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Abstract

Universities across the world continue to be challenged to produce graduates who can contribute productively to increasingly complex, dynamic and competitive workplaces occurring in a global marketplace. The response of many universities to the changing workplace environment has been to include a cooperative education component or work-integrated learning experience within undergraduate degree programmes. This chapter examines cooperative education and the learning theories that underpin work-integrated learning. The theoretical basis of action learning is discussed and a case study illustrates how action learning can be integrated into projects undertaken as part of a work-integrated learning experience. The case study exemplifies how action learning can enhance the student learning experience and provide opportunities to bring about change in practice in the sport and recreation industry. (HRK / Abstract übernommen)

Signature

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