Orchestrating of Learning in Higher Education Through Internships

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Abstract

Education programs with internship components have been around for hundreds of years and are expected to provide knowledge and skills that students need for their future profession and future requirements in a changing environment and market, to move from being peripheral to being a master. The expectation that an internship can bridge different forms of knowledge systems, and thus, contribute to synthesizing knowledge, can easily be taken for granted. However, we need more knowledge about how the relationship between different forms of work and knowledge domains can be understood. The aim of the study is to develop knowledge about the relationship between various models of work and knowledge domains. We examined the organization and implementation of internships in two programs at a university in Sweden, which have internships and state that they see workplace setting as a point of departure to reflect and synthesize knowledge in science and theory. The data consists of policy documents, curricula, and student assessment work and written reflections on internships. The results show the programs have somewhat different conceptions of scientific knowledge, practice, knowledge, and the relationship between. Documents from one program are based on theoretical perspectives, but those from the other program have a practical perspective. In some texts, an internship is viewed as a means of developing professional skills and in others, as a means of theoretically analyzing practice. These differences have implications for pedagogical design, and how students understand and make meaning and what knowledge is developed. We conclude that ambiguity and the formulation of different perspectives may confuse students. To further develop internships pedagogically, increased clarity and transparency are needed at ontological and epistemological starting points and perspectives.

Keywords

Internship, Higher Education, Reflection, Learning

1. Introduction

Vocational training has existed for hundreds of years in the form of internships outside academia and universities (Custers & ten Cate, 2018). Organizing work-integrated learning (WIL) for students, for example, via internships, is supposed to be an effective way to enhance and provide students with the knowledge and skills that they will need in practicing their profession. In addition, employers expect graduated students to possess the skills required to meet the

future requirements of an ever-changing environment and market (Frew & Smith, 2019). Internships can also function as a period and arena for students to acclimate to workplace settings and explore different career paths via their own experience or with the guidance of professionals and mentors.

WIL requires educational instructors in higher education (HE) to adapt to developments in the professional sphere as well as to the challenges and requirements that students will face in their future professional work (Ripamonti, Galuppo, Bruno, Ivaldi, & Scaratti, 2018; Winman & Westerlind, 2019). Meeting these educational needs presupposes clear and systematic integration of scientific theory and experience-based knowledge, the latter most certainly connected to present, and if possible, future societal requirements. Based on this, it is reasonable to ask the question, in what way internships meet the needs and challenges that exist in training for a profession. However, various types of knowledge acquired through practical experience cannot always be articulated or put into a theoretical context (Kuhn, 1970).

Since the early 1970s, an increasing number of international studies in WIL have focused on issues related to how students (can) develop knowledge and skills (Silva, et al. 2018). This involves issues of how professional, institutional, historical, and cultural boundaries are challenged and changed in HE, and the interplay with understandings of what constitutes professional knowledge and skilled behavior for students. But why is learning professional knowledge through internships important for HE? One explanation is provided by Säljö (2000, p. 151): "Learning is about becoming involved in knowledge and skills and to be able to use them productively in the context of social practices and activity systems (my translation)." As Säljö points out, there is a relation between experiences generated from involvement and participation in internships, the development of knowledge, and the capability to use such knowledge in a certain situation, within a certain activity. For the present study, this means that the social and cultural contexts in which internships are organized and provided for students are important to consider. Such an approach provides insights into institutional and organizational factors that control or influence students' development in their internships.

How the integration of theoretical knowledge and experience-based knowledge, provided by an internship, takes place might vary depending on the ontological and epistemological discourses that frame a program. If, and how, this is expressed and comes to life in assignments is important. Therefore, we need to learn more about how the relationship between different working methods and spheres of knowledge can be understood, and how the educational goals of the courses compare to the outlined expectations and conditions.

The aim of the study is to develop knowledge about the relationship between various models of work and knowledge domains. We examined two programs in HE that have internships: social work and human resources. Both programs have explicit overall goals of developing practical knowledge that is rooted in theory and empirical knowledge. One way of attaining these goals is to organize and carry out the courses in a way that allows for the development of practical knowledge through theoretical-based discussion and analysis. This can be found in the educational plans and syllabuses, but also in how mentoring and workplace-based educational components complement traditional forms of education, such as lectures and seminars.

We are interested in studying the purpose of workplace settings and how the relationship between various models of work and knowledge domains can be understood. Specifically, we want to know how learning goals in workplace settings are treated in student examinations and assignments. The results may contribute knowledge about learning in the workplace as a philosophy and as pedagogical design in academic education.

2. Background

It is important for HE to offer learning methods that develop students' ability to handle information, solve problems, and be flexible and creative (Vermunt & Donche, 2017). These abilities are best developed by identifying, discussing,

analyzing on one's own learning (Lane et al., 2019).

Ducasse and Hill (2019), similar to Dewey (1933/1996), state that theory, practice, reflection, and action are connected, and that knowledge has to be useful. From such a perspective, it becomes important in an educational context to be able to tie knowledge to the lived world for the individual, and not reduce knowledge to something that exists only within the framework of education. For education to incorporate a developmental perspective, therefore, one should first learn by doing, to then build on that knowledge and learn to articulate it.

At the same time, this notion puts pressure on HE to organize internships as an answer to these requirements. Internships, then, can be seen as an opportunity for students to link theory, perspectives, and ideas to practice, which opens up the possibility for synthetization of knowledge. At the same time, internships might provide an opportunity for students to adopt an empirical perspective on the practice they will become part of, not least through their ability to link theoretical concepts to new situations (outside literature and the classroom environment).

The development of knowledge in connection to internships has been studied from several perspectives (Chu, 2020). One scholar who conducted early studies on how learning within and between spheres of activity such as school and working life can be understood is Kolb (1999). His studies are still very relevant, and from his results, he developed a theory regarding the process through which experiences and processes contribute to learning. From his perspective, reflection as a process and activities as experiences are central aspects of learning, which, he argues, must be pointed out and structurally supported in the context of education. Other scholars and researchers in the area of internship have focused on what qualifications in internships can be regarded as key components. The most important components were, according to Crumb et al. (2018), the following:

- the internship epistemological orientation;
- assessment and diagnosis that expose skills;
- literature that provides understanding of the relationship between theory, activities, and experiences in practice;
- assess and reflect on learning outcomes from practice in relation to efficacy;
- enabling a professional identity in the workplace;
- balancing expectations of internship with the needs of the workplace;
- supervision at the internship.

These components are similar to findings by Griffin, Lorentz, and Mitchell (2010) who studied internships in the United Kingdom. In the findings in their study, they argue that a prerequisite for a successful internship is to structure it in such a way that students are truly given the opportunity to reflect on their theoretical knowledge when they get workplace experiences. That idea is similar to that of Auerbach and Wolinsky-Nahmias (2020) who argue that many educational coordinators take for granted that students' learning trajectory during internships will take place in a certain way and reach a certain level simply by assigning a supervisor during the internship, and the fact that this is specified in the course objectives. In contrast, they argue that the internship should be considered an activity of learning where different types of learning activities can occur, and that the structures within the internship can, through clarity and consciousness, support some learning trajectories to a variable extent.

It is important to separate the development of vocational knowledge from the development of theoretical understanding (Auerbach & Wolinsky-Nahmias, 2020). That idea is similar to that of Yang (2009) who studied learning in HE and argues that reflection on workplace experiences is a presumption for learning during internship. Yang also argues that under the right conditions an internship can be considered a Community of Practice (COP) where vocational knowledge and abstract conceptual understandings can be developed. However, that means it is vital for supervisors and

instructors to focus during the internship and the learning processes on the ontological and epistemological aspects, to promote the "right" focus of knowledge and interest during the students' learning trajectories.

A common argument in HE in favor of internships is that they develop students' ability to identify and utilize relevant discourses in various forms of communicative practice (Narayanan, 2019). At the same time, this means that the students participate in several social practices where learning takes place in and between different communities of practice. By alternating between different models of work, the students are meant to grasp and gain a deeper understanding of their own development and learning. This can be seen as a condition for and immersion in the educational methodology of learning from a perspective of participation and engagement where the students' own abilities, resources, and knowledge are challenged and supported within the internship. Thus, the different activities and models of work require and strengthen the students' reflection on their own development, learning, and abilities, alone and in groups.

From such a perspective, learning can be seen as situated in social environments, and by using previous experience, knowledge, and cultural bridges, the student is supposed to have the ability to perform aggregated analyses within and between theory and practice to develop an understanding of the situation. This is a foundational viewpoint within HE that means internships are an educational activity that invites and incorporates communication, thoughts, and actions situated within numerous contexts where learning takes place and can be understood. This type of situated learning is very similar to what Kolb (1999) calls experience-based learning, in which he defines learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience."

Dewey (1933/1996) defines reflection as not immediately acting on the first solution that comes to mind in a given situation, but to think critically about other potential solutions first. In particular, difficult situations increase the possibility for reflection. That is similar to Schön (1983) who describes how students sometimes find it hard to integrate theoretical knowledge into practice. Schön introduces "Reflection in action" as a concept that increases the opportunities to integrate theory and practice. The other concept of reflection that Schön introduces is "reflection on action", which means that the reflection takes place after a given situation and the following action or solution. In many situations, simultaneously working and reflecting is difficult, but allocating time and getting the opportunity for reflection promote learning during an internship. By reflecting, a student can question the predetermined framework that surrounds a situation or action, and by gaining awareness of these subconscious frameworks, the student can analyze them (Zoellner, Chant, & Lee, 2017).

To put reflection in light of internships, Van Manen (1991) describes reflection in four overlapping levels. The first level of reflection is in daily practice where activities happen routinely and partially, are not reflected upon. A degree of reflection takes place, but specific actions within activities are not questioned. The second level of reflection is to ask questions about how one can develop, and in some cases, change, the routine actions in a given situation. For both levels of reflection, one is primarily searching for answers in routine actions. The third level of reflection requires that the reflection on experiences and actions is systematic. Such reflection presumes critical and theoretical viewpoint where theories and activities are correlated, which increases the level of understanding of different phenomena in the activity. The fourth level is a deeper level of reflection that reflects on the reflection that takes place in activities in relation to theory. In this way, meaning can be understood based on the knowledge used and through questioning one's own presumptions. According to Zoellner, Chant, and Lee (2017) reflection can be considered as a cognitive process, but one can also study how HE sees internships, and organizes various activities and develops assignments and learning goals that aim to achieve a certain form of reflection.

3. Data collection

The university where this study took place has used internship as a mode of training as a compulsory component of the curriculum to prepare students for future careers for 25 years, and as a response to the increasing competition among graduates for jobs. The study was based on steering documents such as course agendas and course descriptions regarding internship at a human resource program and a social work program at the university. Additionally, 26 randomly chosen assignments that students handed in during their internships, 13 in a human resources program and 13 in a social work program. The internship in the human resource program lasted for 10 weeks, and the internship in the social work program lasted for 15 weeks. The internship took place during the fourth semester for the social work program, and during the fifth semester for the human resources program.

First, all steering documents were read to gain a broad understanding. In the steering documents, the overall descriptions of the purpose of the internship, followed by descriptions of the central content and learning objectives of the internship, were read repeatedly to get an overview. Thereafter, all steering documents were analyzed to gain an understanding of how knowledge and learning can be interpreted, and the epistemological approaches on which the internships are based.

Then, a deeper analyze of the steering documents for both programs and their internships took place to get an overview of the similarities and differences. In the next step, a parallel reading of all the documents was done where the focus was on one paragraph at a time, and then the same paragraph was compared in the other documents. In this way, an understanding of the documents was found at the textual level: what words were used, which pieces were given extra space, etc. With the comparison and parallel reading, it became easier to see the structure, formulations, and word choices.

All assignments were first read separately by the authors, after which similarities and differences between the analyses were discussed. The following was the focus in this first step of the analysis:

- Synthetization of knowledge from two fields of activity (school and workplace);
- Reflection on experiences;
- Direction and perspective, that is, theory meets practice, individual vocational development and the development of knowledge (broader than vocational development).

The next phase consisted of coding passages of text in which the content was expressing various types of reflection. This analysis was also carried out first by the authors separately and then with each other. This step focused on the following different degrees of reflection:

- Description of situations and activities;
- Description of situations and activities in relation to theory/literature;
- Reflection on the relationships between situations/activities and theory/literature;
- Critical thinking about one's own learning.

4. Results

The results show the conceptions present among educational coordinators regarding empirical knowledge, practical knowledge, and the relationship between the two.

4.1. Starting points and goals

In both education programs, the students are supposed to interact and engage in different work activities. However, the students are also expected to help each other, exchange information, and build relationships that enable them to

learn from each other. Two times during the internships, both programs organize seminars where the students meet at the university. The seminars are arenas for individual and shared reflection. The students can develop a shared repertoire of resources, which can include stories, helpful tools, experiences, ways of handling typical problems, etc.

Thus, the students can develop their own practice through a shared variety of methods, such as solving problems, requesting information, discussing developments, mapping knowledge, and identifying gaps, among others. Learning in those seminars presumes social participation; that is, the students actively participate and construct their identity through the community.

The assumptions about learning presented in the programs show that internship is seen as a complementary educational form that supports students' development and integration of knowledge and skills. Specifically, the overall objective of the internship is described in the steering documents as a form in which the students will develop knowledge and understanding, skills, and abilities, as well as values and attitudes. At the same time, there are goals for students to link their own experiences from the practical activities to scientific texts and theories. The latter is a perspective setting in which the experiences from one field of activity (practice) should be used for the students to develop knowledge in another field of activity (theory). At the same time, the documents state that internships are an educational tool, an educational method, that will enable students to synthesize knowledge from both fields of activity, school (theory) and the workplace (practice), in both programs' curricula and syllabuses.

Based on the steering documents in the two programs, reflection can be seen as not only a means for students to develop knowledge but also as a goal in which students are to be trained for reflective practice. Goh (2019) discusses the relation between reflection and learning at workplaces, where the starting point is that reflection at work cannot be isolated from the context and organizational purposes. That means that the organization of shared meetings for reflection, as arranged by both programs, in itself can be seen as a form of collective reflective practice. Such practice encourages students to focus on the context where the activity took place. That means an increasing risk that the students neglect or underestimate previous learning on present learning; or that they neglect or underestimate the present learning in relation to their future learning.

In addition, the steering documents (Figure 1) for the internship courses demonstrates how requirements for and understanding of the different methods of teaching support the development of different knowledge domains. In the courses examined, the focus is on the students reflecting on their own experiences within their chosen field of work in connection to empirical texts and theories. The aim was to provide opportunities for students to, through this process, develop knowledge that prepares them to act in their work lives. Moreover, in hand with student engagement, the extent to which students are assigned tasks and support during the internship would also decide the internship-related learning outcomes. Further, the students gain the opportunity to continuously integrate and further develop knowledge and skills later in their work lives. Internships are carried out in private- and public-sector organizations, as well as in not-for-profit organizations. Looking at, for example, the course goals for the Human Resource course, one can clearly see the stated desire for students to synthesize knowledge from the theoretical and workplace-based activity systems during their internships.

In the course goals in Figure 1, two main trains of thought can be seen, that, in addition, are interrelated. Synthesizing knowledge from school (theory) and the workplace (practice) is an explicit goal (see goal 2 and 8) as well as an implicit one within the other goals (see goals 3, 4, 6, 9, 10, and 11). In addition, reflection is described as the means of attaining the goals in the courses, and this can be seen as something that should happen as the two spheres of activity meet. Under "Miscellaneous" in the course plan for Social Work, it says that there will be regular seminars throughout the internship courses where the purpose is to:

provide an opportunity for reflection around the development of one's own professional role as well as around how experiences gained during the internship can be preserved, extrapolated upon and problematized in relation to different theoretical perspectives.

Course Goals
Social Work
After completing the internship course, the student should be able to:
1 describe the organizational context for exercising the profession in the workplace
2 understand and apply theories and tested practice in professional, social, and socio-educational work
3 critically reflect on aspects of ethics and power within social and social educational work in relation to the target group of the internship
4 reflect on their own values and the significance of their own perspective on social and social educational work
5 demonstrate an ability to communicate with and mobilize resources in their work with the target group
6 provide an account of and reflect on processes that arise in their work with individuals and groups in vulnerable circumstances in life in relation to their role and position.
Human Resources Management
After completing the internship course, the student should be able to:
7 throughout the duration of the course, reflect on and discuss the human resources management profession
8 relate theories within occupational and organizational psychology to practical human resource management, and demonstrate an ability in report writing and oral presentation
9 demonstrate an ability to reflect on internships as a form of workplace-based learning
10 reflect on the viewpoints, values, and ethical dilemmas that surface within professional human resource management
11 gender reflect on and describe how the organization is working with issues regarding diversity and gender

Fig. 1. Course goals expressed in the course plans, 1-6 in Social Work and 7-11 in Human Resource.

In quote from the Social Work course plan is a description of supporting processes to the descriptive goals provided. It is interesting to note the word choices that set the perspective. It is on the individual's professional role that the seminars are meant to focus when the workplace-based education is seen as "practice". The sentence is coherent within itself, but not in comparison to the course's educational plan, where the course is described as an academic bachelor's course, not vocational education. Therefore, it can be argued that workplace-based education should not be an arena for students to practice their professional knowledge.

The goals for the course plan also express requirements for knowledge of regulations as well as practice. When it comes to knowledge of regulations, it is possible to define clear criteria, but this presupposes systematic and long-term efforts among the teaching staff. Formulating criteria for assessing practical knowledge is challenging. Practical knowledge tends to be subconscious and cannot be fully articulated (Gustafsson, 2008). From this, it can be concluded that practical vocational education is an individual construction containing traits common among individuals.

4.2. Assignments

An obstacle to synthesizing knowledge regarding regulations and practice is that this knowledge is not connected to practical activities. It becomes a relatively isolated piece of knowledge that can be called school knowledge. Only when the professional role is exposed to working life can we develop the inherent knowledge and the ability to reflect on the

connection between theory and experiences.

We analyzed 13 randomly chosen assignments from each program, and both programs underpin reflection as a vital activity that binds practice to learning. Through reflection, the students are to synthesize knowledge from both spheres of practice (school and workplace), and thus, be able to aggregate and develop new knowledge and understanding.

Winman (2012) argues that courses at colleges and universities are signified by an instrumental rationality that differs from the ecological rationality that signifies a working professional. Instrumental rationality is reminiscent of what Cochran-Smith and Lytle (1999) call knowledge-for-practice that assumes there is theoretic and empirically founded knowledge that a working professional should apply to solve work-related challenges. Ecological rationality is reminiscent of what these authors call knowledge-in-practice, and is about working professionals reflecting on their practice, and that theoretic and empirically founded knowledge is used to frame and identify challenges, but experience-based knowledge and contextual conditions are used to handle the challenges.

At first glance, it might not seem to matter which rationality on which the (workplace based) education is built, but as the present results show, there is reason to assume that it may have consequences for students' perspectives and learning process. If students understand that they are expected to be able to apply theory to practice or use theory to understand practice, this affects where they focus their efforts. This is something we can see in the data as the assignments in the social work course focus primarily on a perspective of action and descriptions of working processes in a workplace setting:

> The complication that stems from this event (previously described) is that you have to choose what to prioritise as a professional. Is it the user's freedom to spend their life with whomever they choose? Or should you try to prioritise giving the user a functioning life using methods that suits them and their disability? How should you act when you as a professional notice that a user's freedom to choose is affecting them negatively? Can you act at all without taking away that person's right to affect his or her own life?

In the quote above, which is from an assignment in the social work course, the student describes an event they experienced during their internship, and the discursive/reflective continuation (see quote) relates the event to the student's professional role and possible courses of action from perspectives of responsibility and power.

> The parents are forced to accept the intervention since social services will take the children if they don't. This means that there is a degree of suspicion towards the social workers coming from the parents right from the beginning of the process. The family has also been forced into a new role; they have gone from being just a family to being clients, a family that needs help. Skau argues that this leads to difficulties for family as they no longer feel that they have agency over their own lives, they don't make the decisions, but have been forced into the machine that will sort out their lives.

In the quote above, we can see how a student in the social work course uses the description of a situation related to power that they encountered during their internship as a starting point. The starting point is a practical situation that the student develops in a discussion about power:

> It's important to consider why you do what you do and for whose benefit. If the personnel hadn't had her things and money locked up, had the power and control that they have, everyday life would not work for Lisa. From this, I can conclude that power is good when used correctly. It's important to treat power with caution and great respect, and not to infringe on anyone. You have to continuously evaluate the needs of the individual in order to avoid exercising more power than necessary. Through user influence, user participation and influence increase.

In the quote above, we can see a prominent action perspective, and the power aspect is inserted in that context. The focus on the action and description of workplace-based processes of work is supported by the course plan for internships in the social work course:

> The purpose of the seminar groups (reflection in group) is to provide an opportunity for reflection around the development of one's own professional role as well as around how experiences gained during the internship can be preserved, extrapolated upon and problematized in relation to different theoretical perspectives.

The development of the individual's professional role is put at the forefront of the seminars, although the course is not vocational, for example, the social work course is. It is also interesting that the reflections should focus not only on relationships between fields of knowledge but also on the question of how experiences can be preserved. Reflection on situations is one matter, but the reflections are also supposed to touch on the opportunities of the experience. In contrast, in the human resources management course, examinations are characterized by a perspective where theoretic and empirical knowledge is the base for descriptions of the workplace. According to these results, in the social work course practice is placed in the foreground, whereas the reverse is true for the human resources management course.

From how educational plans, course plans, and examination assignments are designed and carried out in the two courses, we can see how the relationships between theory and practice have been simplified or problematized to a degree. They are simplified through the assumption that theoretic reflection can be forced through specific wording, but at the same time, other assignments stress practical acting. However, most of all, reflection should link forms of knowledge from different fields of activity (theory and practice) to create new insights. This can be seen in wording in the course plans, such as "Reflect on…// provide an account of and reflect on…//critically reflect," where reflection is seen as a goal rather than a means. Is reflection then the bridge between fields of knowledge and activity that are supposed to make reflection possible? Or is it through reflection that other claims of knowledge can be reached? In both programs, it is obvious that reflection in, on, and about actions, activities, and context is wanted.

Hager and Hodkinson (2011) suggest three integrated principles that combine theories of reflection and learning, which we can see in the collected data: (1) seeing learning as participation in the learning cultures of a place, where learning culture is built from the social practices that influence learning; (2) learning concerns the (re) construction of a student's understanding, knowledge, skills, and practices, which entails individual development; and (3) learning cultures of contexts, in which learning takes place, changes, and is constructed and reconstructed through the practices and interrelationships between students.

The problematization, however, lies in the separation between the fields of activity and knowledge created by the organization of the course where knowledge, experience, and learning processes are categorized as either categories (school) or practice (workplace). This separation is reinforced in, for example, formulations of course goals such as "understand and apply theories and tested practice in professional, social and socio-educational work in relation to the target group of the internship placement". It is reasonable to assume that the separation is seen as a problem in that students are seen to risk losing important knowledge that can be found only in one or the other of the fields of knowledge or activity. This is managed through workplace-based education through which the problem is transformed into an opportunity. This assumes conditions where knowledge can be transferred from one field of knowledge and activity to another.

As the results show, learning is expected to be a collective process that takes place through, for example, group-based reflective seminars where individuals collectively interact with fields of knowledge and activities. The basis for learning is described as bound to experiences situated in practice. But from theories about situated learning (Lave & Wenger, 1991), learning is explained and studied in and within, for example, an activity. However, theories about situated

learning does not provide tools for understanding learning between different fields of knowledge and activity. If we do not see knowledge and learning as an object for study, Wenger's (1998) theory about COP can provide explanations for how learning between different fields of knowledge and activity can be understood. Through this, students can be seen as intermediaries who transfer knowledge and experiences between fields of activity. Thus, reflection becomes the activity where meaning making takes place, between fields of knowledge and activity and individuals in a collective process.

Looking at the students' assignments, the picture is clearly more complex than the assumptions above show. If all knowledge and experiences were transferrable between contexts, this would most likely mean that the result had been the same in the two courses. However, the contexts differ, not least the different perspectives that define the courses; to be able to apply theory in practice and use theory to understand practice, respectively, which we can see has a large impact on the students' learning trajectories. A reasonable cause of these differences is that the focus for participation in the different fields of activity is different, which also means that reflection and analysis are different on a collective level in comparison between the two courses. These differences in perspective affect the students' focus, behavior, memories, problem-solving strategies, etc., which means that the bases for individual and collective reflection are different.

5. Discussion

We argue, similarly to Guile and Young (2003) and Hegander (2010), that vocational education needs workplace-based modules so that students can develop knowledge in the field of activity in which they will participate. At the same time, it cannot be assumed that experience from one field of activity automatically develops the individual's knowledge in another field of activity. Simultaneously, there is a risk that the dissimilarities between the fields of activity are such that students may need support in the crossing of boundaries and blending of fields of activity that constitute internships. For example, Guile and Young (2003) show that acquiring knowledge and skills in a vocational education is a fundamentally social process that is about students' participation in a new context. At the same time, it is reasonable, from our perspective, to assume that the learning intended to take place in internships cannot only or immediately take place through participation.

As the results show, learning in the workplace is very complex and builds on assumptions about the ability to transfer experiences between different fields of activity. Awareness of this is also expressed in the steering documents, for example the course objective "demonstrate an ability to reflect on internships as a form of workplace-based learning" (Figure 1). Such course objective also demonstrates a consciousness in difference in conditions between internships and formal school education, where the goal is that the student, through reflections, develop knowledge between differences in both forms and knowledge-domains.

If the two courses in this study are compared, the course plans are similar in perspective and structure, but they differ in the perspective and focus of the examinations. It is reasonable to assume that the subtle differences in wording between the courses have a significant effect on the students' learning trajectories and knowledge objectives. In the human resources management course, the practical aspect is toned down, and empirical-based knowledge is clearly brought to the foreground. In the social work course, however, the professional role and professional knowledge are explicitly discussed. This can be likened to the fact that the courses rest upon different epistemological assumptions, which means that workplace-based education on an overarching level can be said to exist in both courses. However, on closer inspection, from the student and learning perspectives, the workplace-based educations are so different that it can be said that the internships can be understood only from their specific course goals. That means that it is not fruitful to

only talk about campus-based training (in class room) or internship training (in workplaces). Instead, as the result shows, internship as a form has differences that also affect what knowledge domains the students are encouraged to strive for and focus upon.

In the human resources management course, there is a starting point in the implementation of the course that is mirrored in the examination assignments, which is about what the students need to know from a theoretic perspective. In contrast, the social work course is characterized by a perspective focused on what the students need to know in their future professional role. This means that the workplace-based part in the two courses serves different purposes and gives the students different experiences and knowledge. The internship in the human resources management course is based on theory, and the activities become empirical fields where the students, through an empirical foundation, will develop their disciplinary knowledge. In the social work course, the starting points are largely the different professional fields' way of defining knowledge and the ability to act. The content of the students' examinations is pragmatic, where the professional role and the conditions and requirements of the workplace are discussed in relation to what is and what becomes professional knowledge.

6. Conclusion

The aim of the study was to develop knowledge about the relationship between various models of work and knowledge domains, but as seen in the result, workplace-based education is a heterogeneous activity, and it cannot be discussed in terms of one way of managing education. The differences between the two studied programs in the view of how internship provides a bridge between different knowledge domains, between theoretical knowledge and experience-based knowledge, is what affect students focus and what knowledge they focus and develop during internship. That vary from gaining working experience, improving theoretical understanding, improving communication skills, to get networks for personal and future career development and such difference brings that internship cannot be reduced or explain as solely one model. Therefore, we need organized system of analyzes of students professional and personal development during different forms of internship that helps to realize and visualize the approaches and to qualify different models of internship as educational activity.

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