

# Collaborative learning, researching and working: Defining and positioning professional workplaces



# Content presentation

1. Cross-sectoral collaboration between higher education and practice
2. Introduction into Fontys UAS professional workplaces
3. Aim, question and method
4. Results
5. Conclusion

Complex societal problems require cross-sectoral collaboration between higher education and practice

**Wicked challenges**



# Introduction into professional workplaces (PW)

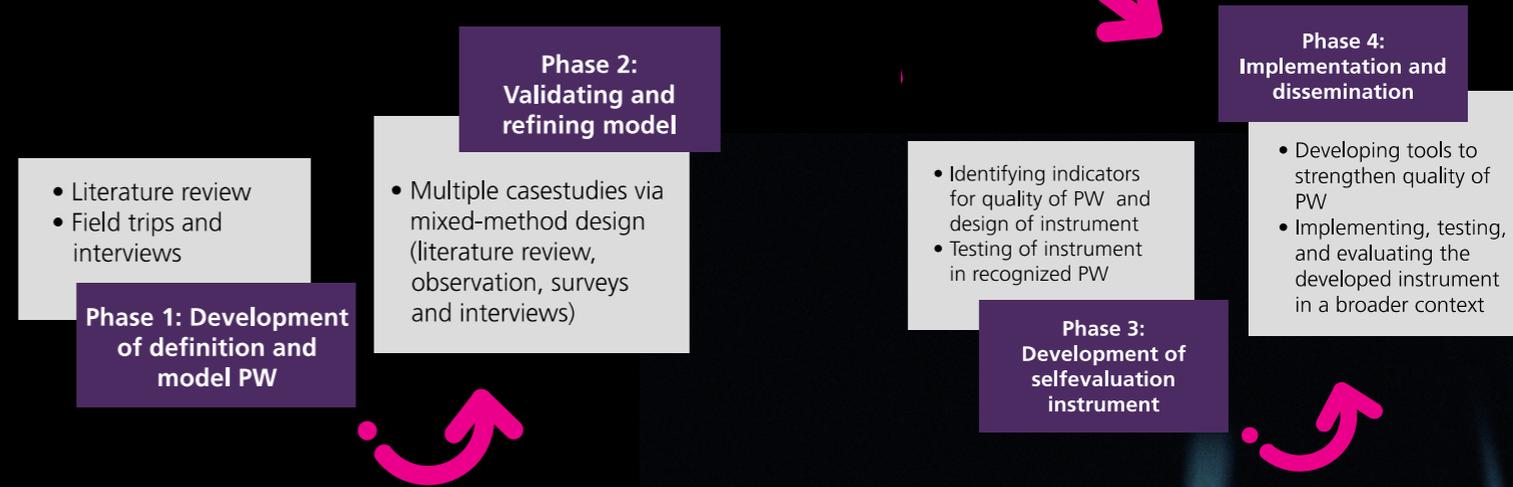
PW Case: care innovation units



# Introduction into professional workplaces

## WIN-project

### PHASES WIN-PROJECT



Aim: Conceptualising PW and creating instruments for developing PW

Method: English and Dutch literature study, semi-structured interviews with key-stakeholders in PW, four case-studies

Result: definition and characteristics, WIN-model

# Introduction into professional workplaces

## Definition

Professional workplaces are **long-term collaborations** between, at a minimum, a higher education institution and a public organisation **that are physically situated in the professional field.** Professionals, students, lecturers, clients and other stakeholders **learn, investigate and collaborate** in these authentic environments in such a way that there is **continuous development** for those involved, for the environment and for the provision of services. Working together with a focus on **learning and investigation** facilitates an **alignment of the interests** of those involved and the representation of these interests in **shared objectives.**

# Introduction into professional workplaces

## Characteristics

Long-term collaborations across sectors

Jointly-owned partnerships, which are situated in the professional field

Authentic learning and working environments organised around the provision of services by a professional organisation and making an impact on the client

Open environments with, at a minimum, the (long-term) participation of students, professionals, lecturers and clients

Including a comparatively high number of students, acting as catalysts of change in professional practice

Including activities and objects that help transcend boundaries in the triad of education, research and professional practice

Ongoing improvement of professional practice, in which those involved continuously align and assess shared objectives

Including roles that have been consciously created such as role models and boundary crossers

Facilitate a development-oriented culture and a continuous and powerful learning process for students, professionals and other parties involved

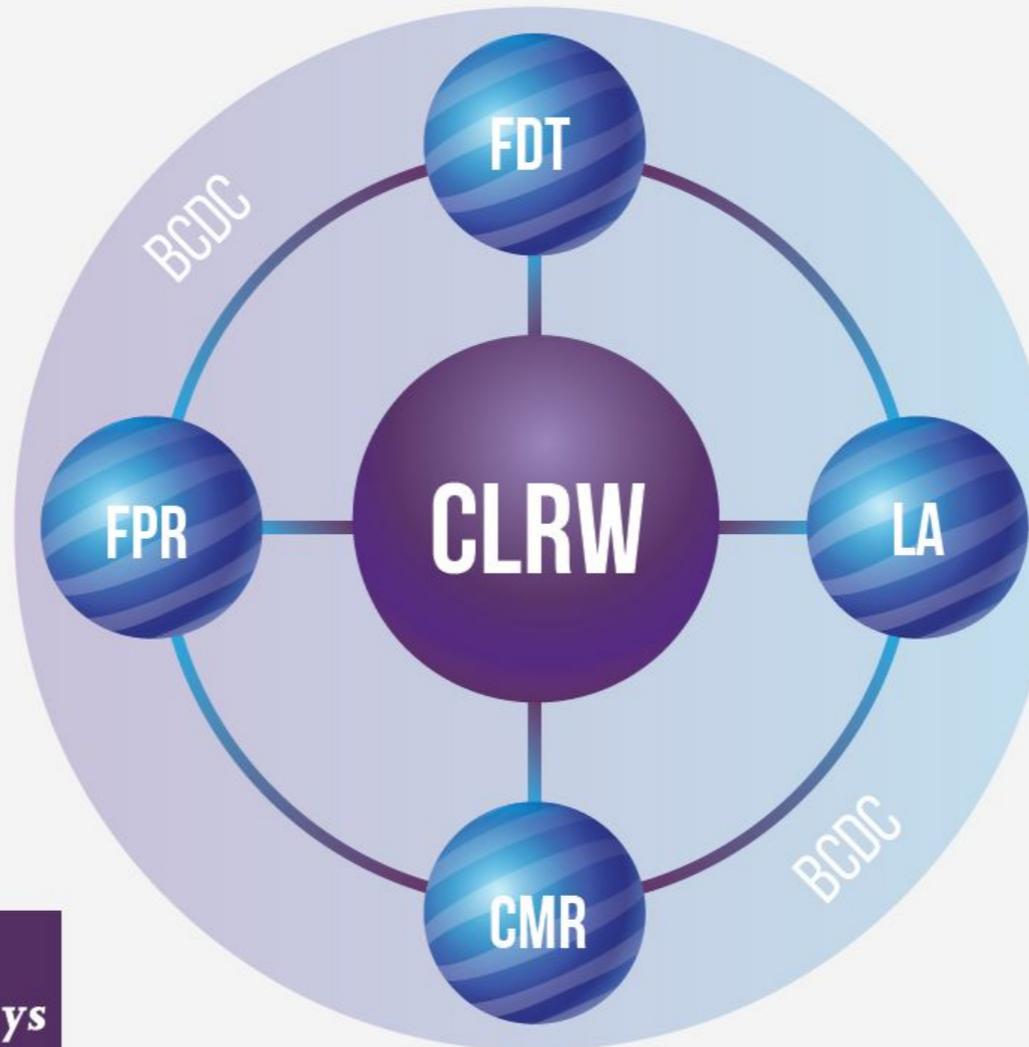
# Introduction into professional workplaces

COLLABORATIVE LEARNING, RESEARCHING AND WORKING IN PROFESSIONAL WORKPLACES

## CLRW in PW-model

EAPRIL session E12:  
Learning, working & researching in  
cross-sector collaborations: which  
factors are essential?

Thursday 28th november  
8.00 – 9.30  
Krause (Dorpat)



### LEGEND

- CLRW  
Collaborative learning,  
researching and working
- LA  
Leadership and autonomy
- FDT  
Focussing and (re)designing  
together
- FPR  
Freeing up people and  
resources
- CMR  
Creating and maintaining  
relationships
- BCDC  
Boundary crossing and  
development-oriented culture

# Question

How does the concept of professional workplaces relate to other concepts concerning cross-sectoral collaboration between higher vocational education and professional practice?

# Aim, question and method

**Aim:** To construct an overview or “landscape” of concepts which integrate the dimensions of educational programme, research and professional practice

**Question:** Which available concepts shape the integration between the three dimensions in which way and what are their relationships?

## Method:

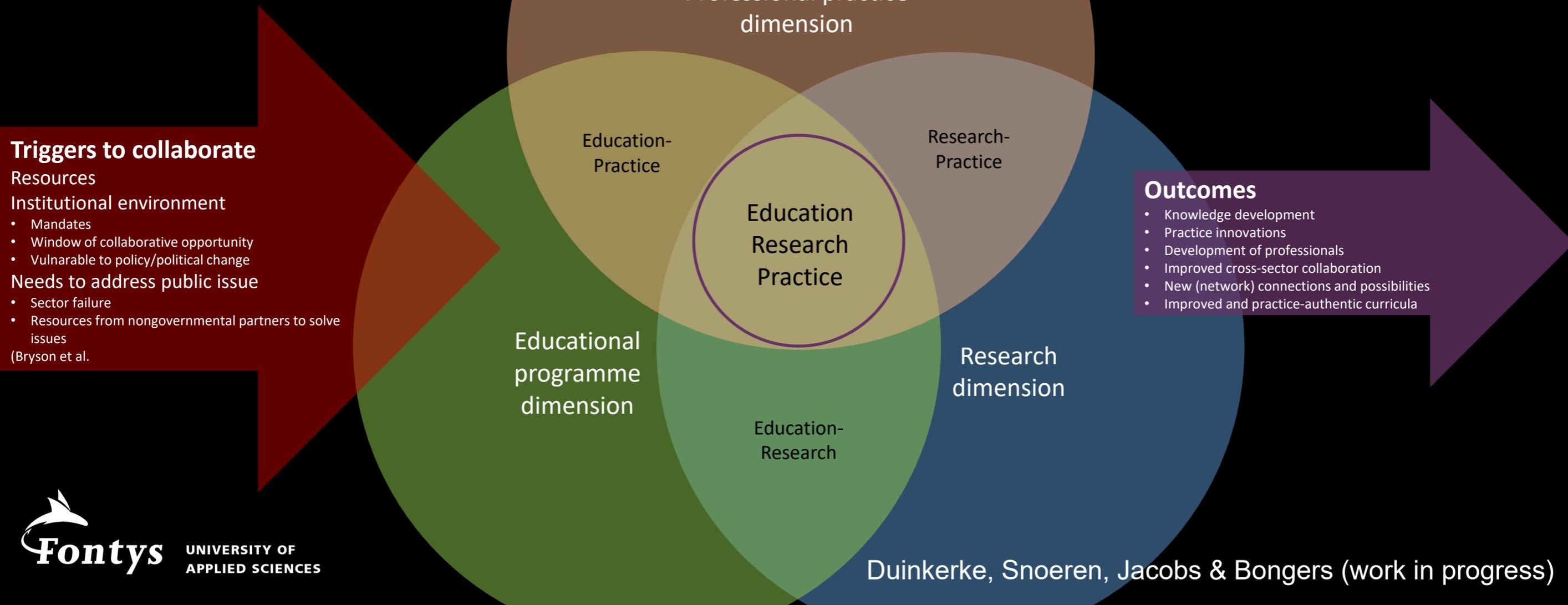
- A dataset of a systematic review into cross-sectoral collaboration between higher education and public service organizations was used.
- In total 1835 titles of peer-reviewed articles were coded and categorized into concepts which integrate two or three of the dimensions.
- These results were supplemented by experts from the WIN research group, with backgrounds in higher education, research and professional practice.



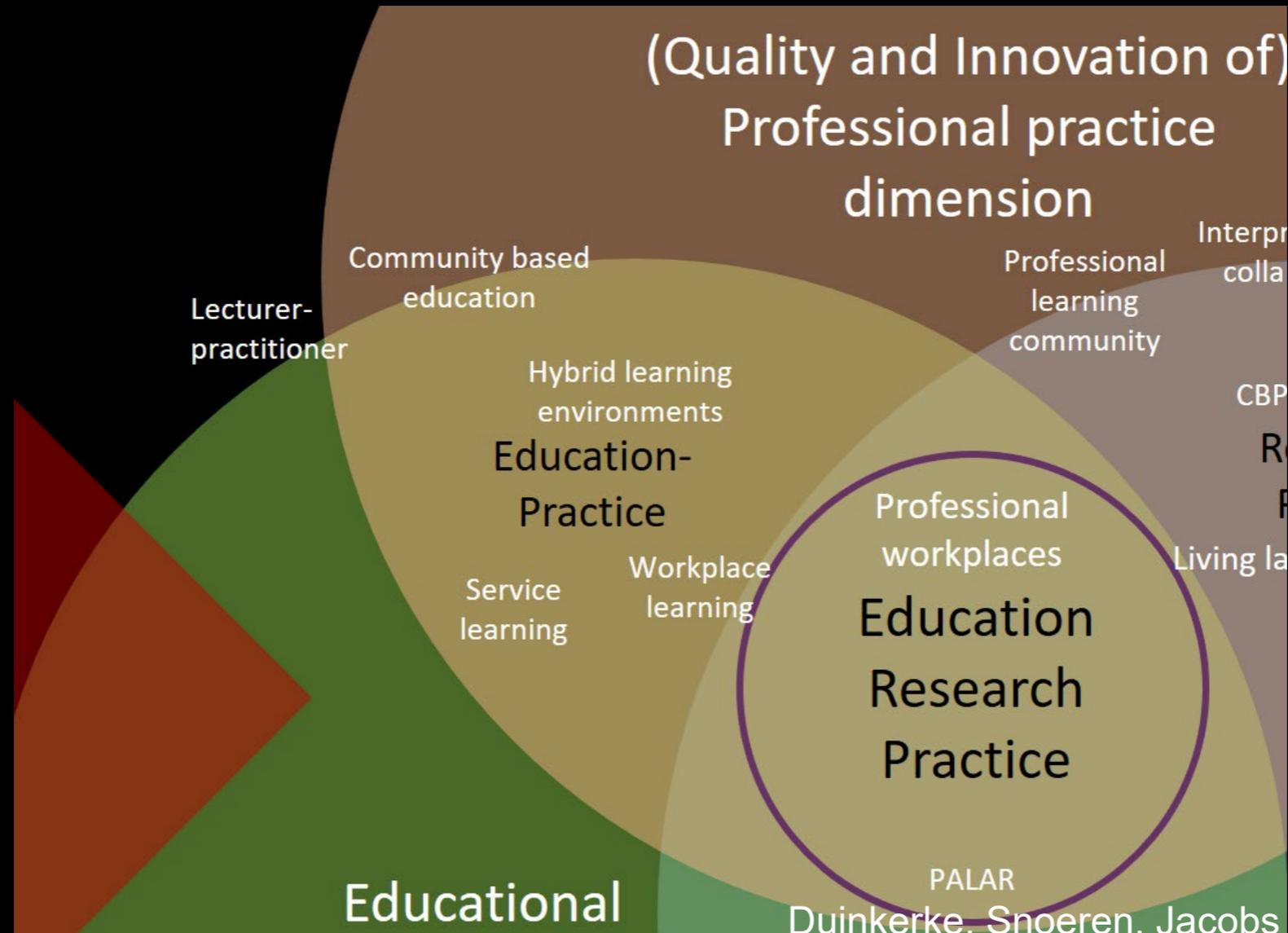
# Results – Categorizing concepts

Categorizing concepts: structure and process	
Structure-based concepts (environmental, infrastructural or place-based)	Process-based concepts
Community based education	Service learning
Living lab	Workplace learning (or work-integrated- or work-based-)
Centre of expertise	Professional learning community
Academic workplace	Community of practice
	Interprofessional collaboration
	Action research (incl. PAR, SAR and PALAR)
Community based participatory research	
Hybrid learning configurations/environments	
Professional workplaces	

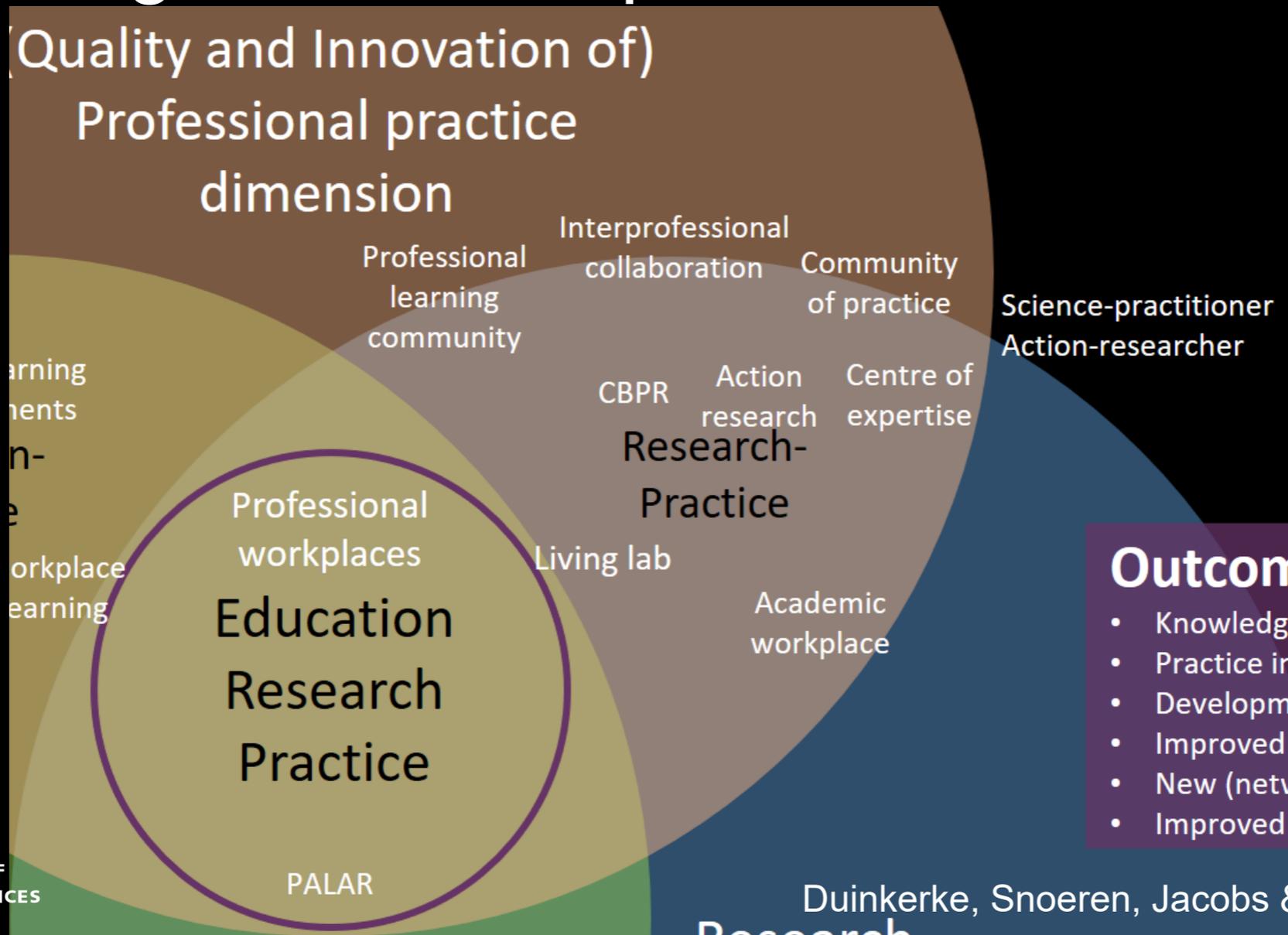
# Results - Graphical model plotting education-research-practice integrative concepts



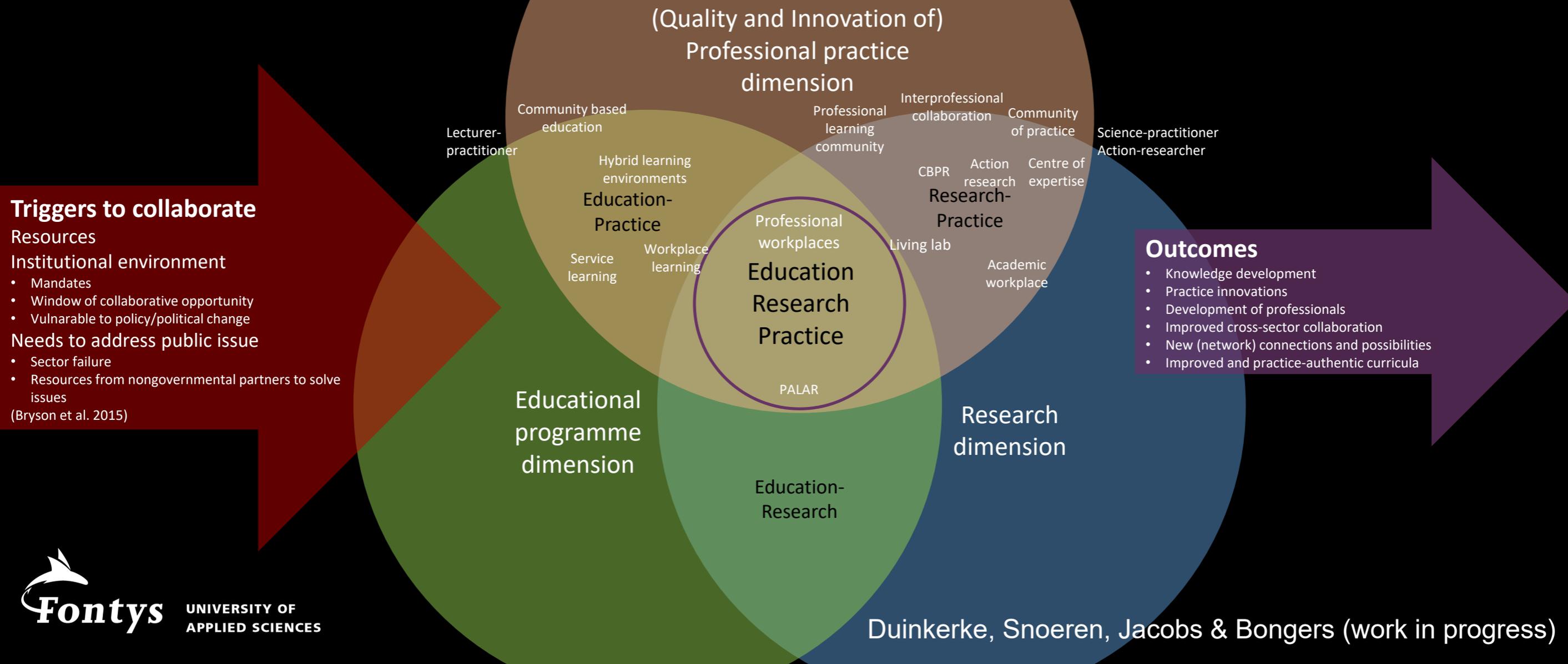
# Results - Graphical model plotting education-research-practice integrative concepts



# Results - Graphical model plotting education-research-practice integrative concepts



# Results - Graphical model plotting education-research-practice integrative concepts



# Conclusions

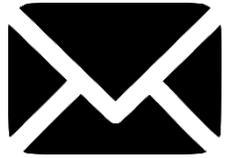
Most integrative concepts are either more structure-based or more process-based, only few concepts combine these.

Most concepts integrate two dimensions, professional workplace integrates all three dimensions.

PW is strong as an integrative structure concept, but moderate as an process-based concept.



# Feedback? More information?



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<https://fontys.nl/win/>



<https://www.linkedin.com/groups/13603065/>

Thank you!

