

Changing perceptions: Balancing professionalism during bachelor education

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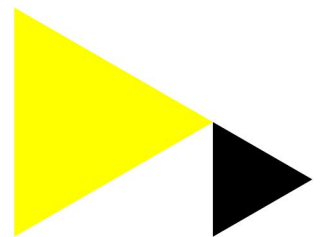
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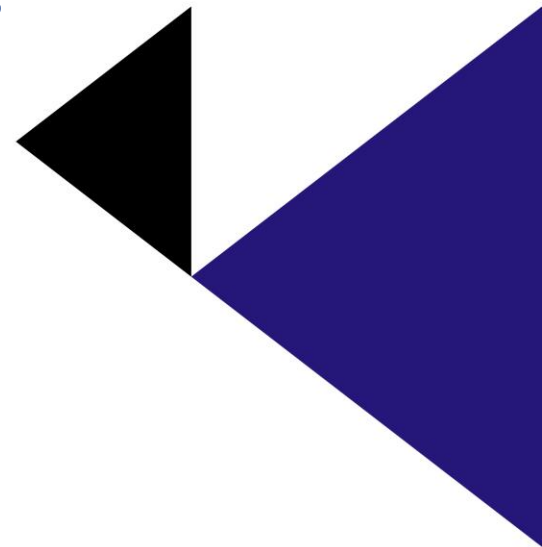
Changing perceptions: Balancing professionalism during bachelor education

HECU10 Symposium

Developing knowledge-rich accounts of 'graduateness'

**Kasja Weenink, Emilia Roelof, Natalie Park & Didi Griffioen
Research Group Higher Education, Research and
Innovation (HERI)**

Date: 4-6 July 2022



Introduction

- Study of the development of professionalism of bachelor students in professional education through time.
- ‘Professionalism’ is conceptualized as a balancing of identity, knowledge and action (Griffioen, 2019).
- Professionalism demands transformation and struggle for knowledge, (Young & Muller, 2014), identity, (Trede, Macklin, & Bridges, 2012) and action
- It is however unclear how these three notions play out in the development of students towards professionals. What influences their trajectory?



A self-image which facilitates feelings of personal adequacy and satisfaction with the performance of the expected role based on (implicit) morals and values.

Professional identity



Professional knowledge

A combination of Declarative Knowledge, Procedural Knowledge, Embodied Knowledge and Evaluative Knowledge.

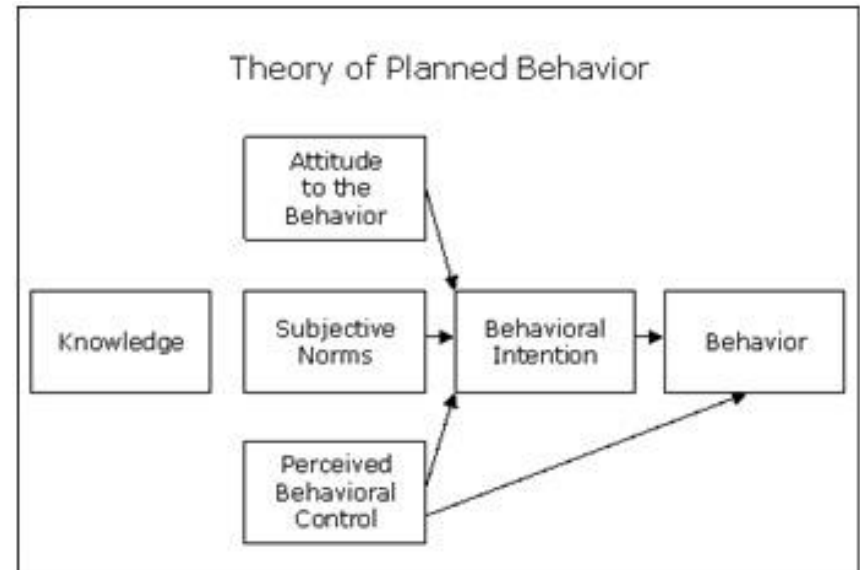
Professional action

A combination of Routine Action & Innovative Action depending on the context.

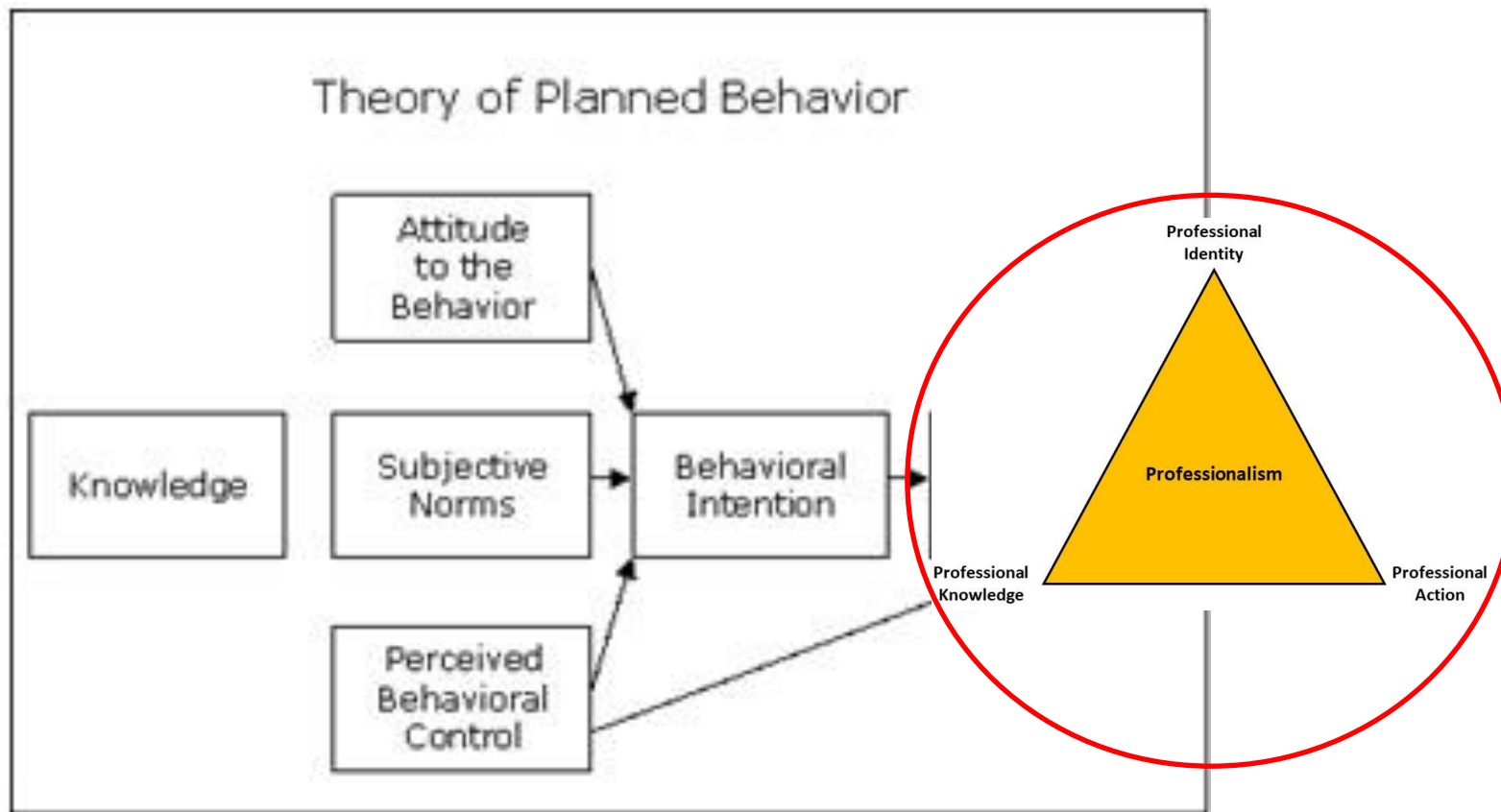
Towards a theory of planned professionalism?



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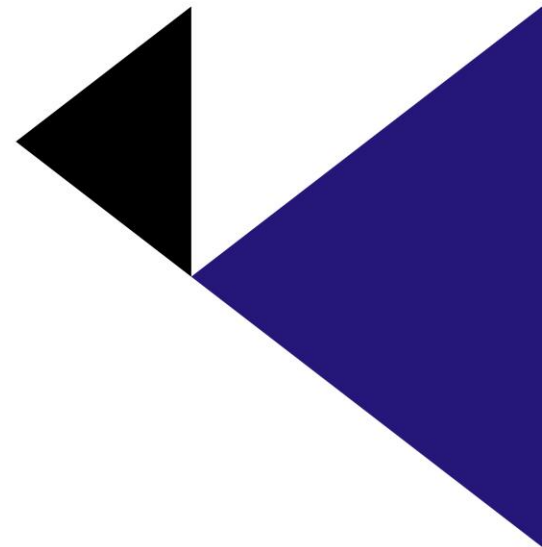


Towards a theory of planned professionalism?



Research design

- Subset of data: Longitudinal study of 22 Students in 4-year BA programmes at AUAS
- Physical Therapy, Aviation, Creative Business, Social work
- One interview each year, identical interview guideline
- Students are now in their 3rd year (3 of 5 interviews taken)
- Subset of interview guideline with focus on professionalism:
 - Action (what do I want to do; behavior)
 - Knowledge (what do I want to know)
 - Identity (who do I want to become)





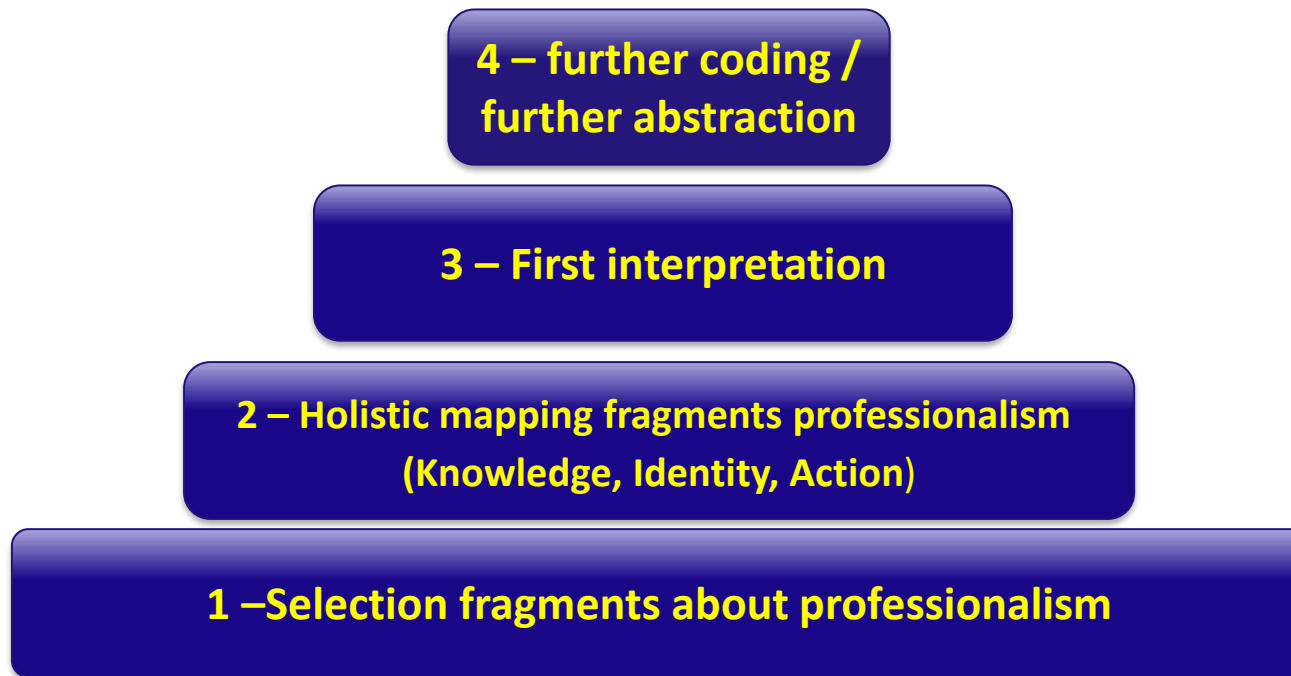
**How to conduct a holistic
analysis of individual student
development
(in comparison)?**



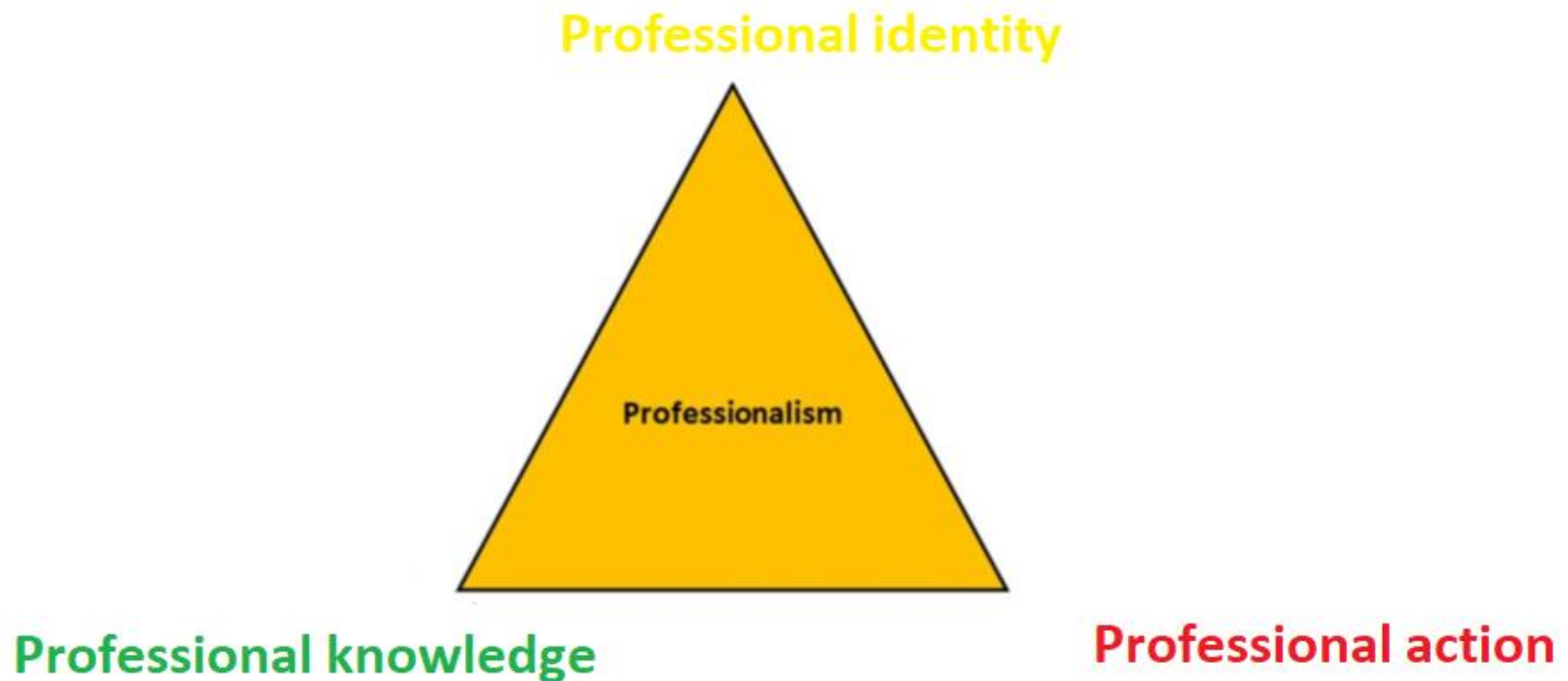
Keeping the perspective holistic is a challenge



Analytical layers



Layer 2 – Holistic Mapping Fragments Professionalism (Knowledge, Identity, Action)



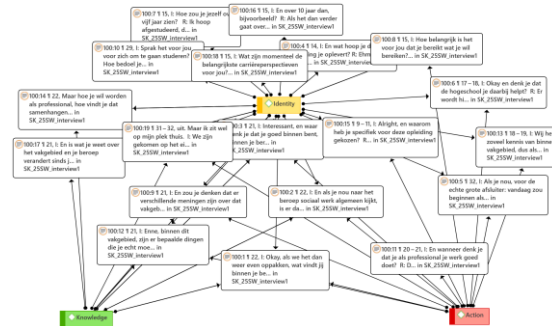
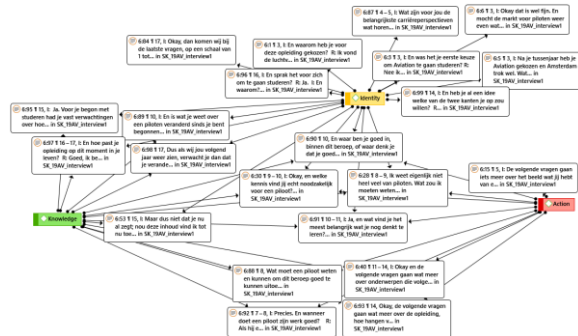
Layer 2 – Holistic Mapping Fragments Professionalism

(Knowledge, Identity, Action)

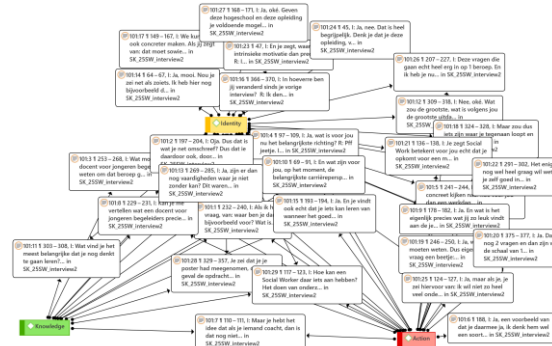
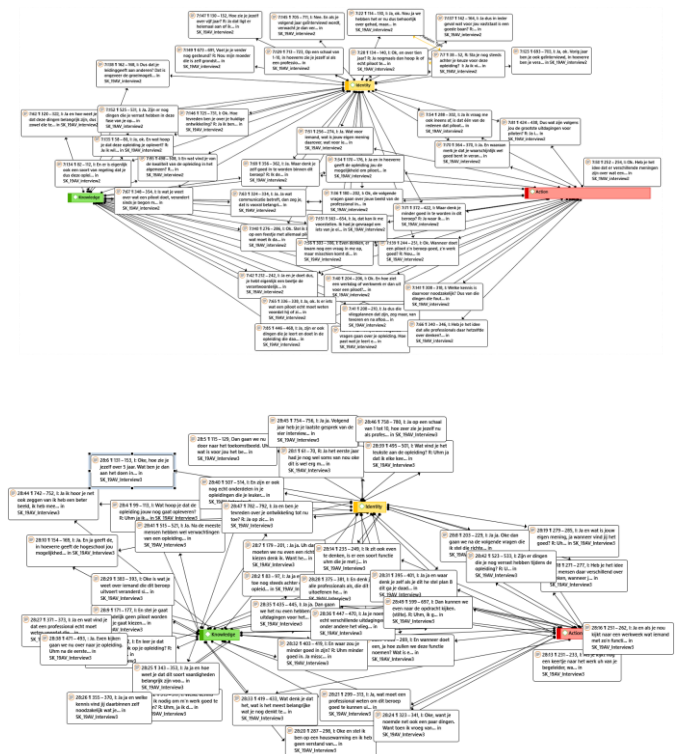
Thomas - Student Aviation

Tim - Student Social Work

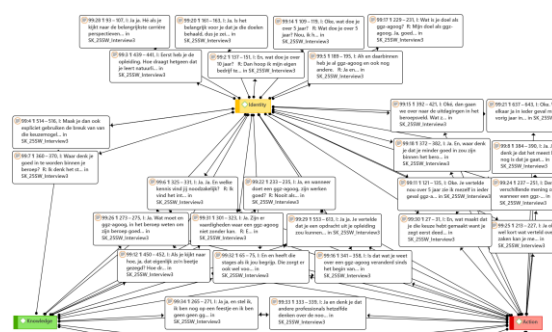
Year 1



Year 2



Year 3



Layer 3 – Interpretation Holistic Mapping Professionalism

(Knowledge, Identity, Action)

Thomas - Student Aviation

Tim - Student Social Work

Year 1

Year 2

Year 3

Layer 3 – Balance between Knowledge, Identity, Action

19AV Thomas - Aviation		25SW Tim - Social Work
Much identity Not much action, Some knowledge, Not very much integrated	Year 1	Much identity Relatively much action Less knowledge Not very much integration Some connections between identity and action
Much identity (separate) Knowledge and action are both integrated with each other and with identity	Year 2	Much identity (separate) Strong connection between practice and identity, Knowledge is not detached, but integrated
Link between knowledge and identity, Rather much integration, but also separate actions and identity	Year 3	Strong link action-identity Some connections action-knowledge, some integration identity (separate)

Layer 4 – Content of **Knowledge**, **Identity**, **Action**

19AV Thomas - Aviation		25SW Tim - Social Work
Much based on prior knowledge and convictions, ideal vision of pilot, reasoning towards his own interests	Year 1	Motivation based on personal experience and wanting to help. Social work is more fulfilling than teaching
More reflection on his own path, identity and skills due to selection for pilot Education for professional background, Choice for operations and aviation in general Career perspective not clear	Year 2	Still social impact, Career perspective not clear, Very much practice oriented
The bachelor's programme provides background for a different career choice away from becoming a Pilot	Year 3	Choice for agogic worker in mental healthcare More integration of knowledge, more specific knowledge and development

Layer 3 – Interpretation Holistic Mapping Professionalism

Thomas - Student Aviation

Year 1	Identity: ' I want to become a Pilot" A pilot's first task is safety I am not a professional, and still have a lot to learn School will provide knowledge for practice
Year 2	Pilot is still my first choice, but aviation is interesting I know more due to assessment for pilot, more personal reflection on my shortcomings The bachelor's programme provides background knowledge, but does not prepare for profession of pilot A Pilot must be able to handle complex situations and know how to act
Year 3	Internship made me more professional, and opens new perspective of network planning The programme provides apt knowledge for network planning I have more concrete knowledge about daily practices of network planner

Layer 3 – Interpretation Holistic Mapping Professionalism

Tim – Social Work

Year 1	I want to help people and have societal impact I do not have much professional experience This programme teaches me a lot about myself Social workers have different actions and perspectives I have to take it less personally
Year 2	Personal background motivation Social workers do not have a specific language I want to have social impact and empower people It feels good to help younger people It fits with my personal communicative skills My career perspective is not very specific
Year 3	Social workers have a high work pressure Internship provides insight Due to internship shift towards working with adults Social workers do have a specific professional language Social work should be more systemized, less personal different approached

Thank you!

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