



# 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



**Level 7**

Master's Degree

**Level 6**

Professional  
Bachelor  
Degree  
(top-up)

Professional  
Bachelor  
Degree  
(PBA)

Diploma  
Degree

**Level 5**

Academy  
Profession  
Degree (AP)

Academy  
Profession  
Degree for  
adults

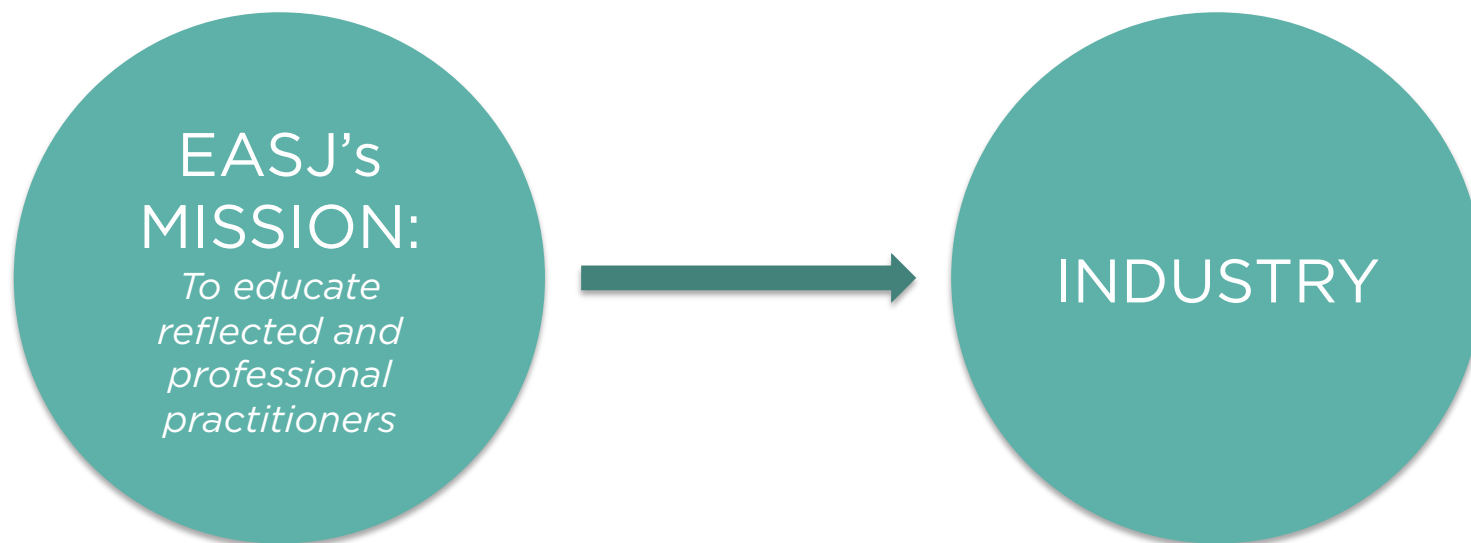
**Level 4**

Vocational education and training  
Upper secondary programme



***“What on earth  
should I do with  
80 kg. of  
meat??!”  
- he said...***

# WHY SUCH A BIG FOCUS ON PRACTICE?







# 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

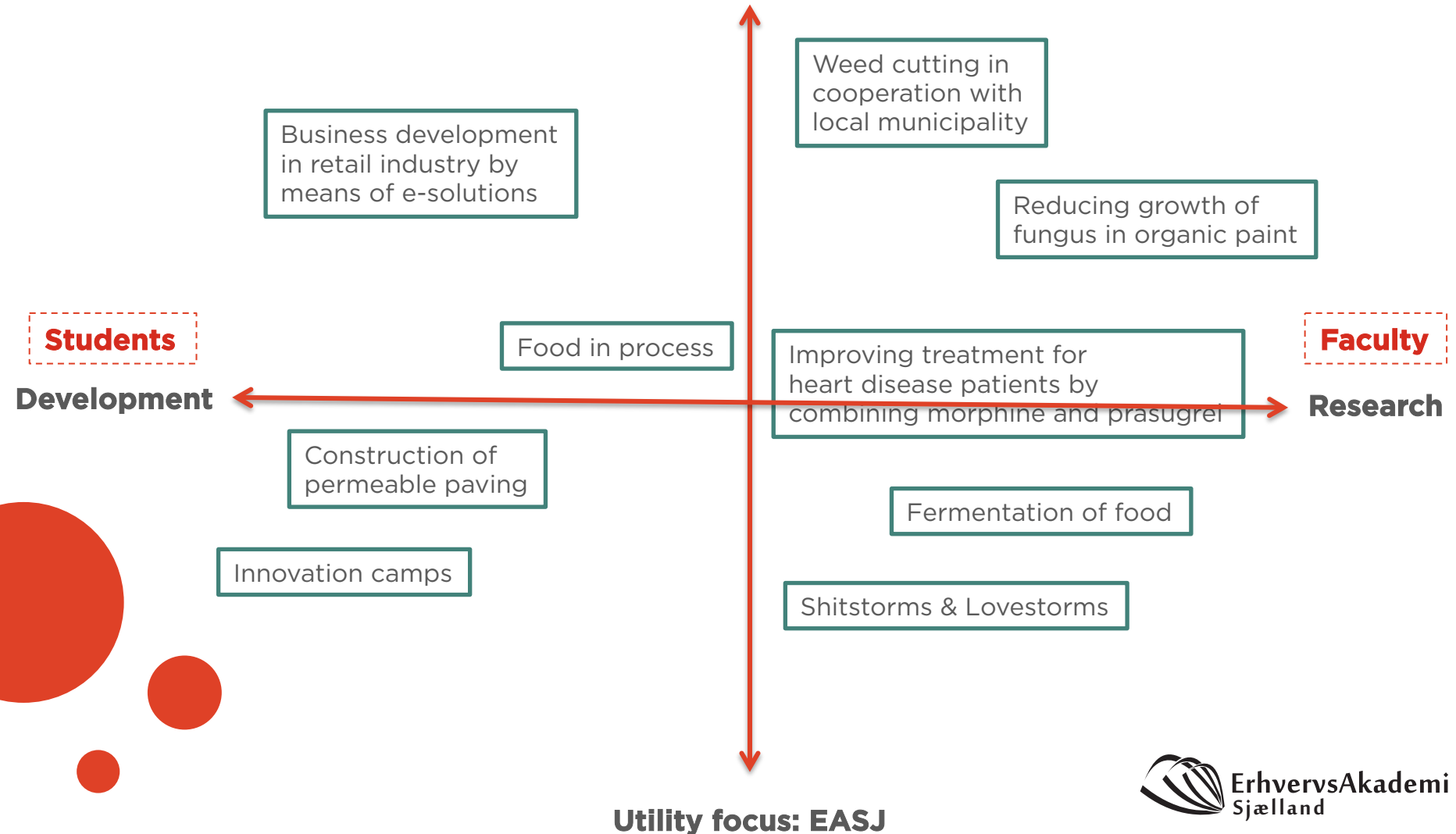
# PRACTICE-BASED RESEARCH



- Solution oriented
  - Case-based
  - Dissemination of knowledge
  - Bridge building between universities and companies
- 
- How is this different from universities??

# RESEARCH & DEVELOPMENT AT EASJ

Utility focus: companies



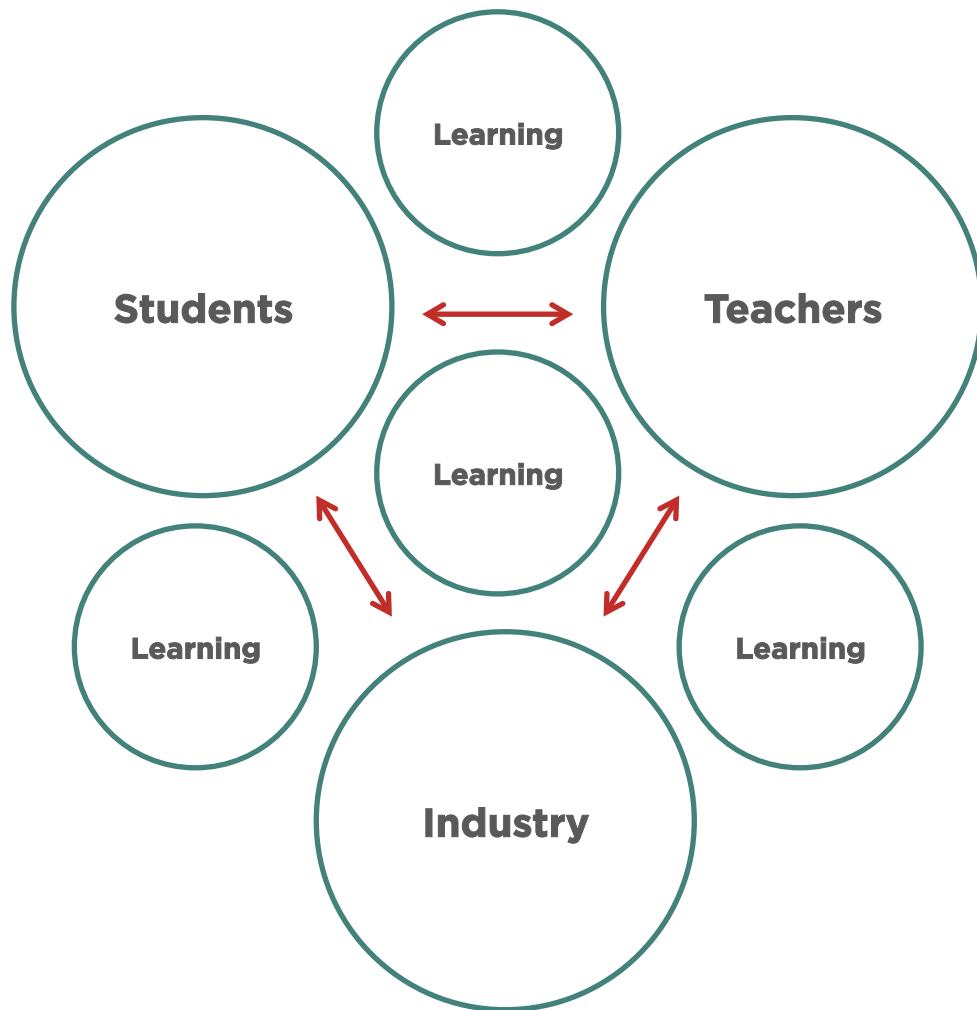




## EXERCISE:

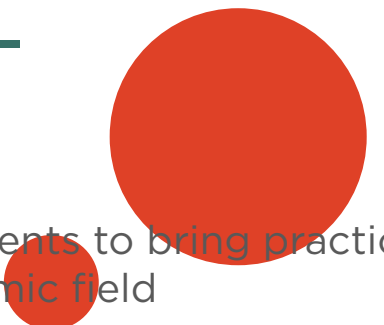
Discuss with your neighbour how your institution – on a strategic level – can increase work based / practice based learning. You need to come up with a minimum of three advices

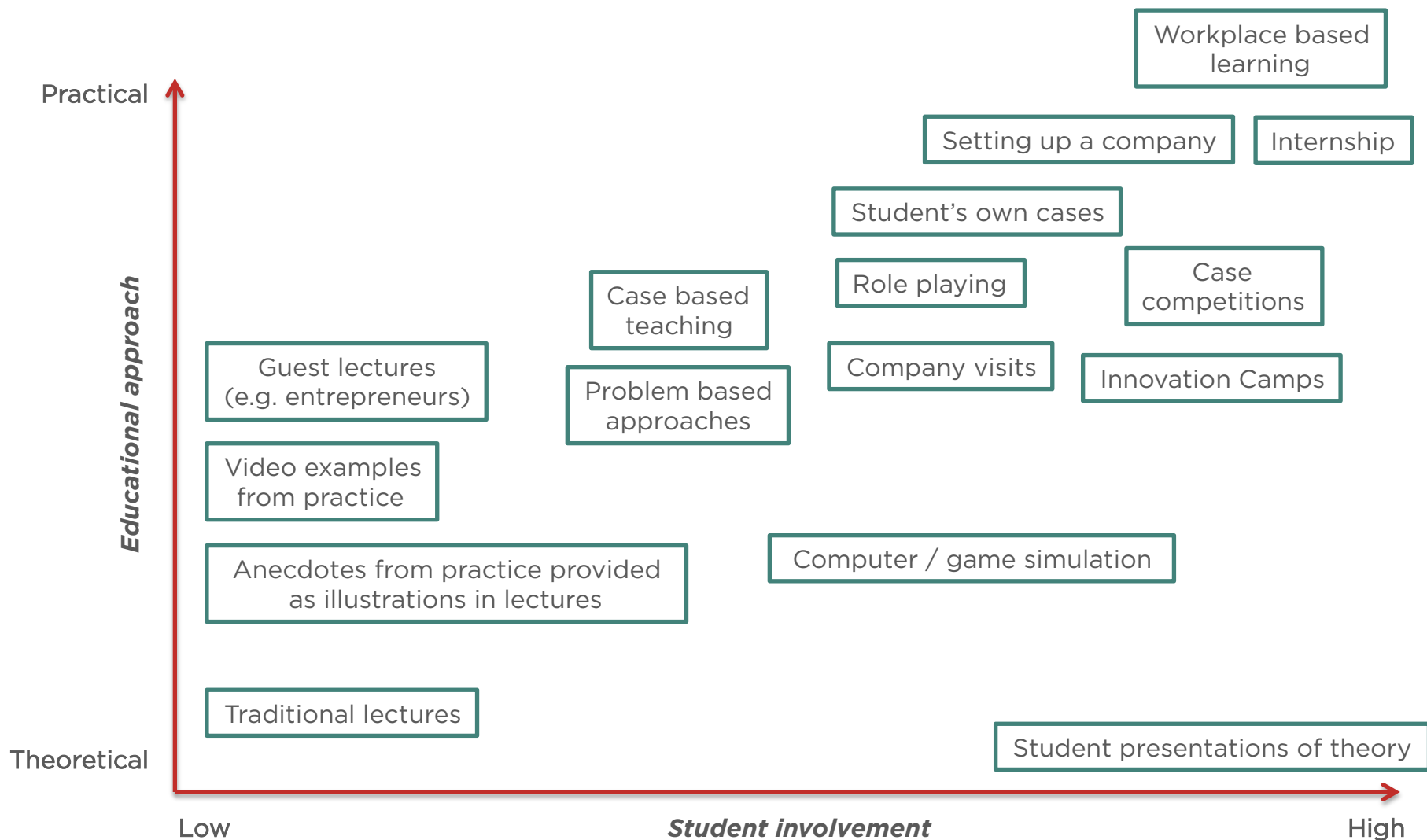




**HOW DO  
WE CREATE  
VALUE FOR  
EVERYONE  
???**

# 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*



(Adapted from Stolt & Vintergaard, p. 7)



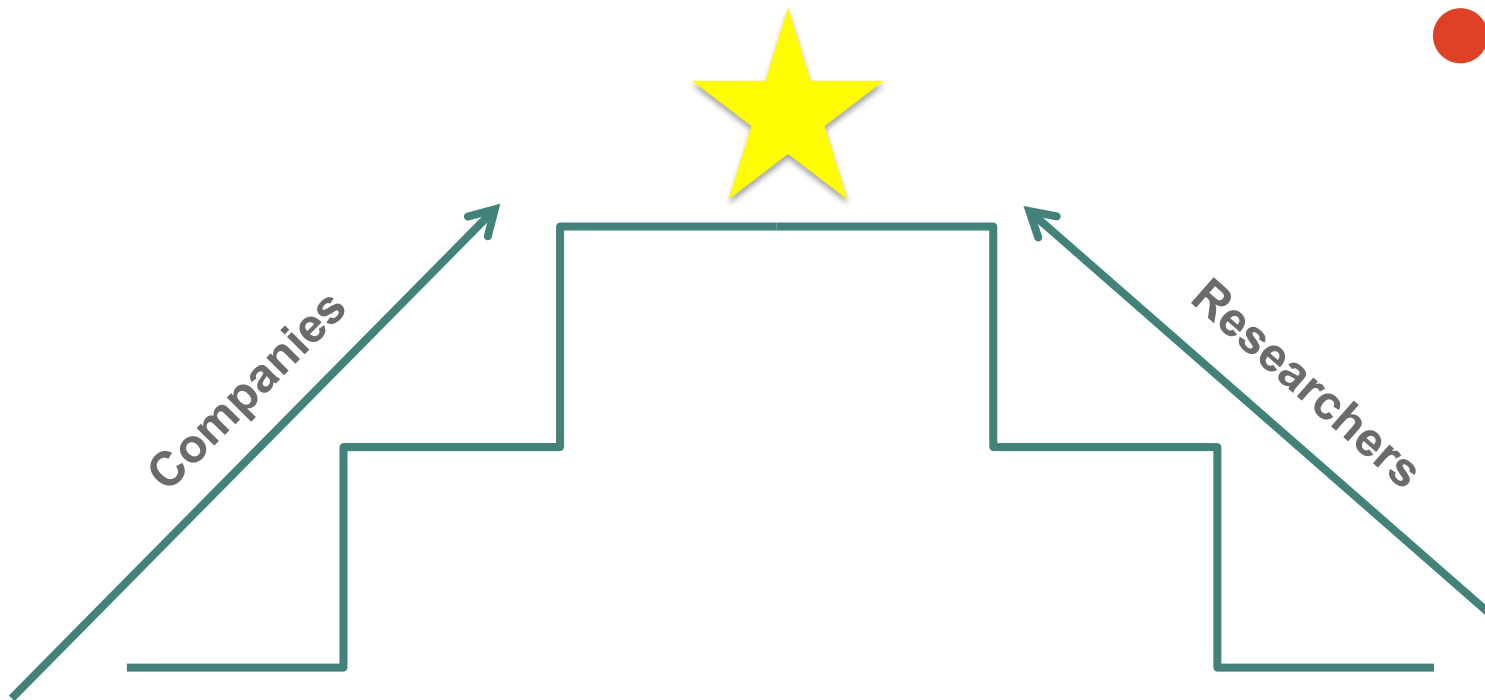


## QUESTION:

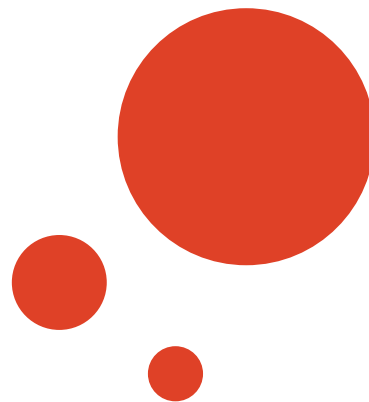
In your institution, do you practice a high degree of practice or theory?



# ORGANISATIONAL AND/OR PERSONAL MATURITY TO ENTER INDUSTRY / UNIVERSITY COLLABORATIONS



# GET IN TOUCH



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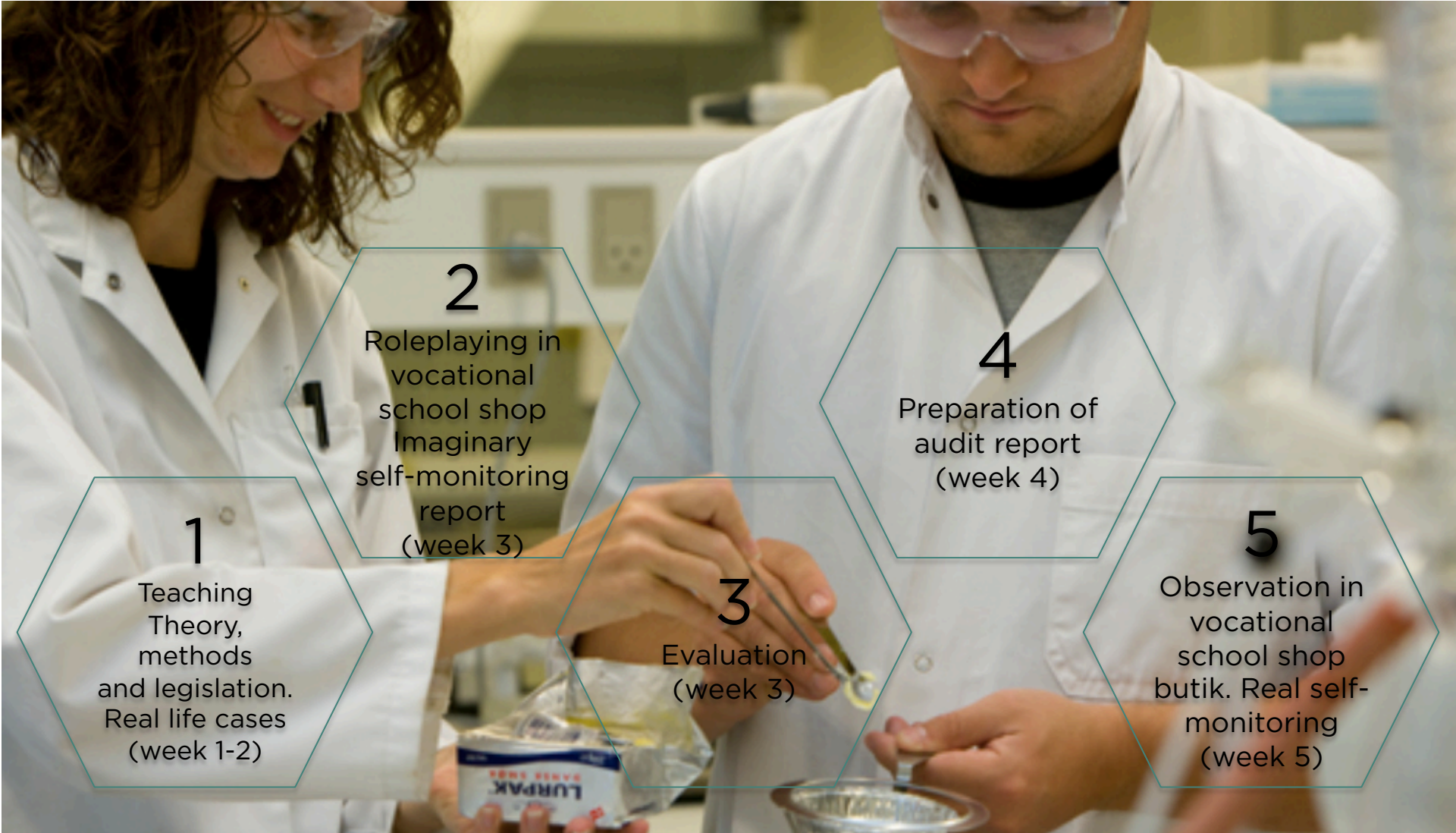


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# A FEW EXAMPLES...





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



[Home](#)[Udstillingen](#)[Køge Museum](#)[Praktisk info](#)

Prøv vores nye app

**BRYLL-UP-2-DATE**



# RENEWING THE MUSEUM EXHIBITION 'MARRIAGE RAGS'