

JUST IN PASSING – Some food for thought

Ever heard speakers and individuals when talking about “Co-op” sometimes say you can call it whatever you like such as experiential learning, in-service training, work integrated learning, work-based learning or whatever.....? Here are some more (tongue in cheek) ones to help you on your way, over 40 options in fact.

work integrated learning experiential training experiential learning in service training service learning learnerships work based learning work place learning internships clinical practice vocational training professional practice sandwich programmes block release articles	occupational practise practicums placement programmes industrial placements practise orientated education work related learning school to work programmes education and training recognition of prior learning professional practice indigenous knowledge occupational education housemanship multi-sited learning practice teaching	industry exposure sabbatical apprenticeships community engagement exchange programmes technology transfer externships field based learning field placements job shadowing project based learning summer hire programs work experience job placements
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The problem of course is that as academics we create confusion in the corporate world by hanging on to our own perceptions and experience of what we are trying to articulate and practise. **Co-operative Education started in 1906** and the common denominator and principle has always been and will always be an **education partnership** between an **institution** of learning and **external stakeholders** in industry and communities where the only purpose is **co-operation** to give students an enhanced learning experience. The CHE (Council for Higher Education) has captured this as its official definition.

All the terminologies above are methodologies that have evolved over time to suite circumstances and needs at a particular point in time. Work integrated Learning, Vocational Learning and Service Learning appear to be the options relevant to our current situation. We should therefore focus our understanding on best practise and service delivery and translate this into producing better students rather than using our energies to convince each other on the “right” terminology.

