages goal and attachment for expert character improvement. In any case, such a self-personality does not make for a balanced proficient character past a self-center as the three calculated thoughts of character propose.

**Professional identity and professionalism**

Professionalism informs decision making and judgment-based practice. Professionalism is informed by professional identity. Professionalism comprises more than rules because it is a fluid concept, highly dependent on context. The competencies-based approach to understanding professionalism alludes to a masterable practice and erodes the notion of professionalism. A competencies approach tries to fix and make static what professionalism is. Professionalism cannot be mastered and cannot be seen as being accountable against a set of rules. Professionalism needs to be seen as a responsibility to make judgments and decisions in the context of practice. Contemporary professionalism might need to be underpinned by a professional identity that is about knowing what one stands for and, closely linked to this, is professionalism which is taking responsibility for one’s action. Professional identity formation means becoming aware of what matters most in practice, what values and interests shape decision making. Being, thinking and acting as a professional are underpinned by professionalism and a sense of professional identity. In an educational context focused on skill mastery and graduate-level competence, the notion of professionalism could be reduced to measurable and rules-based concepts. Such a context could overlook the values, professional identity, ethical decisionmaking, and professional responsibility that underpin professional practice. Grace and Trede found that both, formal education in the classroom and learning in clinical placements, played equally important roles in developing a sense of professionalism during undergraduate education. The study highlighted that students are active observers who make judgments on what they observe. It came indirectly through lecturers and looking at how they dress, how they act towards their students and just how they interact with each other. I think you just pick up things. Personally I wasn’t thinking about aspects of professionalism. There was an impoverished perception and understanding of professionalism. It appeared that dietetic students had not explicitly picked up the richer notion of professionalism. In contrast, physiotherapy students were exposed to discussion of values. They were asked to make links to professionalism from year 1. For our first assessment we had to hand in a power point presentation about our values and how they related to our professional behavior in practice. We had to provide detailed examples of our values. Students compared what they had been taught and had experienced in practice but required skilled facilitated opportunities to explore their ideas, to share and integrate their knowledge and insights about professionalism and to expand their emotions. Lecturers acknowledged the difficulty of teaching professionalism. They saw professionalism as being implied
in the curriculum. In my experience, clinical supervisors are very reluctant to complain about students' professional behavior. I think it is because those things are tacit, and hard to pin down. I would like to think that implicit in the other subjects is that sense of professionalism. The clinical subjects are very heavily focused on how to manage a patient. I think there are a lot of hidden messages that come across in other subjects. Lecturers discussed the pervasiveness of professionalism and its importance for future practice. However, the shift from the implicitness to the explicitness of professional identity had not been realized. There was no deliberate design of a course curriculum that overtly integrated the theme of professionalism. The students have a narrow conceptual understanding of professionalism. They called for professionalism to be problematized and critiqued so that current concepts of professionalism are challenged, reaffirmed or modified and adapted to new contexts. Student participants in this study appeared to accept unconditionally their lecturers and clinical supervisors as role models. Students could learn more from their workplace experiences if they were cued in to look out for particular aspects of professionalism and given further opportunities to discuss and critique their observations and experiences. By the end of their course, they appeared, with little questioning, to have been socialized to professional hierarchies including the professional behaviors of their lecturers and clinical educators. Students learnt a great deal about professionalism from their clinical educators and their role could have greater recognition in the professionalism curriculum of university courses.

**Pedagogy for professional identity formation**

WIL is by all accounts a perfect space to create proficient personality and demonstrable skill on the grounds that a WIL program gets ready understudies for training and incorporates: learning proficient jobs, Understanding working environment societies; professionalizing and associating into a network of training; and creating agentic workforce members. WIL is where expert personality arrangement ought to be invigorated and started. The regular highlights of expert personality advancement and WIL are that they are mind boggling, liquid and inescapable. They cross various spaces: self as student and as expert; self at college and in work environments; and finding out about hypothesis and practice. Proficient personality advancement is a focal point that can be utilized to comprehend encounters, practice and work. Proficient personality improvement shapes and is formed by work-coordinated learning encounters. This job calls for basic readiness and examination of work encounters. To effectively benefit from the chances to shape proficient personality advancement and a feeling of polished skill for future practice in a training world that is continually in transition, a basic methodology appears a fitting match. A basic way to deal with WIL has the objective of getting ready understudies to contribute effectively to rehearse. This methodology investigates proficient relations and brings issues to light of practices that are not gainful for oneself and the benefit of everyone. A basic educational methodology does not acknowledge that training is nonpartisan, objective and institutionalized; nor is it adequate to think basically by thinking about other potential viewpoints. A basic instructional method is supported by the conviction that experts should catch up on their ethical obligation with activity. Along these lines a basic methodology requires investment. It is an equal cooperation where understudies and teachers take part in a discourse to examine what and how experts think and act with the point of making esteems and
interests express. A basic way to deal with learning requires a move in taking in and training jobs from we instruct and they figure out how to encouraging learning through empowering organizations among understudies and instructors. It is fundamental that understudies are dynamic yet vital members in work environments since work environments are not impartial spots. The mind boggling interrelationship that understudies need to consult with their future expert network is critical to building up their expert personality. Understudies who basically watch practice and practice fundamentally, have a problem solving attitude and effectively tune in to other people, can guarantee a feeling of command over their expert adventure and expert getting to be. Such understudies are developing learning, and tenaciously building up their expert character. Scholastic teachers' prime job is to ingrain interest, urge supported pledge to facing practice issues and react to them. Since college training can't control work environment affordances, the readiness and evaluation of working environment encounters is significant. From this discourse of basic ways to deal with WIL, the accompanying three standards can be solidified for a basic WIL educational programs that upgrades proficient character and demonstrable skill: 1. Problematizing investment; 2. Creating a talk of polished methodology and expert personality; and 3. Limit working in understudies and coaches to address. These standards support educational methodologies that encourage an intentional improvement of expert character and demonstrable skill. Every one of the three standards are firmly interconnected. Understudy investment in work-coordinated learning is anything but a smooth change; it should be problematized. The point of problematizing support is to get to the foundations of troubles that understudies may feel empower or obstruct their full investment. There are unequal power relations among understudy and working environment teacher. Work environment instructors may be untalented in encouraging understudy learning, understudies may be uncertain on the best way to take part, and the working environment culture may be threatening and outstanding tasks at hand occupied. Full interest is additionally entangled on the grounds that understudies are surveyed by their work environment instructors which may endanger real learning. Not all understudies feel welcome to move towards all the more completely taking an interest practically speaking, and not all understudies need to. Understudies will be better prepared to deliberately arrange their dimensions of interest once these mind boggling issues are brought to the surface. Developing an exchange among scholastics and understudies in planning and examination of working environment encounters is vital to helping understudies partake. Firmly identified with this discourse is the second rule of on the whole talking about and teaming up practically speaking. Producing a talk about expert personality and polished skill will upgrade understudies' perception abilities of the working environment. Sharing, addressing and settling their perceptions and encounters with others is a preliminary advance in forming proficient qualities that support proficient characters. The writing survey and the contextual investigation talked about above both uncovered that there is lacking consideration paid to examining proficient character and polished methodology in the educational programs. This is regardless of the way that work environments give plentiful chances to basic discourse. Aggregate basic dialogs conceivably enlarge understudies' points of view and fortify their learning delight. Understudies can consider polished skill from an outcast viewpoint looking onto practice in study hall settings and from a rising insider point of view examining practice from inside. Creating a talk empowers understudies to intentionally think, talk together and act expertly. It
likewise motion toward understudies that expert character is a significant introduction for their future practice. The last rule of structure ability to address is essential to building up a self-possessed proficient personality. Working environments bring up numerous issues for understudies. Usually understudies and beginner professionals look for sureness by and by. They are searching for clear solutions to their inquiries. In any case, not all inquiries are an amazing asset for learning. Questions that require a 'yes' or 'no' answer capture further discourse. Inside a basic instructional method structure, questions are curious and welcome further exchange. For instance, a curious inquiry could be "What prevented you from calling the specialist?" and the shut addressing adaptation would be "For what reason didn't you call the specialist?" The last inquiry requires a short, protective reaction while the previous welcomes further thinking about activities. Posing curious inquiries is an incredible asset for development and investigating different potential outcomes. Curious inquiries uncover vagueness and vulnerability. They welcome further reasoning and associating qualities and motivation to activity. Such reflexive practice welcomes understudies to address themselves as well as other people with respect to why they are doing what they are doing. Exchanges that stream from basic inquiries empower the responder to further build up their current thoughts. An unchallenged practice will breed an unchallenged character. Understudies' responsibilities to challenge practices require supporting and fulfilling. This is no simple assignment in current appraisal driven occasions that emphasis on results and disregard manners for learning.

Conclusion

Discussing proficient personality and demonstrable skill and its advancement in understudies ought to be grounded on a hypothetical and instructive stage. Such discussions require the inclusion of all partners of WIL in light of the fact that all impact and shape proficient personality. WIL as the connection to create proficient character arrangement among college and work has tremendous instructive potential and ought to be expressly expressed. This paper proposes that WIL and expert personality arrangement ought to be implanted all through a course educational modules. On the off chance that the point is to instruct understudies to wind up basic, obliging, worldwide residents and long lasting students then this ought to be tended to in all spaces of learning.

References


