

Abstracts during the online mini-symposium
Research Group Vocational Education & SFUVET
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Exploring affective and cognitive reactions to peer and self-observation in 360° immersive video during a professional vision task for healthcare apprentice training²

Alberto Cattaneo, Francesca Amenduni & Christopher Keller

This study investigates the influence of analyzing a 360° immersive video (360°VR) showing oneself (SELF, n = 16) versus an unfamiliar peer (PEER, n = 17) on the performance of a professional vision (PV) task and explores how this relates to affective and cognitive responses to the 360°VR. Participants, consisting of healthcare assistant apprentices, engaged in a PV task in which they identified and reasoned about errors in a blood sampling procedure viewed via 360°VR. The SELF group exhibited higher affective activation, showed a stronger sense of presence, and perceived the 360°VR as more useful for learning compared to the PEER group. Although no significant differences were found between the two groups in overall PV performance, descriptive analysis showed that the SELF group excelled in knowledge-based reasoning, while the PEER group was more proficient in decision-making. Correlational analysis revealed distinct patterns between affective and PV variables, indicating a stronger influence of affective factors on PV performance in the SELF group than in the PEER group. Findings provide insights into how to incorporate SELF and PEER 360°VR into PV training for healthcare assistant apprentices.

Alignment between e-portfolio design and programmatic assessment curricula in Dutch higher education

Bas Agricola

Assessment in higher education (HE) is often focused on concluding modules with one or more tests that students need to pass. In recent years, increasing attention has been paid to the formative function of assessment and focus has shifted from summative assessment towards how assessment can stimulate learning. Programmatic assessment (PA) is an assessment concept in which these two functions are embraced to strike a new balance. A growing number of higher education programmes has implemented PA. Although there is consensus about the theoretical principles that form the basis for the design of PA, programmes make various specific design choices based on these principles. These design choices within the principles of PA include designing an e-portfolio to monitor and assess students' learning process. This project investigates how the design of programmatic assessment in e-portfolios aligns with curricular design, considering context-specific design choices and associated considerations of teachers.

Learning at the workplace: perspective on learning processes, guidance and assessment

Lieke Ceelen, Marlies de Vos & Maaike Koopman

Learning at the workplace is complex and involves many different processes. Workplaces are rich in learning potential: there are activities, objects and people to learn from. Guidance by workplace educators is aimed at supporting students in their learning. Based on insights from different research projects, we propose that guidance is always intricately tied up with assessment. To be able to make guidance choices (Do I stay in the room when the student talks to this client or do I walk away?) a workplace educator needs to first assess what a student is capable of. During our presentation we discuss example of workplace learning and approach it from the perspectives of guidance, assessment and learning processes.

The Multifaceted Influence of Empathy on Vocational Schoolteachers' Functioning

Marina Fiori

Teachers' empathy involves understanding students' feelings and responding with care while focusing on learning. Our study aimed to explore how empathy affects teachers. We surveyed 203 vocational schoolteachers and found that those who are good at understanding others feel more enthusiastic, believe they teach better, and manage emotions well. However, teachers who feel overwhelmed by students' emotions struggle with negative feelings, perceive their workload as heavier, and experience more stress. These findings highlight that empathy can bring both positive benefits and challenges, emphasizing the need for teachers to manage their empathy effectively.