

Ethical practice in learning through participation: Showcasing and evaluating the PACE Ethical Practice Module

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In 2008, Macquarie University instituted the Participation and Community Engagement (PACE) initiative. This initiative embeds units in the curriculum that involve learning through participation (LTP) that is mutually beneficial to the student, the University and the organisation or community in which student participation activities take place. Ethical practice is thus an integral part of this initiative. The issue of ethical practice in LTP 'has not been comprehensively addressed in the literature to date' and warrants further examination. This paper discusses the development of the innovative PACE Ethical Practice Module to teach ethical practice in participation units. We evaluate the effectiveness of the Module using a mixed methodology and present preliminary findings on students' perceptions before and after their participation activity, and evaluations by academic convenors of participation units. We conclude by discussing the implications for future iterations of the Module and teaching ethics in PACE. (*Asia-Pacific Journal of Cooperative Education*, 2013, 14(3), 195-207)

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THE PACE INITIATIVE

Macquarie University's Participation and Community Engagement (PACE) initiative was instituted in 2008 as part of curriculum renewal and is being implemented from 2012. The initiative was driven by a concern that Macquarie students increasingly face "a globalising world of major environmental change and resource constraints, of scientific and technological advance and ethical challenge, of continuing political instability and possible international conflicts, of unlimited creativity and increasing social surveillance" (Macquarie University, 2008, p. 5). The resulting approach to learning through participation (LTP)² in the PACE initiative is unique as it is aimed at ensuring that, over time, all Macquarie undergraduate students complete a designated participation unit, thereby developing key graduate skills and capabilities, whilst both learning about skills that employers value and gaining academic credit towards their degree.

Participation units involve engaging with the community in a manner that is mutually beneficial to the student, the University and the organisation in which student participation activities take place. Participation activities thus include, but are not limited to, service-learning and Work Integrated Learning (WIL). For the differences between service-learning and WIL, see Table 1.

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² Following Winchester-Seeto and Mackaway's (2011) terminology, this paper uses the term 'learning through participation' (LTP) to cover all models of participation, including but not limited to, work-integrated learning (WIL), work-based learning, cooperative education, service-learning, and so on.

TABLE 1. Participatory learning typology showing the differences between service-learning and WIL

	Service-learning	Work-integrated learning
Primary intended beneficiary	Student and partner organisation	Student (Orrell, 2011, p. 5)
Primary focus	Service and learning	Integration of theory and practice in workplace setting (Orrell, 2011, p. 1)
Intended educational purposes	Academic and civic development	Academic and professional development (Orrell, 2011, pp. 2-3)
Integration with curriculum	Integrated	Integrated (Orrell, 2011, p. 1)
Nature of activity (Furco, 2002, p. 24).	Based on academic discipline (Furco, 2002, p. 24).	Based on academic discipline and work-readiness (Orrell, 2011, pp. 2-3).

Partners of the PACE Initiative must conform to the University’s ethical standards and values – integrity, respect, equality, responsibility, and justice – as laid out in the University’s Ethics Statement (Macquarie University, 2007), and activities must align with the PACE initiative’s overall aim of promoting the well-being of people and the planet. As ambassadors of the University, students are expected to engage with the wider community in an ethical manner whilst conducting both research-based activities as well as non-research-based activities. Ethical practice is thus an integral part of this initiative, and students need to be prepared accordingly.

In this paper³, we discuss the motivation and significance of the PACE Ethical Practice Module, its contents and the process by which it was developed in order to help students understand the importance of ethical practice, personally, professionally and in undertaking activities, as well as to provide resources for the University. We then examine preliminary data collected through pilot evaluations of the Module which were undertaken during its implementation in 2012. Finally, we discuss implications for future iterations of the Module, as well as future development and research.

MOTIVATION AND SIGNIFICANCE

The issue of ethical practice in LTP “is complex and has not been comprehensively addressed in the literature to date” (Peterson, de la Harpe, Milton, & Lim, 2007, p. 1; see also Frisque, Lin & Kolb, 2004). Research ethics training in undergraduate curricula has also been identified in the literature as warranting further examination (Crabtree, 2008; Tryon et al., 2008) and, as previously stated, research-based activities are one form of LTP. Providing opportunities for students to participate in diverse contexts means students must conduct themselves in a responsible and ethically informed manner that respects the rights of individuals, communities and the environment (Vujakovic & Bullard, 2001).

³ This paper is an extension of an earlier conference proceedings paper (Baker et. al, 2011), and aims to explain more thoroughly the rationale for and methodology of the PACE Ethical Practice Module, as well as to take into account additional data collected after the submission of the previous paper, and its impact on the project.

Evidence from service-learning and WIL indicates that ethical understanding is integral to the learning process (Boud, 2001; Campbell, 2011; Peterson et al., 2007). If students are to be ethical in practice, they need “to be equipped with the capacity to navigate and negotiate the ethical complexities of the workplace” (Campbell & Zegwaard, 2011a, p. 3). This involves developing “skills within students that facilitate sensitivity to their context (such as issues of power, hierarchy, culture and position)” (Campbell & Zegwaard, 2011b, p. 209), enabling them to think critically about potential risks of their work and interactions with others, immediate and over time (Colby & Sullivan, 2008).

Further, to ensure risks are mitigated and experiences are enriching and worthwhile for all stakeholders, and that graduates are being prepared for the ‘real world’, all components of participation activities should be ethical in operation. These factors combined were the major drivers for creating a module of resources on ethical practice specifically relevant to PACE.

Tryon et al. (2008) argue that the issue of training undergraduates in the area of ethical practice needs further exploration and wider integration into curricula, particularly in the context of LTP. As indicative of this need they point to organisations’ dissatisfaction with what they perceive to be unethical conduct on the part of students undertaking short-term service-learning placements with them: for example, “frustration at training students who do not follow through on the time commitment originally agreed upon” and who can be “unreliable and lack commitment” (Tryon et al., p. 19). Their study also points to the concerns of partners about the impact that short-term service-learning has on communities, especially children, who may feel abandoned at the end of a short-term placement (Tryon et al., p. 19). Whilst Tryon et al.’s study is concerned specifically with short-term service-learning, it nonetheless points to ethical issues that are equally relevant in LTP and that need addressing. Frisque et al. also highlight the increasing need for institutions and corporations to teach ethics, given that “global ethics training is necessary in a global economy if...future professionals are expected to appreciate a broad range of ethical behaviors” (Frisque et al., 2004, p. 29). However, they also point to some hesitation in the field about how best to approach this task (see also Sims & Felton, 2006), and provide evidence of disagreement about methodologies for teaching ethics to students as future professionals. Logistical difficulties, such as curriculum space constraints and potential lack of student interest sometimes mean that, if room for teaching ethics is made, it is only enough to cover one or two aspects (Griffith University Work-Integrated Learning Community of Practice, 2007; Van Slyke, 2007).

The significance of our Module is apparent in both a national and international context: the concept of LTP (and its ethical ramifications) is eliciting worldwide interest. For example, the World Universities Forum (WUF) “has been created in the belief that there is an urgent need for academe to connect more directly and boldly with the large questions of our time” (WUF, 2012a); consistent with the concerns outlined by the Macquarie University White Paper as discussed above. As part of the WUF annual conference’s themes, it is suggested that “Community service and outreach”, “Private-public partnerships” and “Relationships with governments, corporations and NGOs” (WUF, 2012b, pp. 35-36), such as the ones PACE aims to develop, are fundamental to making this connection. On a local level, it is further significant in light of pending changes to the introduction of ethics classes in New South Wales primary and secondary schools. These changes would in fact conceal the availability of ethics classes from parents and students, despite their importance in real world

understanding.⁴ In this context, there was a need to develop a comprehensive, multidisciplinary approach to teaching ethics as it relates to LTP, in order to make the experience valuable for students, educational institutions and partner organizations (Frisque et al., 2004; Peterson et al., 2007).

DEVELOPMENT OF THE PACE ETHICAL PRACTICE MODULE

As a part of developing learning and teaching resources for the Faculty Participation Units⁵, a group entitled the 'PACE Ethics Protocol Working Party' was established in October 2011, and was the team responsible for developing the PACE Ethical Practice Module. In developing the Module, there were a number of considerations associated with how best to teach ethical practice for LTP, including: ethics and its diverse applications⁶; the need for the Module to be trans-disciplinary in nature and relevant to unit convenors and students across the institution; the imperative for flexibility through online delivery due to students needing time to conduct participation activities outside of class; and knowledge of and conformity to ethical codes of practice and governing bodies (i.e., Macquarie University's Human Research Ethics Committee, and the National Health and Medical Research Council (NHRMC), and the basic ethical principles guiding these codes).⁷

The completion of the Module is also a requirement of the PACE Ethics Protocol: an ethics approval governing student research in particular participation units which was also drawn up by the PACE Ethics Protocol Working Party. This Protocol covers human research that is low risk only and strictly for participation activities in local, regional, and international locations within the specific participation units which have been approved as party to it. We see the development of the Protocol as an important first step in ethics education for undergraduate students. Existing policies and procedures, such as Work, Health and Safety and partnership agreements, are complementary to the Protocol.

Development of a formal module makes possible the embedding of the resources in participation units. Requiring students to undertake it as a part of a unit creates the potential for consistency in learning and teaching as well as practice across the institution. In particular, Faculty Participation Units were identified as appropriate for trialling purposes due to being open to students of any degree program, being new from 2012 and thus undergoing curriculum development, and several unit convenors responsible for these units were also on the working party behind the Module. In addition to this, one Sociology unit trialled the module, as this unit was party to the PACE Ethics Protocol and undertaking the Module is one pre-requisite for any students in the units covered by the Protocol being allowed to undertake low-risk human research as their participation activity.

⁴ Parents and students can only find out about the existence of ethics classes at their school if and when they have decided not to enrol in special religious education, or scripture, classes (Nicholls, 2012).

⁵ These units were developed to provide an academic framework for a range of participation activities and are non-discipline specific. They were introduced in 2012 as a part of the introduction of the PACE initiative and are provided through the faculties rather than through departments.

⁶ For example, see Williams and Chadwick (2012); Grunwald (2001); Moor (2001); Robin and Reidenbach (1987); Newton (2003); MacIntyre (2006); Hazard and Dondi (2004).

⁷ For example, the NHMRC's *Australian Code for the Responsible Conduct of Research* states that one responsibility of researchers (and research trainees) is to 'promote adoption of this Code and avoid departures from the responsible conduct of research [and] conform to the policies adopted by their institutions and bodies funding the research.' Part A, section 1.6.

There is not one consistent, widely agreed-upon method of teaching ethics to undergraduates, and literature indicates disagreement about approaches to teaching ethical practice (Rigby, 2009; Sims & Felton, 2006). At an undergraduate level, different aspects of ethics are usually taught separately, with students rarely exposed to all of them in a single unit.⁸ Ethical theory and applied ethics are typically presented as courses in Philosophy and some vocational health care courses⁹, whilst research ethics training is not often presented as part of an undergraduate curriculum. This is possibly due to a general lack of recognition that undergraduate work can be research, or have a research component (Brew, 2010). There was an imperative to develop resources to support academics and students alike and the resultant PACE Ethical Practice Module is thus innovative and holistic in nature.

The Module builds on existing examples of online ethics modules¹⁰ at Macquarie University in order to provide an improved understanding of how to teach ethical practice for PACE in particular. It consists of four components: ethical theory, applied ethics, research ethics and Ethics and PACE (see Table 2). Presenting all four components to students in one Module is more suited to the diverse nature of LTP. In particular, the fourth component of the Module (Ethics and PACE) is unique in that it focuses specifically on ethics as it relates to participation activities and the PACE Initiative more broadly.

The online delivery and the content of the Module are also distinct from other resources as they facilitate flexibility, accessibility and applicability to multi-disciplinary programs. Further, the Module is unique for it is not confined to a select program, which is often the case; it has been developed at an institutional scale. This further confirms its significance both in a national context, but also in an international context, where LTP, and the ethical considerations that accompany it, are of increasing interest.

The PACE Ethical Practice Module consists of a bank of resources which can be accessed through iLearn – Macquarie University’s online learning management system. This bank includes set components (such as the video lectures) but convenors may add accompanying resources, which may be discipline-specific but which will retain the broader, multi-disciplinary foundation of the Module. The Module’s content can be presented entirely online, entirely face-to-face, or as a combined online and face-to-face ‘blended learning’ approach.¹¹

⁸ Some of these elements are sometimes combined at a postgraduate level in courses on bioethics or professional ethics. For example, the Kennedy Institute at Georgetown University offers an Intensive Bioethics course, aimed at health professionals and academics, that draws together research ethics, an aspect of applied ethics (bioethics) and some aspects of ethical theory. (See http://kennedyinstitute.georgetown.edu/programs/2012_IBC38Brochure.pdf). The Centre for Applied Philosophy and Public Ethics at the University of Melbourne offers a Postgraduate Certificate and Diploma in professional ethics, as well as an MA in Professional and Applied Ethics, which combine aspects of ethical theory and applied ethics.

⁹ For example, in some nursing and medical courses.

¹⁰ These include the Human Research Ethics for the Social Sciences and Humanities module (http://mq.edu.au/ethics_training/) and the unit FOAR302: Engaging with ethics in research and professional and personal contexts.

¹¹ Blended learning is defined as follows by Garrison and Kanuka (2004): “At its simplest, blended learning is the thoughtful integration of classroom face-to-face learning experiences with online learning experiences...A closer examination reveals the ability of asynchronous Internet communication technology to facilitate a simultaneous independent and collaborative learning experience” (p. 96).

These varied delivery methods allow for more flexibility for both students and staff. Whilst some students attend on-campus sessions as part of their participation unit, others undertake participation units in external mode and do not attend any, and as staff must often juggle many responsibilities at once they too benefit from greater flexibility.

Students work through the four components sequentially (see Table 2). Integrated throughout the different sections are Macquarie-branded videos featuring relevant Macquarie academics from across the faculties discussing key ethical concepts, and giving examples and advice of how ethical practice can be integrated into the participation experience. Other resources include academic journal articles, newspaper articles, websites, weblogs and external videos, and a broader bank of collected materials from which students may select their own research items, or they may search for their own.

At the completion of the Module students undertake an online quiz consisting of short answer questions to test their comprehension of the material and, in particular, requiring them to relate what they have learned to PACE generally and their individual participation activities. Via iLearn's completion tracking function, the quiz is not released to students until they have worked their way through each part of the Module. The quiz is a graded component of the unit and once students have successfully completed it, combined with confirming their review of the Module materials, they are then awarded a certificate of completion for the PACE Ethical Practice Module.¹² Overall, the development of the Module has been aimed at fostering ethical practice across the university, amongst students, and by both students and partners involved in PACE. The degree to which it achieves this goal is determined through the monitoring and evaluation of its learning and teaching resources, the pilot study of which provides an early indication of its progress.

¹² This can be confirmed by the convenor both in the case that they choose to deliver any of the resources in person and through the iLearn monitoring process.

TABLE 2. Content and structure of the PACE Ethical Practice Module

	1. Ethics and Ethical Theory	2. Applied Ethics	3. Research Ethics	4. Ethics and PACE
Video Content	Introduction to ethical theory; consequentialism and utilitarianism (Bentham, Mill); deontological ethics (Kant); virtue ethics (Aristotle).	Why be ethical; how ethics guides behavior; examples of business, media, legal ethics; importance of reflection.	Importance of ethical research practice; examples of unethical research; The Code and National Statement; ethics as more than legislation	Ethical interaction with partner organization; importance of reflection on own assumptions
Activities	Trolley Problem online exercise	'Should You Kill the Fat Man?' online exercise	CDC website on Tuskegee experiments	
Readings	'The Trolley Problem' (Thomson, 1985); 'Moral Saints' (Wolf, 1982)	'Applied Ethics: Naturalism, Normativity and Public Policy' (O'Neill, 2009)	NHMRC's <i>Australian Code for the Responsible Conduct of Research & National Statement on Ethical Conduct in Human Research</i>	'Reciprocity: An ethic for community-based participatory action research' (Maiter et al., 2008); 'Ethical Challenges for the "Outside" researcher in Community-based Participatory Research' (Minkler, 2004).
Other resources include	Centre for Applied Philosophy and Public Ethics website; <i>Stanford Encyclopedia of Philosophy</i> articles	Markkula Centre for Applied Ethics website; newspaper articles (Wiki leaks, social media, Murdoch scandal)	UN <i>Declaration of Helsinki</i> ; Australian Research Council website; NHMRC's <i>Code of Practice for the Care and Use of Animals for Scientific Purposes</i>	YouTube videos on collaborative community-based research; case study of ethical dilemmas in WIL and participatory learning from the disability community

EVALUATION OF THE MODULE

In April 2012, the PACE Ethics Protocol Working Party was granted ethics approval to conduct research and evaluation of the PACE Ethical Practice Module. The ongoing evaluation involves a mixed method approach, which includes Participatory Action Research (PAR) methodology. This approach was chosen for its experiential, reflective and cyclical approach that aligns with, and even mirrors, the processes of scaffolding and LTP. PAR is less a method than the “creation of a context in which knowledge development and change might occur” (Kidd & Kral, 2005, p.187). A key feature of this approach also considered to be of relevance to this study is the direct involvement in the research of those who would be its beneficiaries, i.e. teachers and students of participation units (Kidd & Kral, 2005).

The pilot evaluation included anonymous online survey responses from students who have completed the Module; semi-structured interviews with a random selection of these students and with the unit convenors responsible for implementing who implemented the Module; an informal evaluation was also conducted by analysing the in the form of analysis of online discussions of the resource material included in the bank of resources. The collected data serves evaluation analyses unit convenors and students responses and uses their feedback to influence the ongoing refinement of the Module and related resources.

In order to collect data, students who had completed the Module were invited to participate in the study through a unit-wide online announcement. Students who consented to participate were able to respond to an anonymous online survey. The survey focussed on whether the Module prepared students for their participation activity therefore it was completed by students after they had completed their activity. Open-ended interview questions enabled students to provide more detailed answers about their experience of undertaking the Module, while convenors were asked to respond to questions about their experiences of teaching the Module, its effectiveness and possible improvements.

RESULTS

Module material was selected to elicit a response from students and preliminary spontaneous response through iLearn from students indicates that they were eagerly engaged with the material. Responses to the material were reflective and indicated engagement with the ethical nature of the concepts and ideas presented. The virtual medium was shown to foster engagement with the material but, more importantly, engagement between students. Anecdotal evidence indicates that students enjoyed the on-line ethics module, were engaged by the ideas presented and felt it was relevant to their PACE learning. Initial survey data reveals that overall, students found the Module to be “engaging” and the activities in particular to be “fun and simple to complete”. Interviews with unit convenors also highlighted the Module’s interactive nature in addition to its flexibility: “I like the Module in the sense that it is a mixture of resources that a convenor can pick and choose from and deliver face-to-face or online”.

Anecdotal evidence indicates that students enjoyed the online delivery of the Module, were engaged by the ideas presented and felt it was relevant to their PACE learning.

Unit convenors commented that students found it helpful to have continuous access to course material (especially videos) which they could complete in their own time, which is important given the logistics of a student juggling unit learning with participation activities

which are often located off-campus.¹³ Video lectures and online discussions were highlighted by convenors as effective ways for students to share learning. Convenors remarked on the benefits of online discussions, observing that students were able to discuss and engage with ethical issues that were potentially new to students in a way that allowed time for them to reflect before initiating discussion: "I was so excited that on their own they stimulated discussion amongst each other...and I thought, well, you know you've got something if students are spontaneously responding to online resources".

Spontaneous responses through iLearn from students also indicate that they were eagerly engaged with the material. Student-led discussion about themes presented in the material was reflective and the virtual medium was shown to foster engagement with the material but, more importantly, engagement between students. As the bank of resources chosen by each convenor evolves over time, it will be useful to monitor this engagement for the purpose of Module refinement.

All student participants agreed that the Module was effective in developing their understanding of ethics in practice, and most agreed that the Module was effective in preparing them for their participation activity. Online student discussions provided evidence of the ways in which the Module had been helpful during participation activities. The following quotation is an indicative example of student responses:

Even though I knew and hoped that the activities and lectures we used...would be useful I did not expect it to be as useful as I have found it in practice. I found the ethics component...particularly useful as there have been several times when I have stopped in my tracks during a project and stood back and thought is this approach ethically or culturally sound? Even though they mostly were I still found it useful to detach myself and think of the tasks through a variety of different viewpoints.

Survey responses also indicate that the Module challenged students to think about ethics differently. The idea that the Module "opened [their] eyes to ethical practice" was a common response. Even a student who had initially commented that: "I have never participated in any study involving ethics or been introduced to ethics so I did find it hard to address the question[s]" also commented that the Module had enabled them to think differently. Another student remarked that the Module had "made me realise the importance of considering every stakeholder and the obligations I had, and so rather than rushing into it with good intentions at a thousand miles an hour [I learned to] think who could be affected by what I write, or what I do". As students began to understand the relevance ethics education had to their participation activities, convenors observed students beginning to view situations through an ethical lens. One convenor reflected: "I did have one student who was almost finished her activity...she made a couple of comments about how having gone through the ethics Module her approach to certain things was different as a result of thinking more ethically and philosophically about things". This is further evidence of the overall importance of developing an ethics Module for undergraduate programs that involve LTP.

¹³ Some students are employed and some students undertake activities overseas with sporadic Internet access. Hence, flexibility to complete the Module in one's own time is crucial.

IMPLICATIONS FOR FUTURE DEVELOPMENT AND RESEARCH

Evidence from the pilot evaluation suggests that learning about ethical practice prior to undertaking a participation activity can empower students to make appropriate decisions, resulting in a better experience for students and partner organisations. Further development of the Module is necessary, and based on pilot data, soon-to-be-implemented changes include tools to stimulate additional online and face-to-face discussion, a video and accompanying resources about ethics and Indigenous-related participation activities, as well as a separate 'stream' of resources for those students who are undertaking research.¹⁴

With ongoing evaluation in mind, it is hoped that the PACE Ethical Practice Module will demonstrate how the learning and teaching of ethical issues and appropriate practice prior to undertaking a participation activity can empower students to make appropriate decisions during their activity resulting in a better experience for students and partners. However, in order to assess students' ethical behaviour and gain a greater understanding of the value and implications of the Module, further evaluation should also include students' interaction with others involved in PACE. This would involve, for example, interviews with partner organisations, work-place supervisors, team leaders and host communities.

This further evaluation would provide opportunities for not only unit convenors and students to provide feedback and contribute to the further development of the Module, but also for community partners and organisations as the Module relates to them. Furthermore, involving all those considered to be beneficiaries of the Module in the evaluative process aligns with the overall methodological approach adopted. These additions will begin in 2013 when all inaugural participation activities are complete and all partners have experience on which to draw.

In seeking student feedback post-participation activity and to further promote student reflection as part of their participation in the research, it would be valuable to ask students to provide an example of how they applied what they learnt in practice. Similarly, linking pre-participation activity and post-participation activity surveys in order to better discern stages of learning in relation to both the Module and the participation activity will help demonstrate the impact of the Module on student understanding. Finally, collecting additional data on the unit of study, discipline background of students, year of degree study, gender, and other demographics would provide further indicators for consideration.

During the development of the Module and other associated resources, it became clear that inclusion of an Indigenous component in future would be an important forthcoming addition. The PACE Ethics Protocol Working Party is collaborating with Warawara, Macquarie's Department of Indigenous Studies, to develop a bank of resources including videos, journal articles, books and more, as well as an instructional video that presents the background, importance and pressing issues of ethics related to Indigenous peoples and subject matter, all of which will be available to students in Session 1, 2013.

¹⁴ This includes review of the PACE Ethics Protocol and resources on 'research ethics in practice' to ensure students make the connection between ethical research methods and conducting themselves in the field (see also Guillermin & Gillam, 2004).

CONCLUSION

There is not yet one consistent, generally accepted method of teaching ethical practice to undergraduate students, nor has the literature sufficiently addressed the issue of ethics in LTP. Against this backdrop and in the context of the PACE Initiative at Macquarie, the significance of the Module presented lies in its flexibility, accessibility, and applicability to a multi-disciplinary and institution-wide audience. The initial evaluative research on the Module makes a strong contribution to the developing research on ethics and learning through participation, and will make possible the ongoing refinement of the Module. It is hoped that producing evaluative research on this Module will contribute to a small but nascent body of research on ethics and learning through participation from an institutional perspective. Drawing on practice-informed learning and teaching will provide an improved understanding of how to teach ethical practice effectively.

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Asia-Pacific Journal of Cooperative Education

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The Asia-Pacific Journal of Cooperative Education publishes peer-reviewed original research, topical issues, and best practice articles from throughout the world dealing with Cooperative Education (Co-op) and Work Integrated Learning/Education (WIL).

In this Journal, Co-op/WIL is defined as an educational approach that uses relevant work-based projects that form an integrated and assessed part of an academic program of study (e.g., work placements, internships, practicum). These programs should have clear linkages with, or add to, the knowledge and skill base of the academic program. These programs can be described by a variety of names, such as work-based learning, workplace learning, professional training, industry-based learning, engaged industry learning, career and technical education, internships, experiential education, experiential learning, vocational education and training, fieldwork education, and service learning.

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