

Growth mindset as a catalyst for technology-enhanced work-integrated learning

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Despite advances in work-integrated learning (WIL), higher education institutions continue to struggle to meaningfully integrate growth mindset principles and emerging technologies to maximize student outcomes. This article critically examines the synergy between growth mindset, technology adoption and WIL in preparing students for the rapidly evolving workplace. Drawing on recent research and practice, a conceptual model is proposed that positions growth mindset as a catalyst for effective technology engagement in WIL. The model highlights how growth mindset fosters persistence, adaptability and openness to digital innovations, which in turn enhance learning outcomes and employability. The article concludes with practical implications for educators, industry partners, and policymakers, offering strategies to advance scholarship and practice in digital WIL.

Keywords: Artificial intelligence/technology adoption, growth mindset, workplace training, positive psychology

Work-integrated learning (WIL) has become a cornerstone of contemporary higher education, bridging the gap between academic theory and workplace practice. By embedding authentic industry experiences such as internships, cooperative education, and project-based learning into curricula, WIL aims to enhance graduate employability and professional readiness (Patrick et al., 2008). However, despite widespread adoption, institutions continue to grapple with effectively integrating the psychological and pedagogical dimensions that underpin successful learning outcomes.

One such dimension is the concept of a growth mindset, popularized by Dweck (2006), which posits that individuals who believe their abilities can be developed through effort and learning are more likely to embrace challenges, persist through setbacks, and achieve higher levels of success. In the context of WIL, where students face ambiguous, unfamiliar, and often complex workplace tasks, cultivating a growth mindset is critical for fostering resilience and adaptability.

The COVID-19 pandemic fundamentally transformed higher education and WIL, accelerating the adoption of digital technologies such as virtual internships, online collaboration platforms, simulation-based learning, and artificial intelligence-supported feedback systems. While these innovations enabled continuity of learning during periods of disruption, they also exposed significant challenges relating to student adaptability, digital confidence, and resilience (Dean & Campbell, 2020; McIver & Murphy, 2022).

The rapid transition to technology-enhanced WIL demonstrated that technical infrastructure alone is insufficient to ensure successful learning outcomes. Students differed considerably in their willingness to engage with unfamiliar technologies, persist through setbacks, and adapt to rapidly changing

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learning environments. Emerging evidence suggests that these differences are strongly influenced by psychological factors, particularly growth mindset, which refers to the belief that abilities and intelligence can be developed through effort, learning, and feedback (Dweck, 2006).

This article argues that growth mindset functions as a critical catalyst for successful engagement with digital WIL environments. Drawing on contemporary literature on mindset theory, educational technology, and WIL, the article proposes a conceptual model explaining the synergistic relationship between growth mindset, technology adoption, and employability outcomes. The article further examines how higher education institutions and industry partners can intentionally embed growth mindset principles within technology-enhanced WIL curricula to better prepare graduates for the uncertainties of the contemporary workforce.

This article contributes to the WIL literature by conceptualizing growth mindset, not merely as a learner attribute but as a mediating mechanism, that shapes students' engagement with technology-enhanced workplace learning environments. Although the WIL literature has extensively examined employability, professional identity formation, and digital capability development, relatively limited attention has been paid to the psychological mechanisms that influence how students engage with technology-enhanced WIL environments. Existing research has tended to focus on the design of digital learning environments and the acquisition of technical skills, with less emphasis on the role of learner beliefs in shaping technology adoption, resilience, and adaptability.

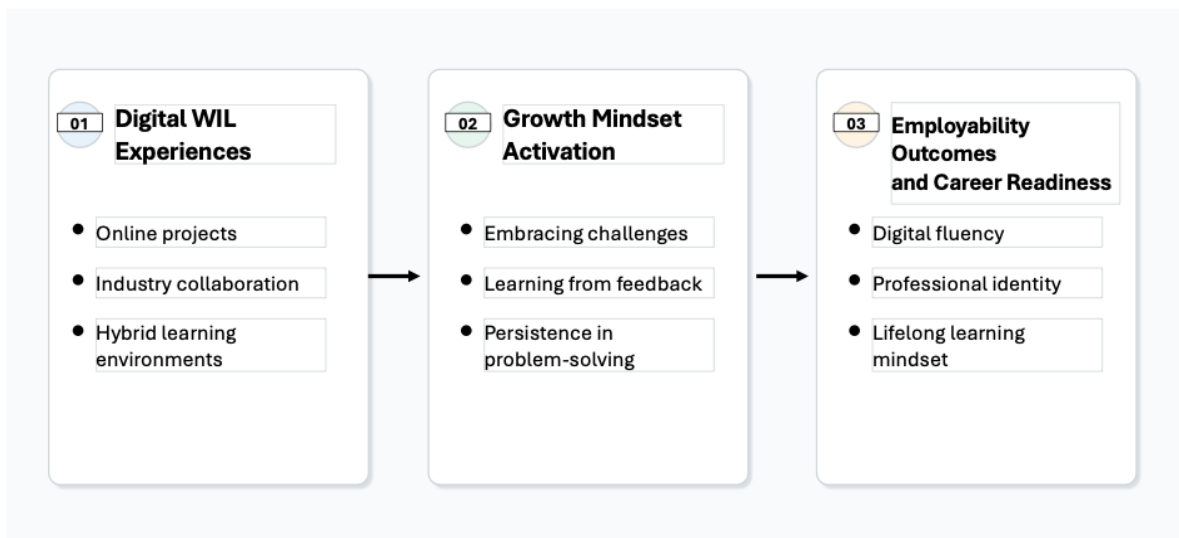
This article addresses this gap by proposing a conceptual model that positions growth mindset as a mediating mechanism between digital WIL experiences and employability outcomes. In doing so, the article extends existing WIL scholarship by integrating insights from growth mindset theory, educational technology, and work-integrated learning literature into a unified framework. The model offers a novel explanation for why students exposed to similar digital WIL opportunities often experience markedly different learning and employability outcomes.

CONCEPTUAL MODEL OF GROWTH MINDSET AS A CATALYST FOR DIGITAL WIL SUCCESS

Drawing on Dweck's Growth Mindset Theory (2006), contemporary literature on digital WIL, and the authors' observations of evolving educational and workplace practices, this paper proposes a conceptual model that explains how a growth mindset enhances student success in digitally enabled WIL environments. The model positions growth mindset as a mediating mechanism through which digital WIL experiences translate into meaningful educational and employability outcomes.

Figure 1 illustrates the relationship between digital WIL experiences, growth mindset development, and enhanced student outcomes. The model suggests that when students engage in technology-rich WIL activities, they are exposed to challenges that require adaptability, self-regulation, continuous learning, and resilience. Students who adopt a growth mindset are more likely to view these challenges as opportunities for development rather than barriers to success.

FIGURE 1: Conceptual model of growth mindset as a catalyst for digital WIL success.



As illustrated in Figure 1, digital WIL experiences serve as the starting point for student engagement with authentic workplace tasks, virtual collaboration, and technology-mediated learning environments. These experiences stimulate the development of a growth mindset by encouraging students to embrace feedback, persist through challenges, and continually refine their skills. Growth mindset therefore functions as a critical intermediary that transforms digital learning experiences into positive outcomes.

The model proposes that students who develop a growth mindset are better positioned to cultivate resilience, adaptability, and lifelong learning capabilities. These attributes, in turn, contribute to improved employability skills, enhanced career readiness, and stronger industry preparedness. The framework therefore highlights the synergistic relationship between digital WIL and growth mindset, suggesting that the effectiveness of digital WIL initiatives may depend not only on the technological environment itself, but also on students' willingness to learn, adapt and grow within that environment.

DIGITAL INNOVATION – ILLUSTRATIVE EXAMPLE FROM PRACTICE

While teaching an Entrepreneurship subject, a semester-long WIL project was designed to challenge students to create a technology-based innovation that could increase revenue for a corporate events department within a globally reputable organization. Students were encouraged to embrace experimentation, self-directed learning, and collaboration, even if they had limited technical experience.

Initial responses varied. Some groups expressed hesitation or frustration in the face of uncertainty, while others displayed greater resilience and creativity. One group, for example, began their brainstorming session during a shared meal, turning a social moment into an opportunity to explore ideas together. Through collaborative discussion, they developed a concept for a virtual reality (VR) application that would allow potential clients to explore event spaces remotely. Within a short period, this group produced a working prototype, an impressive outcome achieved through collective problem-solving and a willingness to learn new digital skills independently. Their journey reflected the principles of a growth mindset; embracing challenge, persisting through uncertainty, and seeing effort as a path to mastery.

The WIL program also involved feedback from industry representatives, who engaged with the groups throughout the project and evaluated their final presentations. The VR concept was highly commended and demonstrated the kind of innovation that can emerge when students combine adaptability, teamwork, and openness to new technologies. This example illustrates how a growth mindset can transform student engagement with technology and WIL. While some groups met basic expectations, those who approached the project with curiosity and persistence achieved stronger academic outcomes and enhanced career opportunities.

The case demonstrates how embedding growth mindset principles within technology-enhanced WIL can empower students to overcome initial limitations, innovate, and develop transferable skills valued by employers. This synergy between mindset, technology, and authentic work experience is central to preparing graduates for the complexities of the modern workforce.

GROWTH MINDSET INTERVENTIONS AND DIGITAL LEARNING TECHNOLOGIES

Growth Mindset Interventions: Evidence and Approaches

The concept of a growth mindset, originally articulated by Carol Dweck (2006), posits that intelligence and abilities are not fixed traits but can be cultivated through sustained effort, strategic learning, and constructive feedback. This foundational belief contrasts with a fixed mindset, where individuals perceive their capacities as innate and unalterable. The implications of adopting a growth mindset extends beyond academic achievement to encompass motivation, resilience, and lifelong learning.

A substantial body of research has explored how targeted interventions can cultivate a growth mindset among students, with positive effects on academic achievement, motivation, and resilience. Dweck (2006) first demonstrated that teaching students about the malleability of intelligence can shift their beliefs and lead to greater persistence in the face of challenges. Subsequent studies have refined these interventions, often embedding them within classroom activities, online modules, or reflective exercises.

Yeager and Dweck (2020) reviewed large-scale mindset interventions and found that even brief, scalable activities—such as reading testimonials from older students who overcame academic struggles, can significantly improve students' attitudes toward learning and their willingness to seek feedback. In a landmark national field experiment, Yeager et al. (2019) showed that a low-cost, online growth mindset intervention led to measurable gains in academic achievement, particularly among students in under-resourced schools.

Meta-analyses such as Sisk et al. (2018) suggest that the impact of growth mindset interventions can vary depending on context, implementation fidelity, and student characteristics. However, interventions are most effective when they are:

- embedded within authentic learning contexts such as WIL and project-based tasks);
- paired with opportunities for reflection and feedback; and
- supported by educators who model growth mindset behaviors (Dweck & Yeager, 2019; Song et al., 2020).

In the context of WIL, attributional retraining or teaching students to attribute setbacks to controllable factors such as effort or strategy has been shown to enhance resilience and adaptability (Song et al.,

2020). Reflective journaling and peer mentoring are also effective, as they encourage students to process challenges, reframe failures, and celebrate incremental progress (Tao et al., 2022).

Digital Learning Technologies in WIL: Trends and Impacts

The widespread shift to remote learning during the COVID-19 pandemic accelerated institutional reliance on virtual WIL models and highlighted both the opportunities and limitations of technology-enhanced learning environments. While virtual internships, simulation-based learning, and remote collaboration expanded access and flexibility, the transition also exposed disparities in digital access, technological confidence and learner readiness (Johnston, 2017). Students who demonstrated adaptability and openness to experimentation were generally better positioned to navigate rapidly changing digital environments, reinforcing the importance of psychological factors such as growth mindset in technology-enhanced WIL contexts.

Dean and Campbell (2020) describe how virtual internships, online project-based learning and Artificial Intelligence-powered (AI-powered) simulations have expanded access to WIL for students who may be geographically remote or face barriers to traditional placements. Simulation-based learning is a prominent trend, enabling students to engage in realistic workplace scenarios using VR, augmented reality (AR), or sophisticated software platforms. Pejic-Bach et al. (2020) found that simulation-based WIL enhances professional skills such as decision-making, communication, and teamwork, while also allowing for safe experimentation and immediate feedback. These environments can be particularly effective when combined with growth mindset interventions, as students are encouraged to view mistakes as learning opportunities rather than failures.

AI-driven feedback tools and digital portfolios are also gaining traction, providing students with real-time insights into their performance and progress. Such technologies support self-regulated learning, a key component of both growth mindset and professional development (Schroder, 2020). McIver and Murphy (2022) highlight that virtual internships and remote project teams not only increase the scalability of WIL but also foster digital literacy and cross-cultural collaboration. However, the literature also points to challenges. Johnston (2017) and Schuster and Glavas (2017) note that digital WIL requires careful curriculum integration, robust support structures, and attention to digital equity. Not all students have equal access to technology or the confidence to navigate new platforms, which can exacerbate existing disparities if not addressed through inclusive design and targeted support.

The Intersection: Mindset and Technology in WIL

The pandemic further reinforced the importance of integrating growth mindset principles into digital WIL, as students with adaptive learning orientations were more likely to remain engaged, resilient and responsive during periods of rapid technological and educational disruption. Recent research demonstrates that technological growth mindset significantly influences students' willingness to engage with emerging digital tools, including generative AI systems (Chow & To, 2025). Students who perceive technological competence as developable are more likely to experiment with unfamiliar platforms, persist through technical challenges and utilize digital tools for problem-solving and innovation.

In technology-rich learning environments, growth mindset has been linked to greater digital self-efficacy, adaptability and cognitive flexibility (Schroder et al., 2017). These attributes are particularly important in WIL settings where students must navigate uncertainty, rapidly acquire new digital competencies, and collaborate through virtual platforms. Conversely, students with fixed technological

beliefs may experience anxiety, avoidance behaviors, and reduced engagement when confronted with unfamiliar digital systems (Schroder, 2020). This suggests that mindset is not merely an educational construct, but a critical determinant of technology adoption and digital employability.

MINDSET AS A CATALYST FOR DIGITAL WIL: A CONCEPTUAL MODEL

The conceptual model in Figure 1 (above), positions growth mindset as the driving force behind successful engagement with technology-enhanced WIL. This model is informed by a robust body of research demonstrating that students' beliefs about their ability to learn and adapt profoundly influence their academic and professional trajectories (Dweck, 2006; Dweck & Yeager, 2019).

The proposed framework extends existing WIL literature in three important ways. First, it shifts attention from technology as an instructional tool to the psychological processes that influence students' engagement with digital learning environments. Second, it positions growth mindset as a mediating construct linking digital WIL experiences with employability outcomes, thereby providing a theoretical explanation for variations in student success, within comparable learning environments. Third, it integrates perspectives from growth mindset theory, social cognitive theory, and self-determination theory to provide a more holistic account of learning and adaptation in contemporary technology-rich workplaces.

Technology Adoption

Students with a growth mindset approach new digital tools and platforms with curiosity, openness, and a willingness to experiment. Rather than viewing technical challenges as insurmountable obstacles, they see them as opportunities for learning and skill development (Dean & Campbell, 2020). This mindset is especially critical in digital WIL environments, where rapid technological change is the norm and unfamiliar systems can initially seem daunting. For example, a student confronted with a complex virtual collaboration platform may initially struggle, but a growth mindset encourages persistence by seeking out tutorials, consulting peers, and iteratively improving their proficiency (Lim et al., 2020). This behavior aligns with Bandura's (1986) social cognitive theory, where self-efficacy, the belief in one's ability to succeed, fuels motivation to engage in new and challenging tasks.

Professional Skill Development

Growth mindset also catalyzes the development of both technical and professional skills essential for workplace success. Students who believe in their capacity to improve are more likely to seek feedback, reflect on errors, and persist through setbacks; behaviors that are foundational for mastering digital competencies and workplace soft skills such as communication, teamwork, and adaptability (Lim et al., 2020; Yeager & Dweck, 2020). In digital WIL, these students actively reflect on their use of technology, solicit input from supervisors and mentors, and engage in continuous self-improvement. Research by Pejic-Bach et al. (2020) demonstrates that simulation-based WIL environments, when paired with growth mindset interventions, can significantly enhance students' professional skills by providing safe spaces for experimentation and immediate feedback.

Resilience and Adaptability

Perhaps most crucially, growth mindset underpins resilience and adaptability-traits that are indispensable in the dynamic, technology-rich environments of contemporary WIL. Students with a growth mindset attribute setbacks to controllable factors such as effort, strategy or resourcefulness,

rather than to fixed abilities (Song et al., 2020). This attributional style enables them to maintain motivation and adapt their approaches when faced with evolving technological demands or workplace disruptions. Empirical studies have shown that such resilience is associated with better mental health, greater persistence, and improved learning outcomes in both academic and work-based settings (Schroder, 2020; Tao et al., 2022).

Theoretical Foundations and Feedback Loop

Our model draws on Bandura's social cognitive theory, which emphasizes the importance of self-efficacy and observational learning in shaping behavior (Bandura, 1986). When students observe peers or mentors successfully navigating digital challenges, their own confidence and willingness to engage increases. Additionally, Deci and Ryan's self-determination theory (2000) highlights the role of intrinsic motivation, which is fostered when learners experience competence, autonomy, and relatedness in technology-rich WIL environments.

A key feature of the model is its feedback loop, positive experiences with technology—such as mastering a new tool or successfully completing a virtual project—reinforce growth mindset beliefs, which in turn, fuel further engagement and learning (Schunk & DiBenedetto, 2020). This virtuous cycle not only enhances immediate WIL outcomes but also builds the foundation for lifelong learning and adaptability.

Practical Implications for Curriculum Design

Curriculum designers and educators can leverage this model by embedding growth mindset interventions alongside technology training. For example, incorporating reflective journaling, peer mentoring, and structured feedback sessions into digital WIL curricula can help students process challenges and celebrate incremental progress (Yeager & Dweck, 2020). Assessment strategies should reward experimentation, reflection, and resilience – not just final outcomes encouraging students to view setbacks as integral to the learning process.

Furthermore, professional development for educators is essential so they can model growth mindset behaviors and create psychologically safe learning environments where students feel empowered to take risks and innovate (Johnston, 2017; Schuster & Glavas, 2017). Partnerships with industry can also enrich digital WIL experiences, ensuring that students encounter authentic, technology-rich tasks that mirror the realities of the modern workplace (Jackson, 2024; Patrick et al., 2008).

In sum, positioning growth mindset as a catalyst for digital WIL offers a powerful framework for enhancing student engagement, skill development, and resilience in a rapidly changing world. By intentionally designing curricula and learning environments that nurture growth mindset alongside digital competencies, higher education institutions can better prepare graduates for the demands and uncertainties of the future workforce.

ROLE OF INDUSTRY PARTNERSHIPS IN ADVANCING GROWTH MINDSET AND DIGITAL WIL

Importance of Industry Collaboration

A critical yet sometimes overlooked factor, in the success of technology-enhanced WIL, is the strength and quality of partnerships between higher education institutions and industry. Effective WIL relies on the co-creation of authentic learning experiences that reflect current workplace realities, technological trends, and the evolving skillsets employers value (Divan et al., 2019; Patrick et al., 2008).

Industry partners not only provide placement opportunities but also help shape curricula, mentor students, and offer feedback that is grounded in real-world expectations (Jackson, 2024).

Fostering Growth Mindset in the Workplace

Industry engagement is especially powerful in fostering a growth mindset among students. When students interact with professionals who model adaptability, persistence, and a willingness to learn from failure, they are more likely to internalize these attitudes themselves (Bandura, 1986; Dweck & Yeager, 2019). For instance, supervisors who share their own experiences overcoming technological challenges, or who encourage experimentation and iterative improvement, can help students view setbacks as integral to professional growth. This aligns with the findings of Lim et al. (2020), who observed that students with strong industry mentorship reported greater adaptability and confidence in their work-related skills.

Technology as a Bridge

Technology serves as both a medium and a catalyst for these partnerships. Digital platforms facilitate remote collaborations, virtual site visits, and real-time feedback, making industry engagement more accessible and scalable (Dean & Campbell, 2020; McIver & Murphy, 2022). Simulation-based projects, for example, can be designed in partnership with employers to mirror actual workplace challenges, giving students a safe space to experiment, fail, and improve (Pejic-Bach et al., 2020). Such experiences are invaluable for building both technical proficiency and the growth-oriented attitudes needed for success in a rapidly changing workforce.

Mutual Benefits and Sustainability

These collaborations are mutually beneficial. Employers gain early access to a pool of agile, digitally literate, and resilient graduates, while institutions receive timely insights into industry needs and emerging technologies (World Economic Forum, 2020). Moreover, sustained partnerships can help address equity issues by ensuring that all students, regardless of background, have access to high-quality, technology-rich WIL experiences (Johnston, 2017; Tertiary Education Quality and Standards Agency [TEQSA], 2017).

IMPLICATIONS FOR PRACTICE AND POLICY

The findings of this paper have important implications for educators, industry partners, institutions, and policymakers seeking to maximize the benefits of technology-enhanced WIL. As digital technologies continue to reshape workplaces and learning environments, fostering a growth mindset becomes increasingly important in preparing students to adapt, innovate, and thrive in complex professional contexts.

For Educators and Practitioners

Educators play a critical role in cultivating growth mindset behaviors throughout the WIL experience. Integrating reflective journaling, peer mentoring, and structured feedback activities into WIL preparation and reflection sessions can help students view challenges as opportunities for learning and development. Digital platforms should be leveraged to enhance access and engagement while providing targeted support for students with varying levels of technological confidence and competence. Assessment design should also encourage experimentation, feedback-seeking, and

iterative improvement, reinforcing the value of continuous learning rather than solely rewarding successful outcomes.

For Industry Partners

Industry partners are essential stakeholders in the successful implementation of digital WIL. Employers should be involved early in the design of WIL curricula, learning activities, and assessment strategies to ensure alignment between academic learning outcomes and workplace expectations. Mentors and supervisors can further support student development by modelling growth mindset behaviors, sharing their own learning experiences, and providing constructive, ongoing feedback. Technology-enabled communication tools can facilitate regular interaction between students, educators, and workplace supervisors, strengthening the authenticity and effectiveness of WIL experiences. Industry partners should also evaluate student success not only in terms of technical competence but also through indicators such as adaptability, resilience, problem-solving, and continuous learning.

For Institutions and Policymakers

Higher education institutions and policymakers have a responsibility to create supportive environments that enable equitable participation in digital WIL. Investment in professional development is needed to equip educators with the skills required to foster both growth mindset and digital literacy. Institutions should address issues of digital equity by ensuring students have access to appropriate technologies, infrastructure, and support services. Policymakers and institutional leaders should also develop systematic evaluation frameworks to assess the effectiveness of growth mindset interventions within WIL programs; support research that refines conceptual models; and identifies evidence-based practices for integrating mindset development, technology, and work-integrated learning at scale.

In summary, effective collaboration among educators, industry partners, institutions, and policymakers is essential to realize the full potential of growth mindset and technology-enhanced WIL. By working together to design, deliver, and evaluate authentic digital learning experiences, stakeholders can ensure that graduates are not only technically capable but also resilient, adaptable, and prepared for lifelong learning in an increasingly dynamic digital economy.

CONCLUSION

The rapid digital transformation of higher education and the workplace, accelerated by the COVID-19 pandemic, has fundamentally reshaped the delivery and purpose of WIL. The experience further demonstrated that resilience, adaptability, and willingness to engage with unfamiliar technologies are no longer optional graduate attributes, but essential capabilities for participation in contemporary workplaces. The disruption highlighted the limitations of viewing technology adoption as purely technical and reinforced the importance of psychological readiness and adaptive learning behaviors in digital WIL environments. As technology-enhanced learning environments become increasingly embedded within higher education, there is a growing need to understand not only the technological dimensions of WIL but also the psychological factors that influence students' ability to engage, adapt, and succeed within these environments.

This article argued that growth mindset plays a pivotal role in mediating students' engagement with digital WIL experiences. Drawing on contemporary literature across growth mindset theory,

educational technology, and WIL scholarship, the article proposes a conceptual framework positioning growth mindset as a catalyst for technology adoption, resilience, adaptability, and employability development. Students who perceive abilities and technological competencies as developable are more likely to embrace uncertainty, persist through challenges, and engage constructively with emerging digital tools and workplace practices.

The article further highlights that technology alone does not guarantee meaningful learning outcomes. Rather, the effectiveness of digital WIL depends on how institutions design learning environments that foster reflection, experimentation, feedback-seeking, and continuous improvement. Embedding growth mindset principles within technology-enhanced WIL can support students in developing not only technical proficiency, but also the adaptive capabilities and professional confidence required in an increasingly complex and rapidly changing labor market.

Importantly, the proposed framework also emphasizes the critical role of educators and industry partners in shaping authentic and psychologically supportive learning experiences. Strong industry collaboration, combined with intentional curriculum design and educator capability development, can create environments where students are encouraged to take risks, learn from setbacks and develop lifelong learning dispositions.

The principal contribution of this article is the development of a conceptual framework that positions growth mindset as a central explanatory mechanism within technology-enhanced WIL. While previous research has emphasized employability outcomes, digital capability and workplace preparedness, the proposed model highlights the psychological processes through which students engage with, adapt to, and benefit from digital WIL experiences. By integrating growth mindset theory with educational technology and WIL scholarship, the framework provides a foundation for future empirical investigation and offers a new lens through which digital employability development may be understood.

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DISCLOSURE OF GENERATIVE AI USE

During the preparation of this manuscript, the authors used ChatGPT (OpenAI) to assist with brainstorming, improving the organization and structure of the manuscript and enhancing the clarity and readability of the language. The AI tool was not used to generate original scientific findings, interpret evidence, formulate scholarly arguments or draw the manuscript's conclusions. All outputs were critically evaluated, edited and verified by the authors. The authors also used the assistance of Copilot to align the diagram for professional finish.

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About the Journal

The International Journal of Work-Integrated Learning (IJWIL) publishes double-blind peer-reviewed original research and topical issues related to Work-Integrated Learning (WIL). IJWIL first published in 2000 under the name of Asia-Pacific Journal of Cooperative Education (APJCE).

In this Journal, WIL is defined as:

An educational approach involving three parties – the student, educational institution, and an external stakeholder – consisting of authentic work-focused experiences as an intentional component of the curriculum. Students learn through active engagement in purposeful work tasks, which enable the integration of theory with meaningful practice that is relevant to the students' discipline of study and/or professional development (Zegwaard et al., 2023, p. 38).*

Examples of practice include off-campus workplace immersion activities such as work placements, internships, practicum, service learning, and cooperative education (co-op), and on-campus activities such as work-related projects/competitions, entrepreneurship, student-led enterprise, student consultancies, etc. WIL is related to, and overlaps with, the fields of experiential learning, work-based learning, and vocational education and training.

The Journal's aim is to enable specialists working in WIL to disseminate research findings and share knowledge to the benefit of institutions, students, WIL practitioners, curricular designers, and researchers. The Journal encourages quality research and explorative critical discussion that leads to the advancement of quality practices, development of further understanding of WIL, and promote further research.

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Types of manuscripts sought by IJWIL are primarily in two forms: 1) *research publications* describing research into aspects of WIL and, 2) *topical discussion* articles that review relevant literature and provide critical explorative discussion around a topical issue. The journal will, on occasions, consider good practice submissions.

Research publications should contain; an introduction that describes relevant literature and sets the context of the inquiry. A detailed 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 to current established literature, implications for practitioners and researchers, whilst remaining mindful of the limitations of the data, and a conclusion including recommendations.

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

Good practice and program description papers. On occasions, IJWIL seeks manuscripts describing an example of good practice, however, only if it presents a particularly unique or innovative practice or it was situated in an unusual context. There must be a clear contribution of new knowledge to the established literature. Manuscripts describing what is essentially 'typical', 'common' or 'known' practices will be encouraged to rewrite the focus of the manuscript to a significant educational issue or will be encouraged to publish their work via another avenue that seeks such content.

By negotiation with the Editor-in-Chief, the Journal also accepts a small number of *Book Reviews* of relevant and recently published books.

Reference

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