

Contribution Research group Vocational Education (Lectoraat Beroepsonderwijs) EARLI SIG14 2022 - Paderborn



Wednesday 17 August

Rieke van Bommel, Ilya Zitter & Elly de Bruijn
Exploring the concept of a responsive curriculum in teacher education

Paper session 1.1 – Professional development of teachers | 1:30pm – 3:00pm | L1.202

Anne Khaled et al.
The impact of work-based learning

Symposium 2 – Designing professional education for adaptive expertise | 1:30pm – 3:00pm | L0.201

Marlies de Vos, Liesbeth Baartman, Cees van der Vleuten & Elly de Bruijn

How do workplace educators assess student performance at the workplace? A qualitative systematic literature review

Paper session 1.2 – Assessment at the workplace and in higher education | 1:30pm – 3:00pm | L2.202

Liesbeth Baartman, Tamara van Schilt-Mol, Marlies de Vos & Nienke Boere

Context-specific design choices and implementations of programmatic assessment in higher professional education

Paper session 1.2 – Assessment at the workplace and in higher education | 1:30pm – 3:00pm | L2.202

Kitty Meijer, Tamara van Schilt-Mol & Liesbeth Baartman
Defining qualities on two mastery levels as a framework for teachers' assessment literacy in higher education.

Paper session 1.2 – Assessment at the workplace and in higher education | 1:30pm – 3:00pm | L2.202

Thursday 18 August

Liesbeth Baartman & Judith Gulikers
Learning progressions: How VET students' learning progresses on the long term

Paper session 3.1 – Dropout vs. learning progression | 9:00am – 10:30am | L0.101

Erica Bouw, Ilya Zitter, et al.
Models to support designing and researching stand-alone and interconnected learning environments at the boundary of school and work

Paper session 3.3 – Learning environments 4.0 and team learning | 9:00am – 10:30am | L1.201

Bas Agricola, Liesbeth Baartman, Kristin Vanlommel & Elwin Savelsbergh

Teacher educators' and teacher students' perceptions of co-creating formative assessment to increase student agency

Poster 1 – Student teachers' and teachers' professional development | 11:00am – 12:00am | L1.201

Erica Wijnands, Anne Khaled, Annoesjka Boersma & Elly de Bruijn

Understanding vocational healthcare students' skills of research and inquiry

Poster 2 – (Vocational education and) training | 11:00am – 12:00am | L1.202

Friday 19 August

Erica Bouw & Ilya Zitter
Co-constructing learning environments at the boundaries of practices: how to grasp design strategies that help to exploit the learning potential of multiple boundaries?

Roundtable 2 – Learning form peers, experts and innovation | 9:00am – 10:30am | L2.201

Nienke Boere, Anne Khaled & Marco Mazereeuw
Understanding guiding professionals' pedagogic strategies for enhancing agile craftsmanship in learning-working environments

Roundtable 2 – Learning form peers, experts and innovation | 9:00am – 10:30am | L2.201

Kitty Meijer, Liesbeth Baartman, Marjan Vermeulen & Elly de Bruijn

Teachers' conceptions of assessment literacy; a survey study

Roundtable 3 – Teachers' tasks and innovation in schools | 9:00am – 10:30am | L2.202

About Research group Vocational Education (Lectoraat Beroepsonderwijs)

The Research group Vocational Education studies the processes of learning, training and professionalisation for the purpose of acquiring what is needed to practice a particular profession. The scope of our research includes vocational education both prior to and during one's professional career.

The central research question of the research group is: How does vocational education help professionals to deal with the complexity and dynamics of professional practices and to give direction to their actions and their development?

This research question is examined through three research programmes.

1. Development of professional competence through vocational education:

This research programme focuses on individual and collective learning processes. Learning is about developing thinking and doing, as two sides of the same coin. Individuals develop their personal (professional) identity within the framework of the collective (professional practice)

2. Interactions in vocational education:

The second research programme focuses on which interactions can stimulate learning processes. By interactions we mean all interactions of learners with significant others, such as teachers, practical trainers, fellow students, professionals from the field, clients, consumers, etc.

3. Affordances in vocational education:

The third research programme focuses on affordances, which represent all aspects in vocational education (material and immaterial) that can provoke learning and can take it further. This includes roles, (external) assignments, assessment methods, professional tools, manners, digital environments, buildings and workplaces of (regional) partners.

More information about the Research group Vocational Education?

[Website Research group Vocational Education \(English\)](#)

[Website lectoraat Beroepsonderwijs \(Nederlands\)](#)

[Nieuwswebsite Lectoraat Beroepsonderwijs \(Nederlands\)](#)

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In addition to being a professor of the Research group Vocational Education at HU University of Applied Sciences Utrecht, Elly de Bruijn is also a professor by special appointment in the pedagogical-didactic aspects of training for professional practice at the Open University.

Marlies de Vos, Rieke van Bommel, Kitty Meijer and Erica Wijnands get a PhD at the Open University.