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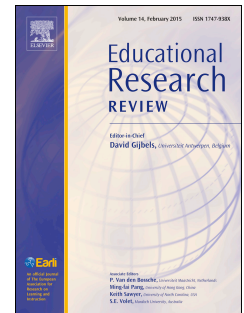
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Exploring the dimensions of electronic work integrated learning (eWIL)

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Abstract Work integrated learning (WIL) is a strategic priority for universities aiming to enhance graduate employability in an increasingly competitive labor market. Technology could improve access to WIL as student numbers grows and augment learning outcomes as more work occurs within digital spaces. This systematic literature review examines findings of studies employing and evaluating electronic WIL (eWIL) initiatives to develop a typology that considers the functions of technology which both support (administratively) and deliver (pedagogically) eWIL experiences. As the first systematic literature review in this domain, this study extends the literature through improved understanding of the scope and subsequent conceptualization of eWIL. Specifically, eWIL is a broad concept subsuming two functions: delivery of instruction and administrative functions. This should be taken into account in any attempts to evaluate the implementation of eWIL.

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