

Work Based Learning: Bridging the Gap Between Learning and Doing?

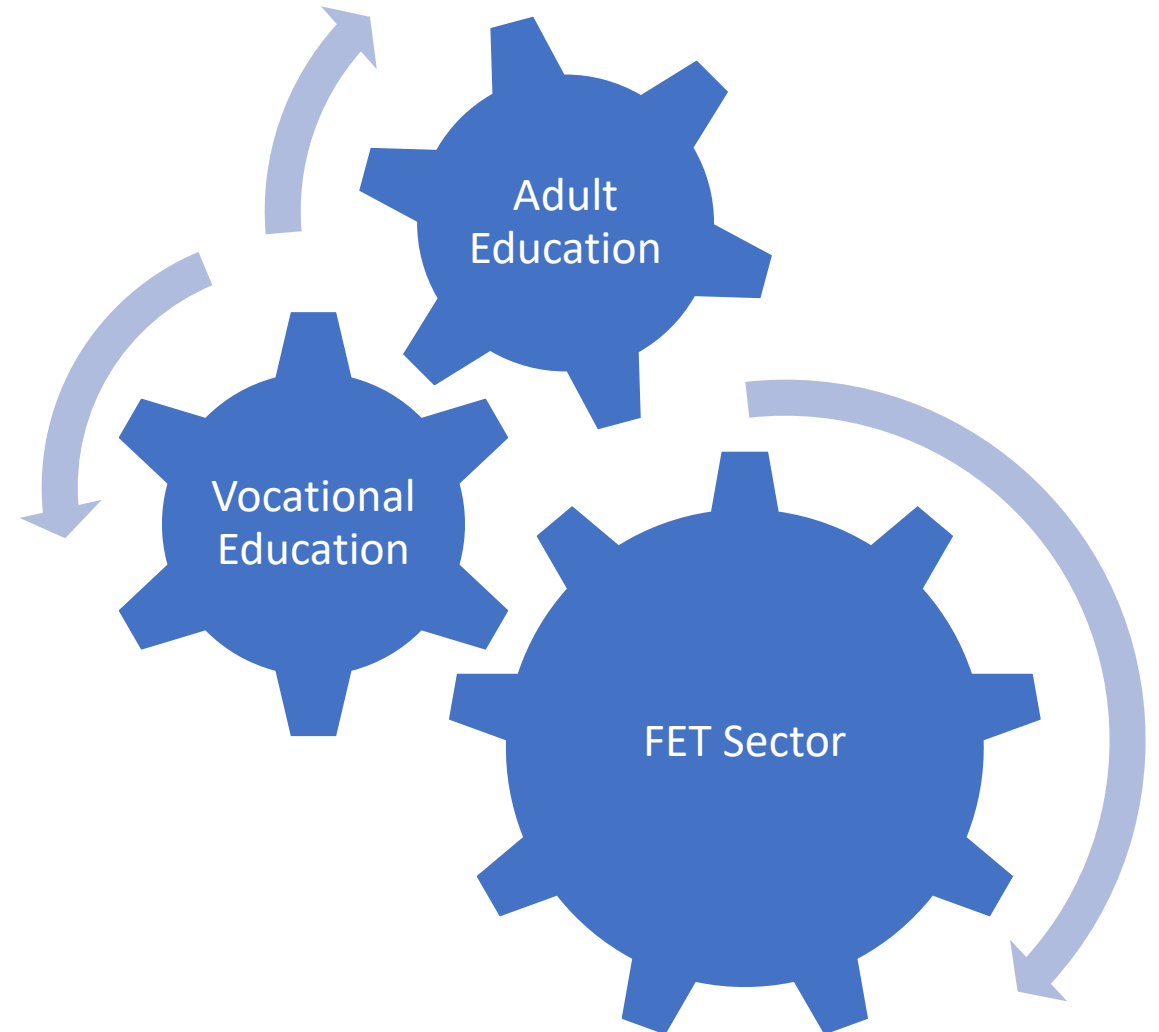
STER Journal, Vol 2, 2019.

Siobhan Griffin-Sentry (M.Ed)



Structural Context

- Adult education has evolved in line with globalization, advances in technology and with political and economic movements
- FET Sector discourse contains a heavy focus on labour market activation & knowledge economy



Theoretical Context

- Goller et al; (2020) found that social support was a relevant and significant predictor of external and shared regulation within the work placement
- Lave and Wenger (1991) Without the development of work- related social skills & identity how can one move from the periphery of the field to being a player in the field? (Bourdieu 1977).
- Guile & Griffiths (2001) implore the development of polycontextual skills and student identity
- Success of WBL depends on harmony between the student, the teacher and the employer – a theory termed the triadic learning endeavor. Dalrymple et al (2014)

Meaningful learning occurs through modelling

'From being at reception in the centre I saw the way he handled things and from that then I was able to learn' (Business Studies Participant 3)

'watching what they do and if there is something I can do I just do it. I watch I pay attention to the way they do things cause when you're at home its different' (ECCE Participant 1)

Student / Teacher / Employer relationships matter

'you get great support and then your instructor is out having meetings with the management and yourself and you know whats going on all the time how they feel, how you feel if there are any changes so ... there is definitely great support in doing the work placement' (ECCE Participant 3)

Findings

- Interdisciplinary approaches to WBL need to be further developed, implemented uniformly and in line with governmental insistence on employability as a core driver of educational agenda
- Student – Teacher – Employer links are of significance to the underpinning pedagogy of WBL
- The development of a WBL mentorship method warrants further enquiry



References

- Dalrymple, R., Kemp, C. and Smith, P., 2014. Characterising work-based learning as a triadic learning endeavour. *Journal of Further and Higher Education*, 38(1), pp.75-89.
- David Guile & Toni Griffiths (2001) Learning Through Work Experience, *Journal of Education and Work*, 14:1, 113-131, DOI: [10.1080/13639080020028738](https://doi.org/10.1080/13639080020028738)
- Goller, M, Harteis, C, Gijbels, D, Donche, V. Engineering students' learning during internships: Exploring the explanatory power of the job demands-control-support model. *J Eng Educ*. 2020; 109: 307– 324. <https://doi.org/10.1002/jee.20308>
- Lave, S.L. and Wenger, E., 1991. Legitimate peripheral participation. *Learners, Learning and Assessment*, edited by P. Murphy,—. London: Chapman.