This research project focuses on student teachers’ learning in the workplace. In the international debate on teacher education, workplace learning is seen as a promising perspective to enhance student teachers’ learning. However, despite the importance that many researchers and practitioners attach to workplace learning, little is known about the nature and effectiveness of this type of student teachers’ learning. This research project is aimed at getting a better understanding of what and how student teachers learn in the workplace, and to what extent this learning process affects (changes in) student teachers’ cognitions. In the project a holistic perspective is used. Workplace learning is understood as a personal, situational and continuing process in which student teachers give meaning to their experiences in practice.