



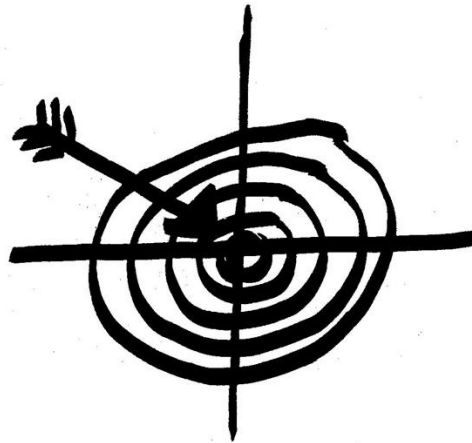
Didaktik für duale Studiengänge: Erkenntnisse aus der Forschung

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Fragestellung

Welche didaktischen Besonderheiten haben duale Studiengänge?

Was empfiehlt die Forschung (nicht)?



Didaktik für **duale Studiengänge**

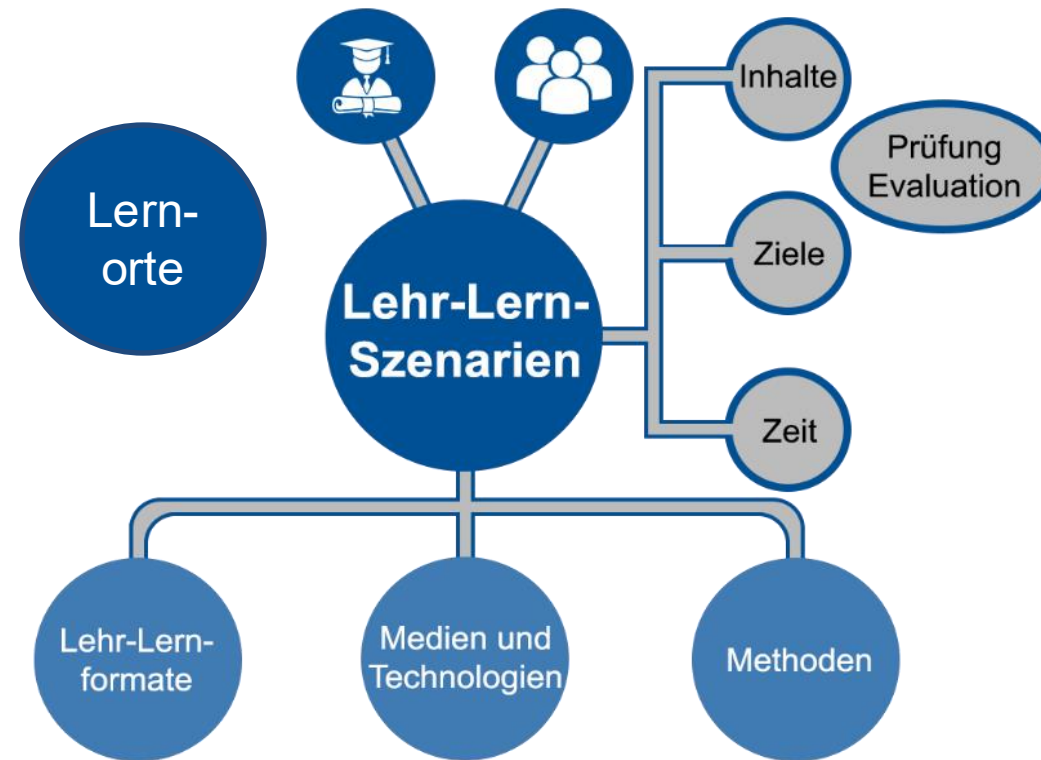
„Duales Studium“ bezeichnet die inhaltliche und strukturelle Integration von mindestens zwei gleichwertigen Lernorten – Hochschule und Unternehmen – für eine gemeinsam gestaltete Ausbildung auf Hochschulniveau.

https://www.aq.ac.at/de/akkreditierung/dokumente-verfahren-fh/Plattform-DuStOe_Definition-Duales-Studium_Veroeffentlichung-2017.pdf

- ✓ „Dual“ ist keine Organisationsform, sondern ein profilbestimmendes Merkmal
- ✓ Rahmenbedingungen werden gesichert, z. B.
 - Kooperation
 - Betreuung der Studierenden
 - Hochschulautonomie
- ✓ Es gibt bei einer Akkreditierung laut FHG oder AkkVO keine besonderen Anforderungen

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Didaktik für duale Studiengänge

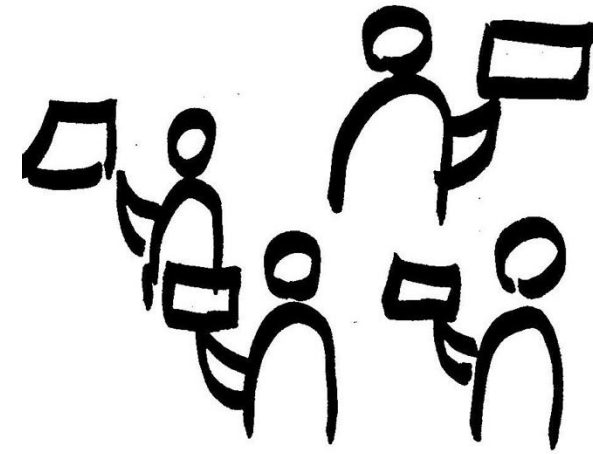


Strukturelle Bedingungen & Curriculare Einbettung

Erfahrungen aus der Praxis



answergarden.ch/5039672



Forschungsdesign

Operationalisierung der Begriffe

- Wie werden die Begriffe in der Literatur häufig operationalisiert?
- Welche Synonyme gibt es?



Ein- und Ausschlusskriterien

- Anhand welcher Merkmale werden Artikel in das Datenset aufgenommen?
- Welche Kriterien sorgen für den Ausschluss?



Keyword- Kombination & Suchstrategie

- Kombination aus den Begriffen für eine strukturierte Suche über Google Scholar
- Mehrere Iterationen

Übersicht

Autor*innen	Jahr	Forschungsmethodik	TN	Ergebnisse
Pažur Aničić/Divjak/Ferns	2025	Comparison of two learning concepts: businessone with feedback from business partners, with a collaboratively designed assessment rubric. One without involvement of business partner. Questionnaire & Focus Groups	39 stud. 5 employers	1) The grading itself should be done collaboratively - teacher should be responsible for allocating grades. 2) Employers' feedback is beneficial when authentic; w. real-world connection and critical (f.ex. recognizing mistakes)
Karstina/ Zhetpisbajeva/ Tussupbekova/ Makhanov	2024	Determinating the most important intended learning outcomes (iLOs), indentifying most shortcomings in skills, asking students about their expectations before and the experiences after the training Questionnaire & Focus Groups	1163 students 143 teachers, 109 employees	1) Teaching formats (educational technologies), addressing practical skills' acquisition show effectiveness & increased motivation. 2) These formats lead to a higher responsibility of the students for the achievement of learning outcomes.
Zegwaard/ Pretti,	2023	assess the satisfaction of students who participate in dual training with their decision to enter this training form, and factors related to the organisation and establishment of dual training were also examined.	156 students	Effective and successful dual training needs 1) one specific/consistant mentor in the company 2) specific professional or project assignment in the company.
Hay/Fleming	2025	Qualitative Study with Semi-structured interviews	16 students	1) Accessible supervision during WIL and debriefing opportunities support mental health and well-being of students 2) Flexible WIL structure (part time)
Hains-Wesson/ Ji/ Graham/ Le Roux	2025	Application of an evaluation research framework to investigate participants' perceptions of an online international WIL program. Mixed methods with pre- and post-questionnaire	290 students	a) Tailored Pre-Program Communication b) Support for Cultural & Social Connection c) Enhanced Industry Feedback Mechanisms d) Collaborative Program Design & Evaluation e) Customized ICT Skill Preparation
Mckenzie / Bangay /Young	2025	value of the performance evaluation criteria used by supervisors to judge students' placement progress and skill development. quantitative analysis	33 supervisors reviewing 251 students	Student performance reviews seem to improve from the mid-term to the end. → unclear if there is either genuine student progress, increased supervisor comfort in providing positive assessments, or a tendency for supervisors to adjust their feedback towards favorable final evaluation. Therefore criteria need to be rethought. A special focus should lie on the actual assessment of the student's performance.

Übersicht II

Autor*innen	Jahr	Forschungsmethodik	TN	Ergebnisse
Maryam Mirzaei, Denisa Hebblethwaite, Anne Yates	2024	Qualitative case-study approach	55 second-year business students (21 completed surveys, 55 participated in 9 focus groups)	◦ Authenticity highly perceived in project-based assessments, especially with direct industry immersion. ◦ Realistic tasks, industry engagement, social environment, and teamwork contributed to authenticity. ◦ Outputs (reports, presentations) seen as workplace-similar. ◦ Formative feedback from lecturers and industry was highly valued; peer feedback had mixed reception. ◦ Lecturer control over assessment design fostered perceived fairness and reliability.
Alex Baumber, Giedre Kligyte, Susanne Pratt, Jacqueline Melvold, Lucy Allen, Bella Bowdler, Bem Le Hunte, Adrian Buck, Tyler Key	2024	Mixed-methods approach, combining an online student survey and semi-structured interviews with external partners	80 student responses from 530 contacted 15 external partner organizations (18 individual interviewees) selected based on high student ratings.	◦ Both students and partners preferred "partnership" and "teamwork" as relationship descriptors, rejecting hierarchical terms like "teacher-student" or "expert-novice." ◦ Student agency and valuing of partner knowledge were highly rated. ◦ Reciprocity was a key element, with partners acknowledging learning from students ("wisdom on all sides"). ◦ Relationships evolved over time towards stronger teamwork, increased openness, and challenging assumptions. ◦ Student and partner perceptions of "client-consultant" diverged, with partners viewing it as too transactional.
Charmaine Swanson, Rebecca Oates, Lisa Bourke, Lauren Woodhart, Kim Ackland, Robyn McNeil, Keryn Wright	2024	Reflective practice and conceptual development, based on the experiences of an experienced rural Work-Integrated Learning (WIL) team.	"Going Rural Health" (GRH) team members from the University of Melbourne (over 10 staff). Their experiences were drawn from supporting over 400 allied health students from various disciplines and universities in more than 22 different rural settings in Victoria, Australia, between 2017 and 2021.	◦ The model fosters reciprocal benefits for communities, students, and universities. ◦ Key elements include relationship building, stakeholder needs (community/host-site, students, university), student support, interprofessional education, and continuous evaluation. ◦ SL offers a flexible and innovative approach to WIL in resource-constrained rural environments. ◦ Case studies demonstrated successful outcomes like reducing patient waitlists and improving access to services.
Jannette Blennerhassett, Estelle Kyriacou, Catherine Hill, Adrian Pranata, Lisa O'Brien, Dannielle Dunlop	2024	Mixed-methods observational pilot study, using online surveys, semi-structured interviews, and final placement scores	10 supervisors and 7 students completed surveys; 9 supervisors and 1 student participated in interviews.	◦ Hybrid (50% online/50% onsite) and traditional (100% onsite) models yielded comparable student final scores and similar satisfaction levels for both students and supervisors. ◦ Successful placements depended on structure (not location), effective management of supervisor workload, and psychologically safe relationships. ◦ Supervisors reported higher workloads and concerns about reduced clinical exposure with the hybrid model. ◦ The 50:50 hybrid arrangement was criticized for not providing optimal clinical skill practice. ◦ The hybrid model was considered acceptable and showed potential for sustainable clinical placements.

Übersicht III

Autor*innen	Jahr	Forschungsmethodik	TN	Ergebnisse
Geraldine O'Neill	2024	Participatory research and action (PRA) approach. Involved semi-structured interviews and nine participatory workshops.	7 international Work-Integrated Learning (WIL) expert scholars. 120 workshop participants (40 students, 41 educators, 39 practitioners) from 9 discipline groups across 8 Irish higher education institutions.	- Expert scholars prioritized authenticity (personalized learning, professional identity development) over strict consistency, viewing authenticity on a spectrum. Students strongly perceived consistency of assessment as a greater challenge than authenticity, especially in placements assessed by practitioners. - Solutions proposed: clarifying/simplifying expectations for all stakeholders, empowering students in assessment (e.g., choice in demonstrating criteria), and supporting practitioner training. - A tension exists between the desire for authenticity and the need for assessment consistency/standardization. - Well-designed on-campus experiences can also achieve high levels of authenticity.
Tom O'Mahony, Catherine Murphy, Linda O'Sullivan	2024	Mixed-methods approach	270 students from 32 different programs at a single Irish university who had completed a work-placement module in the previous academic year.	- Student experiences of assessment were polarized/divisive both within and across programs. - Many found assessment supported employability and professional development (78% personal/professional growth, 70% professional identity). - A significant minority found assessments irrelevant, distracting, or repetitive, perceiving them as "tick-box exercises" and adding to a heavy workload. - Students desired clearer expectations, more relevant assessments, and increased support/communication from university staff and host supervisors. - Feedback from host supervisors was generally useful and timely, and the process was largely perceived as fair. - A theory-practice gap was identified between ideal authentic assessment principles and their actual implementation.
Moeketsi Elias Dlamini	2024	Qualitative approach informed by a transformative paradigm, using Participatory Action Research (PAR) to generate data through participant observations and group discussions in Free Attitude Interviews (FAI).	14 purposefully selected participants from one campus of the University of the Free State, South Africa. This included 10 final-year student teachers, 1 teaching practice lecturer, and 3 experienced teachers (mentors).	- Poor communication existed among assessors and between assessors and student teachers regarding assessment expectations and feedback. - Ineffective training for assessors in WIL programs led to reliance on personal preferences rather than clear guidelines. - Students felt they had no opportunity to comment on their marks and perceived power imbalances. - The study advocates for the development of more inclusive assessment tools to promote student participation.
Micheal M. Van Wyk, Benedictus O. Plaatjies, Aloysius Seherrie	2024	Exploratory qualitative case study, using an interpretive-constructivist paradigm. Data were collected via semi-structured online interviews conducted through Microsoft Teams.	6 final-year student teachers (3 Postgraduate Certificate of Education (PGCE) students and 3 Bachelor of Education students) from an Open Distance and e-Learning (ODEL) university in South Africa (University of South Africa - UNISA).	- Online assessments, particularly recorded Microsoft Teams videos, promoted pedagogical reflection and constructive feedback. - Students successfully adapted to the new online assessment approach and appreciated its time- and cost-saving benefits. - Experienced mentors played a vital supportive role in guiding students during placements. - Significant challenges affected online assessments: stress, anxiety, frequent power outages (load-shedding), poor internet connectivity, dysfunctional computer equipment, and unfamiliarity with Microsoft Teams. - The use of incorrect lesson plan templates also led to negative assessments. - The online format potentially reduced fear and intimidation often associated with physical classroom visits by supervisors.



Ergebnisse

- Bewertungen und Prüfungen zeigen dann die höchste Akzeptanz bzw. Zufriedenheit aus Sicht der Studierenden, wenn sie konstruktives, unmittelbares und als fair wahrgenommenes Feedback von verschiedenen Quellen (Dozent*innen, Peers, Industriepartner*innen) beinhalten, das die Selbstreflexion und berufliche Entwicklung gezielt fördert.
- Eine wiederkehrende Erkenntnis ist die Notwendigkeit klarer Richtlinien, Strukturen und kommunizierter Erwartungen für Lernaktivitäten und Bewertungskriterien, um effektive Erfahrungen im dualen Studium zu gewährleisten. Das Fehlen dieser Klarheit führt zu Problemen und Unzufriedenheit auf Seiten der Studierenden.
- Betont wird die Authentizität der Aufgabenstellungen für duale Projekte oder Prüfungen; reale Herausforderungen mit einer hohen Praxisrelevanz eignen sich am besten.

Fazit

- Duales Studium: gleiche Gestaltungsprinzipien wie alle anderen Formen des Studiums mit praktischem Anteil.
- Wenig empirische Forschung konkret zu didaktischen Besonderheiten des dualen Studiums
- Was sich abgesehen von den didaktischen Aspekten zeigt, ist, dass die Beziehung und Kooperation zwischen den drei Partner*innen im dualen Studium – Studierende, Hochschule, Unternehmen – ein wesentlicher Gelingensfaktor ist. Voneinander zu lernen, einen gegenseitigen Nutzen zu erfahren sowie gute Kommunikation werden als Ideal beschrieben. Außerdem ist zu bedenken, die Firmenpartner*innen entsprechend einzuschulen – je besser diese informiert sind, desto eher können sie ihrer Rolle gerecht werden.



Kontakt



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LEARN

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