

# Together for better learning. Transforming patterns of teaching and learning through work placement for students. Results from four case studies

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**ABSTRACT:** "Students who enter a professional program at university will, at some point or other, take part in work relevant training. Either in the form of simulation activities, or during internal/external practice placement. Proximity to the practice field has been seen as important preparation to working life. Many discipline studies have now introduced work placement, in addition to whatever practical elements already in place. Students' evaluations show that students value such training. A recent report from the University of Bergen (Bøyum, 2014) shows that a majority of students ask for even more relevance in their studies, and for teaching to be better linked to practice. There are many good reasons to introduce practice and work placement in different studies at university. However, when universities and university studies change and work placement becomes more common, this gives rise to a set of questions. What and how do students learn in practice placement? How does learning in practice placement differ from the way students learn in their normal programs within the institution? What can we as teachers and as institutions learn from practice, and how may this influence the way we organise our teaching programs? In order to shed some light over these questions, we set up several studies within different subject, across different institutions. Students of teacher education (abstract 1), music (abstract 2), fish health (abstract 3) and 14 health professions (abstract 4) were interviewed about their experiences after having taken part in workplace training. All interviews were carried out as focus group interviews, following a guide focusing on the following four main topics: (i) context (the what's and how's), (ii) difference between learning at campus and in practice (organisation and structure), (iii) responsibilities and challenges (crucial learning episodes), (iv) individual output. In this workshop we invite participants to discuss how workplace learning may help transform institutional teaching and learning. Participants will be invited to discuss with us based on a brief presentation of the four case studies, guided by a set of questions that are handed out.

## REFERENCES

Bøyum, B. (2014). UiB-student 2013. Samlerapport fra studentundersøkelsen 2013 til Universitetets utdanningsutvalg og Læringsmiljøutvalget ved Universitetet i Bergen. Studieadministrativ avdeling, september 2013.