The student experience of PACE at Macquarie University: Understanding motivations for learning

KATH MCLACHLAN[1]
FELICITY RAWLINGS-SANAEI
COLINA MASON
DEBBIE HASKI-LEVANTHAL
HUSSEIN NABEEL
Macquarie University, Sydney, Australia

Professional and Community Engagement (PACE) at Macquarie University offers undergraduate students experiential learning opportunities with local, regional and international partners. Through PACE, students work on mutually beneficial projects that both meet the partner's organizational goals and enable students to strengthen graduate capabilities while gaining credit towards their degree and contributing to positive social change. This paper will outline findings from the Student Experience of PACE Project, which investigates the perceived impact of PACE on students' graduate capabilities and career aspirations, specifically addressing the following research question: Does PACE offer any distinct motives for learning? The findings bearing on distinctive motivators, such as personal and professional development, practical experience and constructive social action align with the literature in affirming the importance of these factors for achieving not only educational, but also lifelong learning objectives. *(Asia-Pacific Journal of Cooperative Education, 2017, 18(1), 59-71)*

BACKGROUND

The Professional and Community Engagement (PACE) program at Macquarie University offers undergraduate students experiential learning opportunities with local, regional and international partners. Through PACE, students undertake mutually beneficial work placements that both meet the partner's organizational goals and enable students to strengthen graduate capabilities, while gaining credit towards their degree and contributing to positive social change (see Lloyd et al., 2015). Embedded in the curriculum, and designated as Macquarie University's 'signature program' (Macquarie University, 2013, p.11) it aims to provide a transformative student experience that assists students in developing as civically minded global citizens. Critical to the success of the PACE program is understanding how students perceive the experience, not only to ensure that the learning environment is aligned with, and nurtures student success, but also to optimize opportunities and maximize mutual benefit.

The Student Experience of PACE project was designed to investigate the perceived impact of PACE on students' graduate capabilities and career aspirations. The project's research questions are as follows:

> 1. How does the PACE experience impact on the development of graduate capabilities and career aspirations, if at all?
> 2. Does PACE offer any distinct motives for learning?
> 3. Does a transformative learning experience take place in the context of PACE?
> 4. What are the levels of satisfaction with PACE activities among PACE participants?

---

[1] Corresponding author: Kath McLachlan, kath.mclachlan@mq.edu.au

AIMS

The focus of this paper is to present the findings from the second research question 'Does PACE offer any distinct motives for learning?' and in so doing, explore student motivations for undertaking a PACE unit, as one of the important determinants for the success of experiential learning programs. Attention will be given to assessing the impacts of motivational factors on learning, and thus its contribution to the learning environment. The project adopts a mixed methods approach incorporating a questionnaire survey and follow-up semi-structured interviews of students enrolled in PACE units in 2014/15.

THEORETICAL PERSPECTIVES

Motivational theorists (Deci & Ryan, 2000; Valerand et al., 1992) have shown that motivation is related to educational outcomes such as learning and performance. Motivation is perceived differently in various professional disciplines, but has been broadly defined as the process that initiates, guides and maintains goal-oriented behavior and aligns with other constructs such as "self-efficacy, locus-of-control and student engagement for they all share similar cognitive, affective and behavioural roots" (Nupke, 2012, p. 11). Dweck and Leggett (1988) explored the motivational patterns of behavior providing a useful perspective on intrinsic and extrinsic behavioral factors of motivation, which are influenced by attitudes and goals. Central to their 'incremental theory of human attributes' is the understanding that an individual's self-concept informs one's goals, and that these goals, in turn, guide behavior (discussed later). In addition, Valerand et al. (1992) as well as Gagne & Deci (2005) contend the occurrence of amotivational orientations, whereby there is a lack of intention or motivation, as well as a quantitative dimension to motivation that involves levels or degrees of motivation. Together these indicators contribute to what Gagne & Deci (2005) theorize as a self-determination continuum. The ARCS model (Attention, Relevance, Confidence, Satisfaction), developed by Keller (1987), utilizes the behavioral constructs of motivation to suggest strategies that enhance learning.

This diversity of motivational factors thus makes inquiry complex but essential in light of Nupke's (2012) suggestion that aligning the goals of students with those of the institution is important for sustaining student motivation. This accords with Müller and Palekčić's (2005, p. 34) contention that "the quality of the learning motivation is always the result of the relation between a person and his/her environment". Furthermore, Dweck and Leggett (1988) determined a clear distinction in response patterns where goal setting by students had two orientations: performance and learning, which are influenced by individual values, theories of control and judgment or development goals. In accordance with the incremental theory of human attributes, individuals who view themselves as having fixed attributes adopt 'performance goals' while individuals who view themselves as having malleable attributes adopt 'learning goals'. In the case of the former, the key concern is to be commended for capabilities and avoid challenges; in the latter, it is to develop capabilities and pursue challenges. In the broader context, higher education institutional goals are in turn being influenced by a global climate that is seeking to develop more responsive and civic-minded students. An emerging 'scholarship of service' is focused on the development of experiential programs such as service learning, internships and cooperative education, which have been shown to be contributing to increased performance, interest and the development of problem solving skills (Bringle & Hatcher, 1996), as examples of motivational enhancers.

As a strategic intent of Macquarie University (2013), PACE is central to its mission of being a university of service and engagement. While research is limited on the role of service learning in institutions globally, evidence suggests an increasing trend towards providing flexible volunteering opportunities for students that align with their motivations and expected benefits. In particular, students reported that employability, skill development and qualifications, as well as contributing to the community or organization, were instrumental motivators and benefits of engagement in volunteer programs (Smith et al., 2010).

METHODS

In accordance with Creswell's construction of meaning as an interactive process leading "inquirers [to] generate or inductively develop a theory or pattern of meaning" (2003, p. 9) a constructivist methodology was adopted to seek understanding from the student perspective. Given the complexity of factors involved in the organization of PACE placement experiences across all faculties in the university, e.g. multiple workplace contexts; diverse study units and types of WIL activities; a mixed methods approach was chosen to increase the validity and transferability of the data. The questionnaire survey (see Appendix) enabled the collection of quantitative data. The questionnaire survey was informed by a whole-of-program level survey developed by an Office for Learning and Teaching funded project 'Impact of Work Integrated Learning on Employability Study' and the semi-structured interviews allowed us to engage the participants in open-ended questioning. Data was collected from students enrolled in PACE units across all four faculties in 2014/15. The data sample includes interviews (N=26) and returned surveys (N=252). The research findings are qualified in respect to the following:

- The sample is relatively small due to the voluntary nature of the survey. (This notwithstanding, efforts were made to secure a representative sample by surveying students across the four faculties.) Influences attributable to the background of students (socio-economic background, etc.) have not been considered.
- PACE Units are diverse both in terms of activity development and implementation.
- Self-reported information through the perceptions of students is relied upon.

These qualifiers therefore render generalizations tentative. The results reported are not definitive; they seek to indicate overall trends and offer signposts for further research.

The demographic of students completing the survey included: students aged 20-25 (69%), 26-30 (21%), > 30 (10%); female (70 %). The faculty representation of students was as follows: Arts (32%), Business and Economics (25%), Human Sciences (26%), and Science and Engineering (17%). The majority of students completed their PACE unit in third year (42 %) or fourth year (44%). The remaining 14% completed in second year. The full-time to part-time student ratio was 4:1.

The diverse range of PACE experiences included: internship (26%); professional experience with practicum (25%); project based learning (17%); community development project (6%); community/ industry reference panel (5%); volunteering (8%); with smaller percentages in mentoring and community based research. It is also important to note that since the definitions of PACE activities, for example, internship, service learning, were not provided in the survey, student responses relied upon self-defined categorization.

ANALYSIS

The survey questionnaire was designed to seek a yes or no response regarding motives for learning, with an option to comment. Students contributed substantially to the comments, providing a rich data source, which along with the interviews, led to a deeper analysis. Through a systematic process of analysis and ordering of the data, emergent themes and common findings were identified. To this end, the analysis involved a series of standardized steps to facilitate a conceptual breakdown that proceeded spontaneously, unrestricted by predefined categorization. A coding schema was developed to organize the questionnaire data along the lines of enquiry presented by the research questions. Using SPSS, data analysis proceeded in two stages, each stage comprising a series of steps. In the first stage, the data were analyzed individually by category. In the second stage the data sets were cross-analyzed to arrive at a synthesis. From this thematic analysis, the research findings were thus generated.

RESULTS

In response to the survey question: 'Does PACE offer any distinct motives for learning?' a large majority of students (78%) answered 'yes' while the remaining students (22%) answered 'no'. A summary of statistical results has been reported on previously (Rawlings-Sanaei et al., 2016). Here our focus is on survey responses from the small number of students who chose to offer free-text responses. The comments correlate to both intrinsic and extrinsic motivators indicating the importance of real life experience, a pragmatic approach to learning, teamwork, and project outputs, as well as the opportunity to contribute and make a difference in people's lives. Table 1 summarizes free-text responses to the question 'Did your PACE unit offer any distinct motives for learning?'

TABLE 1: Motives for learning.

Answer	Theme	No. of responses	Percentage % (rounded)
Yes	Workplace experience	34	13.8
	Lifelong learning	30	12.2
	Opportunity to apply theory	11	4.5
	Personal reflection	8	3.3
	Career direction	8	3.3
	Research	7	2.9
	Improved personal responsibility	5	2.0
	Constructive social action	4	1.6
No	Stressful placement	2	0.8
	No new experience (mature age)	1	0.4
	Irrelevant assessment tasks	1	0.4

Key emerging themes

In relation to 'workplace experience' students emphasized the valuable practical real world experience gained and the new insights into industry and challenges associated with work. In respect to lifelong learning students noted the value of exposure to current issues; improved graduate capabilities and professional skills and expanded learning. The opportunity to translate theory into reality and action was also highlighted. Anonymous

student responses pointing to intrinsic and extrinsic motivators have been grouped accordingly:

Intrinsic motivators:

- Reflection and critical thinking: "It made me want to learn more about the complexity of human rights issues/just be a better person."
- Personal challenge: "Placed responsibility to learn on me from an individual level that pushed me to rise to the occasion."
- Learning through practical application of skills: "It did, [offer distinct motives for learning] through highlighting how much faster and deeper my learning can be through practical experience as opposed to more traditional methods of learning; being part of a real scientific research project was great motivation. Interestingly, where learning was not effective, the result was one of demotivation: our expected work was purely tokenistic; very few opportunities to learn."
- Expand knowledge base: "I was able to learn about Indigenous culture, history, as well as gain first-hand experience."
- Positive contribution to society: "We will get … the opportunity to make a real-life change to people in the area."

Extrinsic motivators:

- Employability: "Showed me real world experiences and pathways to employment".
- Professional knowledge: "a greater understanding of workplace ethics and conduct".
- Research skills: "It provided a real social issue for research to be conducted on and apply research skills".
- Project impact: "Being able to do work that was actually going to make an impact".
- Expanded learning: "It presented me with opportunities to learn about aspects of environmental science that are not offered as a unit – e.g. laboratory experience and liaising with industry".
- Exposure to workplace setting: "It allowed me to experience firsthand the unique workplace challenges".

The following student response points to the demotivation that can occur where an extrinsic motivator (effective team composition) and intrinsic motivator (personal challenge) failed to materialize: "I was highly motivated at the start. My motivation fell when I found out my group was under-skilled for a development project and we had to customize a CRM (Customer Relationship Management software) rather than building our own system."

Despite the challenges and some unmet expectations among both intrinsic and extrinsic motivators, many students highlighted the benefits of skill development, practical experience and making a difference.

Interviews drew similar responses from students, but provided more detail as to the situational variables that contributed to their motivations and had an influence on PACE activities. The general consensus was that the motivation for doing a PACE unit was the opportunity to apply skills in practice; learn new skills; broaden horizons; improve confidence; and engage in real life experiences that change perspectives; contribute to and make a difference to society; and establish a link between study and careers. Importantly, establishing a link between study and careers was a valuable opportunity for those students

who were unsure where their studies would lead. They wanted to gain insight into their liking for their chosen area, and whether or not they were suitable for the job. As one student commented,

> [I] don't think I was really very certain of where I was going with my degree. This unit really consolidated what I wanted to do …. I had a few different options in mind but I wasn't expecting to be so driven …. That's what I want to do. (student interview #105)

Motivation was clearly relevant to achieving outputs and contributing to society. The following comment is consistent with Dweck and Leggett's (1988) notions of goal setting and performance:

> This degree that I embarked, I always wanted to see how I could contribute to society... I think as you're going through this degree without any of the PACE program's practical side of it, you feel like - how does this fit into the picture of me contributing to society? But when I did that PACE program, it really linked that in and I felt like, okay, this is how I can contribute…. I'm actually making a really big difference. (student interview #103)

> I enrolled in PACE so I can get in touch with people from outside the uni, they are real working people and real problems that exist and we are solving a problem that exists, not those in a textbook. (student interview #108)

Interestingly, for one international student, motivation derived from the learning acquired through the PACE activity that could be applied in different settings:

> When [I] return to my country one of the purposes of this program that I came here, is to be in contact and ... know more about how is the work here and bring some new ideas to my country. If I didn't do the PACE unit, I think it is not so good. So [the] PACE unit gave me this option to know more, to see how this works. If this could be applied in other places. (student interview #91)

Extrinsic motivators such as adequate planning, good supervision, feeling part of the organization or community and being acknowledged and valued, were additional motivators through the placement activities that resulted in enhanced benefit to students.

According to Darby, Longmire-Avital, Chenault, and Haglund (2013) students are motivated by their own expectations as well as by those of their hosts. Student expectations relating to the opportunity to travel overseas bear this out as evidenced by the number of students choosing to undertake a PACE activity overseas; in 2015, 169 students chose this option. The following student reflection illustrates the multiple expectations relating to travel overseas. This student, motivated by personal circumstances relevant to the placement, anticipated that his PACE activity overseas would provide a number of benefits, insight and learning:

> I think the number one thing is, at our age, you want to challenge yourself. You want to explore and travel, and you want to go out and do something that's very different and throw yourself in – that's what I like to do – throw myself in the deep end and survive. Going to a different country and living on my own for two months, that's a big thing without my family. I'm interested in international health and aid… the policies and the change needs to happen from the youth up. It's education. That's

pretty much the drive – just to travel, see a different country, experience something. (student interview #74)

The compulsory nature of some PACE units raises a number of issues that could potentially reduce motivation such as reported anxiety and apprehension about what to expect. Students undertaking internships, where close attention was paid to matching skills to activities, were generally more motivated than students who felt their choice of placement opportunity was limited because of a large student cohort that was managed on a preference system. In addition, the length of the activity and the time factor were relevant motivators in some instances. Factors reducing motivation included unclear expectations, communication problems, poor planning and lack of integration between the academic content and experiential component (see also Darby et al., 2013). For some international students, unmet expectations also affected their experience. As one student commented,

> When I came to Australia, I thought that I could do some internship or some contact direct with patients because I was in this level in Brazil, that is my country. When I arrived here, the people said no, and I said, oh, what am I doing here? (student interview #91)

The research data also provides some insights into the relationship between extrinsic and intrinsic motivators and long-term commitment. Importantly motivation changes/grows during the PACE experience. The following student response indicates that whereas the extrinsic motivators of enrolling in a PACE unit due to its compulsory nature was instrumental initially, it was the intrinsic reward of accompaniment 'that one-on-one with someone', which was integral in the development of a long-term commitment:

> It was a compulsory unit for me …, but one of my motivations though I think as the course started ... I realized what it entailed, … this was a really great experience for me, because it was so different to my whole degree… engaging on that one-on-one with someone, which is something … really motivated me. (student interview #103)

In this regard it is worthy of note that in the context of international service learning and community-based learning Crabtree (2013) highlights accompaniment as a key relational aspect in building new relationships and developing practice.

The co-existence of extrinsic and intrinsic motivators appears to be beneficial in stitching in a long-term commitment. In accordance with Dweck and Leggett's incremental theory of human attributes, students who perceived a sense of 'need' in the services rendered, expressed feelings of inner satisfaction in assisting others. This appeared to cultivate a positive self-concept and strengthen commitment. The following student response illustrates this well:

> I think the main reason why I wanted to do it and the reason that I continued to do it and why I wanted to finish it and do well in it was gaining project skills and being able to manage a project from start to finish. That was really my main motivation for doing it. …being able to provide the host with an output at the end and have them be really happy with it is really rewarding. (student interview #100)

CONCLUSION

This research has aimed to highlight the importance of understanding motivation as a key factor in meeting the expectations and providing benefits for students undertaking

experiential programs such as PACE. The findings bearing on distinctive motivators, such as personal and professional development, practical experience and making a positive contribution, align with the literature in affirming the importance of these factors for achieving not only educational but also lifelong learning objectives. These factors also correspond with self-determination theory research, which "focuses not on the consequences of the strength of those needs for different individuals, but rather on the consequences of the extent to which individuals are able to satisfy the needs within social environments" (Gagne & Deci, 2005, p. 337). In light of the complexity of factors that emerged, both intrinsic and extrinsic, institutions can utilize the findings to develop and enhance programs to provide the accessibility and flexibility to accommodate the diversity of student needs, while still achieving mutually beneficial outcomes for all key stakeholders. While the research has shown that the majority of students are satisfied with the learning outcomes of their PACE experience, there is evidence to suggest the need for further research and program improvement, especially in the area of expectations and challenges, as well as the effectiveness of different types of PACE activities in this regard. Related areas of enquiry are being explored through the aggregated data of the larger research project; indeed, further analysis of discreet areas of enquiry pertaining to the research questions should enable a more nuanced view of the student experience. Our purposes here have been to draw attention to some of the noteworthy currents of thought around motivation that the PACE program is propagating in the hope that the community of researchers in cognate fields will advance these lines of enquiry.

REFERENCES

Bringle, G., & Hatcher, J. A. (1996). Implementing service learning in higher education. *The Journal of Higher Education, 67*(2), 221-239.

Crabtree, R. (2013). The intended and unintended consequences of international service-learning. *The Journal of Higher Education, Outreach and Engagement*, *17*(2), 43-66.

Creswell, J. W. (2003). *Research design; Qualitative, quantitative, and mixed methods approaches*. 2nd (ed.). London, UK: Sage.

Darby, A., Longmire-Avital, B., Chenault, J., & Haglund, M. (2013). Students' motivation in academic service-learning over the course of the semester. *College Student Journal*, *47*(1), 185–191.

Deci, E. L., & Ryan, R. M. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, *25*, 54–67.

Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological Review*, *95*(2), 256-273.

Gagne, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behaviour*, 26, 331-362.

Keller, J. M. (1987). Strategies for stimulating the motivation to learn. *Nonprofit management leadership*, 26, 1–7. doi: 10.1002/pfi.4160260802.

Lloyd, K., Clark, L., Hammersley, L., Baker, M., Rawlings-Sanaei, F., & D'Ath, E. (2015). Unintended outcomes of university-community partnerships. Building organizational capacity with PACE International partners. *Asia-Pacific Journal of Cooperative Education*, *16*(3), 163-173. http://hdl.handle.net/1959.14/674468

Macquarie University. (2013). *Our university: A framing of futures*. Retrieved, from http://mq.edu.au/our-university/

Müller, F. H., & Palekčić, M. (2005). Motivation in higher education, *Review of Psychology*, *12*(1), 31-43.

Nupke, P. (2012). Motivation: Theory and use in higher education. *Investigations in university teaching and learning*, 8, 11-17.

Rawlings-Sanaei, F., McLachlan, K., Haski-Leventhal, D., Mason, C. and Nabeel, H. (2016). The student experience of PACE: Graduate capabilities and career aspirations. [Statistical Report]. Macquarie University. Retrieved from http://hdl.handle.net/1959.14/1059537

Smith, K. A., Holmes, K., Haski-Leventhal, D., Cnaan, R. A., Handy, F., & Brudney, J. L. (2010). Motivations and benefits of student volunteering: Comparing regular, occasional, and non-volunteers in five countries. *Canadian Journal of Nonprofit and Social Economy Research*, *1*(1), 65-81.

Valerand, R. J., Pelletier, L. G., Blais, M. R., Briére, N. M., Senecal, C., & Valliéres, E. F. (1992). The academic motivation scale: A measure of intrinsic, extrinsic and amotivation in education. *Educational and Psychological Measurement*, 52, 1003-1017.

Appendix: The student experience of PACE survey questionnaire[2]

The aim of this survey is to gather information about your experience of PACE and how it has impacted on the development of your graduate capabilities and career aspirations.

Section 1: About you (please tick)

1.1   Age: ☐<20 ☐20-25 ☐26-30 ☐>30

1.2   Gender: ☐M ☐F

1.3   Faculty: ☐Arts ☐Science ☐Business and Economics ☐Human Sciences

1.4   Number of PACE units completed: ☐1 ☐2 ☐3 ☐4

1.5   Year of your degree in which you completed your PACE unit/s:

        ☐1st ☐2nd ☐3rd ☐4th ☐5th

1.6   Are you a full-time or part-time student? ☐F/T ☐ P/T

Section 2: Your PACE Units

2.1 Which of the following best describes your PACE unit/s? (Please tick)
        ☐ Community Development project

        ☐ Volunteering
        ☐ Internship
        ☐ Community-based research
        ☐ Mentoring
        ☐ Community/industry reference panel
        ☐ Professional experience with practicum
        ☐ Field trip with a partnership component
        ☐ Project-based learning with a partnership component
        ☐ Other:

2.2   Did your PACE activity meet your expectations?
        ☐ Yes   ☐ No   Please comment.

2.3   Did your PACE Unit offer any distinct motives for learning?
        ☐ Yes   ☐ No   Please comment.

2.4   Do you identify any barriers to learning and achievement through your PACE Unit?
        ☐ Yes   ☐ No   Please comment.

2.5   Was your PACE activity well integrated with the other content in your PACE Unit?
        ☐ Yes   ☐ No   Please comment.

Section 3: Your graduate attributes

How would you rate your ability to do each of the following? (Please tick one option in each row.)

	Very Poor	Poor	Neutral	Good	Very Good
3.1 Apply knowledge and skills gained in my studies to the workplace	○	○	○	○	○
3.2 Identify the standards of performance expected in my profession	○	○	○	○	○
3.3 Apply critical and analytical thinking skills	○	○	○	○	○
3.4 Solve problems and conduct research	○	○	○	○	○
3.5 Think creatively and innovatively	○	○	○	○	○
3.6 Communicate effectively with people across different levels of management	○	○	○	○	○
3.7 Interact effectively and respectfully with people from other cultures	○	○	○	○	○
3.8 Exercise personal judgment and initiative	○	○	○	○	○
3.9 Develop my work-related skills and knowledge independently	○	○	○	○	○
3.10 Volunteer and participate in the community	○	○	○	○	○

During your PACE experience, to what extent did you develop your capabilities in each of the following areas:

	Not at all	To a small extent	To a large extent
3.11 Discipline specific knowledge and skills	○	○	○
3.12 Critical, analytical and integrative thinking	○	○	○
3.13 Problem-solving and research skills	○	○	○
3.14 Creative and innovative thinking	○	○	○
3.15 Effective communication	○	○	○
3.16 Ability to be an engaged ethical local and global citizen	○	○	○
3.17 Ability to be a socially and environmentally active and responsible citizen	○	○	○
3.18 Professional judgment	○	○	○
3.19 Personal judgment and initiative	○	○	○
3.20 Commitment to continuous learning	○	○	○
3.21 Awareness of global and local social issues	○	○	○

How confident are you regarding your graduate capabilities in the following areas?

	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Very confident
3.21 Discipline specific knowledge and skills	O	O	O	O	O
3.22 Critical, analytical and integrative thinking	O	O	O	O	O
3.23 Problem-solving and research skills	O	O	O	O	O
3.24 Creative and innovative thinking	O	O	O	O	O
3.25 Effective communication	O	O	O	O	O
3.26 Ability to be an engaged, ethical, local and global citizen	O	O	O	O	O
3.27 Ability to be a socially and environmentally active and responsible citizen	O	O	O	O	O
3.28 Professional judgment	O	O	O	O	O
3.29 Personal judgment and initiative	O	O	O	O	O
3.30 Commitment to continuous learning	O	O	O	O	O

Section 4: Your career aspirations

To what extent do you agree that your PACE experience:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.1 Deepened my understanding of my discipline area?	O	O	O	O	O
4.2 Assisted me in developing my career aspirations?	O	O	O	O	O
4.3 Helped me to learn more about my chosen field?	O	O	O	O	O
4.4 Enabled me to make new contacts that may be helpful in my future career?	O	O	O	O	O
4.5 Gave me a greater understanding of employer expectations?	O	O	O	O	O

Section 5: Your overall satisfaction

5.1.   Overall, how would you rate your experience of PACE?
          (0=poor; 10=excellent)

          ☐0 ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

5.2.   How likely are you to recommend the PACE Program to other students?
          (0=not likely; 10 =highly likely)

          ☐0 ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

5.3.   In light of your experience, how could the PACE Program be improved?

5.4   Do you think that your PACE Unit has enhanced your placement in university and
          employability? If so, in what ways?

5.5   Is there anything else you would like to comment on in relation to your PACE
          experience?

Would you agree to being contacted to participate in an interview to discuss your PACE
experience? ☐Yes   ☐ No

          If yes, please send an email to ……………………….so that we can contact you.

          Thank you for completing this survey.

About the Journal

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 cooperative and work-integrated education, 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.

The Journal's main aim is to allow specialists working in these areas to disseminate their findings and share their knowledge for the benefit of institutions, co-op/WIL practitioners, and researchers. The Journal desires to encourage quality research and explorative critical discussion that will lead to the advancement of effective practices, development of further understanding of co-op/WIL, and promote further research.

Submitting Manuscripts

Before submitting a manuscript, please unsure that the 'instructions for authors' has been followed (www.apjce.org/instructions-for-authors). All manuscripts are to be submitted for blind review directly to the Editor-in-Chief (editor@apjce.org) by way of email attachment. All submissions of manuscripts must be in Microsoft Word format, with manuscript word counts between 3,000 and 5,000 words (excluding abstract, references, and tables).

All manuscripts, if deemed relevant to the Journal's audience, will be double-blind reviewed by two or more reviewers. Manuscripts submitted to the Journal with authors names included with have the authors' names removed by the Editor-in-Chief before being reviewed to ensure anonymity.

Typically, authors receive the reviewers' comments about 1.5 months after the submission of the manuscript. The Journal uses a constructive process for review and preparation of the manuscript, and encourages its reviewers to give supportive and extensive feedback on the requirements for improving the manuscript as well as guidance on how to make the amendments.

If the manuscript is deemed acceptable for publication, and reviewers' comments have been satisfactorily addressed, the manuscript is prepared for publication by the Copy Editor. The Copy Editor may correspond with the authors to check details, if required. Final publication is by discretion of the Editor-in-Chief. Final published form of the manuscript is via the Journal website (www.apjce.org), authors will be notified and sent a PDF copy of the final manuscript. There is no charge for publishing in APJCE and the Journal allows free open access for its readers.

Types of Manuscripts Sought by the Journal

Types of manuscripts the Journal accepts are primarily of two forms; *research reports* describing research into aspects of Cooperative Education and Work Integrated Learning/Education, and *topical discussion* articles that review relevant literature and give critical explorative discussion around a topical issue.

The Journal does also accept *best practice* papers but only if it present a unique or innovative practice of a Co-op/WIL program that is likely to be of interest to the broader Co-op/WIL community. The Journal also accepts a limited number of *Book Reviews* of relevant and recently published books.

Research reports should contain; an introduction that describes relevant literature and sets the context of the inquiry, a description and justification for the methodology employed, a description of the research findings-tabulated as appropriate, a discussion of the importance of the findings including their significance for practitioners, and a conclusion preferably incorporating suggestions for further research.

Topical discussion articles should contain a clear statement of the topic or issue under discussion, reference to relevant literature, critical discussion of the importance of the issues, and implications for other researchers and practitioners.