

Glossary of Terms related to work-integrated learning

Active learning ¹	“An umbrella term that refers to several models of instruction that focus the responsibility of learning on learners ² ”. Originated from discovery learning.
Cooperative education ³	<ol style="list-style-type: none"> 1. “A form of education in which the educational institution and the occupational field co-operate in order to provide a joint educational programme with alternate attendance in both school and work”.⁴ 2. “Cooperative education is a strategy where students undergo in-service training and gain work experience as integral part of their curriculum. The experience complements and supplements the academic learning to produce employment ready graduates. The experience must be well planned and supervised.”⁵
Employer ⁶	See host organisation.
Experiential education ⁷ 8	“Experiential education is a process through which a learner constructs knowledge, skill, and value from direct experiences”. ⁹
Experiential learning ¹⁰ 11 12 13	Is defined as “any process or engagement that accords a learner an opportunity to learn about a certain phenomena” ¹⁴ . Significant learning in its emphasis on personal involvement and personal acquisition of knowledge and skills through relevant experiences ¹⁵
Experiential Learning Grant (ELG)	Caters for learners who need in-service training as a requirement for the successful completion of a registered qualification ¹⁶ .
Experiential learning programme ¹⁷	“The Experiential Learning Program is a planned progressive educational program that provides for the integration of a student's academic studies and relative work experience in a professional environment. The program is a three-way partnership between the employer, the student, and the University.” ¹⁸
Experiential training ^{19 20}	The in-occupational field experiences described as a process of placing students in the workplace for hands-on experience. A workplace activity linked to the formal academic program for purposes of experiential performance and to allow the student first-hand experience. The process must allow for abstract conceptualization, experimentation, real and concrete experience and reflective observation. Is typically done in terms of a log book with supervision by a workplace mentor. Students apply their knowledge gained and by doing and experiencing the daily routines. ²¹
Host organisation	An organisation that receives and provides services, resources, etc. in aid of a student’s learning: welcome, orientate, dwell and sent forth ²² .
Field based training	A model of distance education for teaching the conceptual material and enabling students located throughout the country to be trained largely in their home-based contexts, with the focus on professional development work. This comprises fieldwork practice and supervision in home locations. ²³
In-service training	<ol style="list-style-type: none"> 1. Denoting the learning students derive through experience within a workplace, as part of their studies towards a qualification. 2. Programmes of employee development that are delivered within an organisation by external training providers; it is tailored to a company's specific needs—as opposed to public training, which have a set syllabus and are open to employees of any organization.²⁴
Learnership	The official terminology for a training course, leading to a qualification, that comprise a mixture of theory and practice, under the auspices of a

	Sectoral Education and Training Authority (SETA), and it is either conducted in-house by employers or at some approved site.
P1 & P2 ^{25 26 27} learning	Generally used in the engineering field to indicate the first period (P1) and the second period (P2) of work-integrated learning
Placement ²⁸	<ol style="list-style-type: none"> 1. The site where a student undergoes experience²⁹ 2. The process of facilitating the application and interview process as may be required by host organisations after short-listing³⁰.
Portfolio of learning ³¹	It is a concrete manifestation that serves to record or assemble ³² a student's learning as results of the experiences and projects ³³ of the student during work-integrated learning period. "While largely a written document, the portfolio may include slides, photos, paintings, sketches, tapes, videos, and any other alternative documentation that demonstrate learning acquisition and experience. Interviews, poetry, accounts of failures as well as successes, fiction, and other imaginative and creative elements are encouraged." ³⁴
Practical	Learning "acquired through practice or action, rather than theory" ³⁵ , but usually in a laboratory rather than in a work place.
Problem Based Learning (PBL)	"A term used within higher education for a range of pedagogic approaches that encourage students to learn through the structured exploration of a research or practice-based problem" ³⁶ .
Reflection	It "is the key to extracting the most out of constructivist and experiential learning methods. Students are encouraged at all points in the program [during their WiL] to keep an academic portfolio [or journal], for the purposes of recording all activities participated in and reflection there upon" ³⁷ .
Service-Learning	Is a form of community-based experiential learning; curriculum-based, credit-bearing and carefully structured educational experience ³⁸ . An experiential education approach that is premised on "reciprocal learning" ³⁹ .
Site Visits	Allow the students to experience firsthand the environment they will be working in ⁴⁰ .
Workplace learning ⁴¹	"Many higher education programmes consider workplace learning to be a valid learning experience for students. Most professional training programmes include a practicum, which can vary from a few weeks to a few years of practical experience at a site of professional practice. This model can be strongly or weakly integrated into the formal learning programme, depending on how it is supported, supervised, and assessed. In such programmes, the workplace is present, both as a learning resource and as a benchmark of practice." ⁴²
Work preparedness ⁴³	Orientation of students to prepare them for the world of work, job-seeking skills (such as CV writing, application procedures, interview conduct) and presentation skills, and other life skills such as time management, team building and communication skills.

¹ <http://www.ukzn.ac.za/medicine/education/learning-experiential.htm>

² http://en.wikipedia.org/wiki/Active_learning

³ <http://www.cut.ac.za/web/academics/coopedu>

⁴ Jarvis, P. & Wilson, A.L. (1999). *International Dictionary of Adult and Continuing Education*. s.v. "co-operative education". 2nd revised edition. London: Kogan Page.

⁵ http://psychsoma.co.za/learning_in_vivo/2008/08/a-cooperative-e.html

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- ⁶ http://info.cput.ac.za/prospectus_3/qual_new.php?q=99&f=1— “Although the University undertakes to assist students in obtaining suitable experiential learning placement, the onus is on the student to find an "employer". The employer must be accredited by the University for purposes of experiential learning. An experiential learning agreement creates a separate contract between the employer and the student.”
- ⁷ <http://www.che.ac.za/search/index.oct?query=experiential&search=1>
- ⁸ <http://www.ukzn.ac.za/medicine/education/education-experiential.htm>
- ⁹ <http://www.ericdigests.org/2003-2/outdoor.html>
- ¹⁰ http://info.cput.ac.za/prospectus_3/qual_new.php?q=99&f=1
- ¹¹ <http://www.che.ac.za/search/index.oct?query=experiential&search=1>
- ¹² <http://eprints.ru.ac.za/212/>—“ Using experiential learning to facilitate pharmacy students’ understanding of patients’ medication practice in chronic illness”
- ¹³ <http://propertydev.ukzn.ac.za/LearningMethods391.aspx>—“The method of experiential learning concerns the active participation of students in their learning. Critical, analytical skills are therefore developed as students reflect upon their activities and try to attain valuable insight from going through the activity. The insight gained can then be applied to the student's daily life. Experiential Learning provides a different and all together more engaging method of handling academic content. Through the combination of action and reflection, Experiential Learning empowers students to take responsibility for their own learning.”
- ¹⁴ <http://www.nmmu.ac.za/default.asp?id=8564&bhcp=1>
- ¹⁵ <http://www.ukzn.ac.za/medicine/education/learning-experiential.htm>
- ¹⁶ www.theta.org.za/downloads/news/guidelines_criteria.doc
- ¹⁷ <http://www.nmmu.ac.za/default.asp?id=8564&bhcp=1>—“ The experiential learning programme for the National Diploma in Civil Engineering at Nelson Mandela Metropolitan University (NMMU) serves to provide students with the opportunity of industry exposure in diverse fields such as: administration; drawing; surveying; design; contracts; construction; material testing among others”.
- ¹⁸ <http://www.nova.edu/career/elp/>
- ¹⁹ <http://www.saiee.org.za/content.php?pageID=57#>—“SETA to provide learnerships or experiential training for P1/P2 technician”
- ²⁰ <http://www.civils.org.za/Portals/0/pdf/masakheni/masakheni-brochure.pdf>
- ²¹ http://www.apjce.org/volume_8/apjce_8_2_93_107.pdf
- ²² http://psychsoma.co.za/learning_in_vivo/2009/10/welcoming-restoring-dwelling-and-parting.html—Larson, MH. 2009. Welcoming and restoring, dwelling and sending: creating a space of hospitality in faculty education. *Journal of Faculty Development*, 23(1), 48-53. & Oden, AG (Ed.). 2001. *And you welcome me: a sourcebook on hospitality in early Christianity*. Nashville, TN: Abingdon.
- ²³ <http://www.springerlink.com/content/j7212h581637v0n0/>
- ²⁴ <http://dictionary.bnet.com/definition/in-service+training.html>
- ²⁵ http://www.saqqa.org.za/docs/events/q_africa07/presentations/hanrahan_h1.pdf
- ²⁶ http://www.nqf.org.za/download_files/nqf-support/2%20Position%20Paper_Implementing%20Engineering%20Qualifications_HEQF.pdf—“The National Diploma in engineering fields [at residential UoTs] consists of four semesters of on-campus study, denoted S1 to S4 and two units of work integrated learning, identified as P1 and P2”.
- ²⁷ <http://www.civils.org.za/Portals/0/pdf/masakheni/masakheni-brochure.pdf>
- ²⁸ http://info.cput.ac.za/prospectus_3/qual_new.php?q=99&f=1
- ²⁹ Sweitzer, H.F. & King, M.A. 2004. *The successful internship—transformation and empowerment in experiential learning*, 2nd edition. Belmont, CA: Brooks/Cole—Thompson Learning
- ³⁰ http://www.saqqa.org.za/docs/events/q_africa03/forbes-qamodel.pdf
- ³¹ <http://www.ukzn.ac.za/medicine/education/learning-experiential.htm>—“The clinical portfolio of learning is central to our third, fourth and fifth year courses in medicine as it is designed to promote this third path, that of true experiential and active learning”.
- ³² <http://www.safpj.co.za/index.php/safpj/article/view/141/141>
- ³³ <http://www.answers.com/topic/experiential-education>
- ³⁴ http://www.fwpchina.com/index.php/china/view/portfolio_of_learning/
- ³⁵ <http://www.thefreedictionary.com/practical>
- ³⁶ <http://satnonline.net/papers/Position%20Paper%20on%20WIL.pdf>
- ³⁷ <http://propertydev.ukzn.ac.za/LearningMethods391.aspx>
- ³⁸ <http://admin.sun.ac.za/gi/service%20learning/what%20is.htm>

³⁹ http://kea.uovs.ac.za/faculties/documents/14/Service-Learning_Resources/Articles/-Furco_1996_A_Balanced_Approach.pdf

⁴⁰ <http://propertydev.ukzn.ac.za/LearningMethods391.aspx>

⁴¹ <http://www.civils.org.za/Portals/0/pdf/masakheni/masakheni-brochure.pdf>

⁴² <http://satnonline.net/papers/Position%20Paper%20on%20WIL.pdf>

⁴³ http://www.saqa.org.za/docs/events/q_africa03/forbes-qamodel.pdf