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 can be described by a variety of names such as work-based learning, workplace learning, work-engaged 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.

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Special Issue: Work Integrated Learning - Investing in the Future. Papers from the Australian Collaborative Education Network Annual Conference 2012

Guest Editor: Matthew Campbell

[Reflections on twenty years of practicum, partnership & practice](http://www.apjce.org/)

Andrew J. Martin
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**Keywords:** Reflective practice, Pedagogy development; Graduate attributes

**Abstract**
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.

**Exploring cooperative education partnerships: A case study in sport tertiary education**

Jenny Fleming, Chris Hickey


**Keywords:** Partnerships, Relationships, Cooperative education, Sport

**Abstract**

Cooperative education can be expressed in terms of a partnership between students, university and industry. A stakeholder-integrated approach to cooperative education involves formalized sustainable relationships between stakeholders. This study investigated the motives and determinants for the formation of cooperative education partnerships. Through a qualitative case study, the perceptions of cooperative education stakeholders were explored in the context of sport tertiary education. The students, industry and academics views supported multiple determinants such as reciprocity, efficiency, legitimacy and synergy as important in the formation of cooperative education partnerships. Interpersonal connections and individual factors also played a key role. However, for long-term viability the university and industry also need to consider strategic alignment rather than partnerships based on individual interests alone. Understanding the perceptions of the stakeholders involved in the partnership will contribute to improving the management and sustainability of sport cooperative education experiences for students, the university and industry.

**Issue 2**

**Providing research-focused work-integrated learning for high achieving science undergraduates**

Theo Papakonstantinou, Kate Charlton-Robb, Richard D. Reina, Gerry Rayner

Asia-Pacific Journal of Cooperative Education, 14(2), 59-73

**Keywords:** work-integrated learning, undergraduate work placement, employment opportunities, university-industry partnership

**Abstract**

Work-integrated learning has become an integral part of many undergraduate and postgraduate degrees, both in Australia and internationally. Such programs vary in structure, timeframe and discipline type, with concomitant amounts of support, assessment and evaluation. Their value to students, industry partners and higher education institutions, while of considerable potential, depends on a range of factors including the level of resourcing (i.e. level of funding, involvement of a project coordinator, strength of communication among participants), how optimally matched students are to projects, and the use of evaluation and reflection tools to refine and improve them. This paper reports on the development, implementation and evaluation of an inaugural research-oriented WIL program for high-achieving science students at Monash University. The research-related nature of this WIL program has been of considerable value to students and industry partners. Further, it has established ongoing links between the University and industry partners, and provides a strong foundation for establishing a faculty coordinated WIL program.

**Mapping WIL activities in the curriculum to develop graduate capabilities: A case study in accounting**

Riccardo Natoli, Beverley Jackling, Friederika Kaider, Colin Clark

Asia-Pacific Journal of Cooperative Education, 14(2), 75-88

**Keywords:** program evaluation, organizational change, work integrated learning, organizational culture, accounting

**Abstract**

Big business continues to request universities to produce graduates who possess both technical and generic skills. Although work-integrated learning (WIL) programs can be used to develop these skills, WIL placements in Australia are undertaken by a minority of students. Perceiving a gap, one Australian university undertook a major WIL revamp to expand WIL offerings embedded...