WORK(PLACE)-BASED LEARNING IN DENMARK – LEVEL 5 INCLUDED?
BRIEFLY ABOUT US

• Self-governed public institution under the Danish Ministry of Science, Innovation and Higher Education
• 26 AP + BA programmes incl. 9 international AP + BA programmes
• 16 adult programmes
• 3,300 students, incl. 500 international students
• 250 employees
Vocational education and training
Upper secondary programme

Level 4

Level 5
- Academy Profession Degree (AP)

Level 6
- Professional Bachelor Degree (top-up)
- Academy Profession Degree (PBA)
- Diploma Degree

Level 7
- Professional Bachelor Degree
- Master’s Degree
- Diploma Degree
"What on earth should I do with 80 kg. of meat??!"
- he said...
WHY SUCH A BIG FOCUS ON PRACTICE?

EASJ’s MISSION:
To educate reflected and professional practitioners

INDUSTRY
WORK(PLACE)-BASED vs. PRACTICE-BASED LEARNING

• What is the difference?
• Is the quality of learning necessarily better in workplace-based learning than practice-based learning?
• Value of learning – to students and to society incl. companies
• Relationship management towards companies
DILEMMA:
Who decides what is the 'right' practice? Industry or education?
IT’S ENDING ON -BASED...

- Problem-based / Inquiry-based (authentic problems)
- Project-based (plan, test, reflect)
- Place-based (outside of school, locally based)
- Situation-based (situated)
- Service-based (solving a societal problem)
- Case-based (learning through authentic cases)

(Teaching for Experiential Learning (2010), Hastrup ao.)
PRACTICE-BASED LEARNING

FOR STUDENTS
• Innovation camps
• Company cases
• Problem-based learning
• Role play and simulations
• Industrial or professional learning through work placements

FOR LECTURERS
• Teacher externships
• Internal / external teacher training
• Strategic considerations
PRACTICE-BASED RESEARCH

- Solution oriented
- Case-based
- Dissemination of knowledge
- Bridge building between universities and companies

- How is this different from universities??
Improving treatment for heart disease patients by combining morphine and prasugrel.

Utility focus: companies
- Weed cutting in cooperation with local municipality
- Reducing growth of fungus in organic paint
- Improving treatment for heart disease patients by combining morphine and prasugrel

Utility focus: EASJ
- Fermentation of food
- Shitstorms & Lovestorms

Students
- Business development in retail industry by means of e-solutions
- Food in process
- Construction of permeable paving
- Innovation camps

Faculty
- Research

Development

Utility focus: companies
- Food in process

Utility focus: EASJ
- Fermentation of food
- Shitstorms & Lovestorms
EXERCISE:
Discuss with your neighbour how your institution – on a strategic level – can increase work based / practice based learning. You need to come up with a minimum of three advices
HOW DO WE CREATE VALUE FOR EVERYONE???
OPPORTUNITIES AND CHALLENGES – AS PERCEIVED BY LECTURERS

+ A good alternative to traditional lectures
+ Challenges students (easier to just sit and listen)
+ *Makes students more active*
+ Practice-based teaching is good for students with very practical backgrounds
+ Through testing and discussion students realise how theory and practice are linked
+ *Motivates students by making theory vivid and comprehensible*
+ Equips students for their internship and future work life
+ *Strengthens skills which are demanded on the labour market*

- It is difficult for students to bring practice back into the academic field
- A good link between theory and practice is not necessarily useful in an academic context
- Students do not always have the skills to understand a company’s complex problems
- *How do we ensure a high degree of learning outcome in all cases?*
- Lecturers must be at the forefront of the industry
- *Lecturers must be able to differentiate teaching - students do not have the same prerequisite for understanding practice.*
- How do you define your role as a lecturer for the student? (visible or withdrawn)
- *Lecturers must be able to switch between reflective practice and practical theory*
High
Educational approach

Student involvement

Traditional lectures
Video examples from practice
Anecdotes from practice provided as illustrations in lectures

Low

Practical

Workplace based learning
Setting up a company
Internship
Student's own cases
Case competitions
Role playing
Company visits
Innovation Camps
Computer / game simulation
Student presentations of theory

(Adapted from Stolt & Vintergaard, p. 7)
QUESTION:
In your institution, do you practice a high degree of practice or theory?
ORGANISATIONAL AND/OR PERSONAL MATURITY TO ENTER INDUSTRY / UNIVERSITY COLLABORATIONS
GET IN TOUCH

Stine Linde
stch@easj.dk

Jens Lautrup
Nørgaard
jln@easj.dk

Anders Ullerup
Torpegaard
ator@easj.dk

Linnea Jacobsen
lija@easj.dk
A FEW EXAMPLES...
1. Teaching Theory, methods and legislation. Real life cases (week 1-2)

2. Roleplaying in vocational school shop Imaginary self-monitoring report (week 3)

3. Evaluation (week 3)

4. Preparation of audit report (week 4)

5. Observation in vocational school shop butik. Real self-monitoring (week 5)

ROLE PLAYING IN PILOT
USING HISTORY TO CREATE AUTHENTIC SNACK BARS
RENEWING THE MUSEUM EXHIBITION 'MARRIAGE RAGS'