

**roc van  
twente**

# Teachers building immersive learning scenarios

From a professional learning community



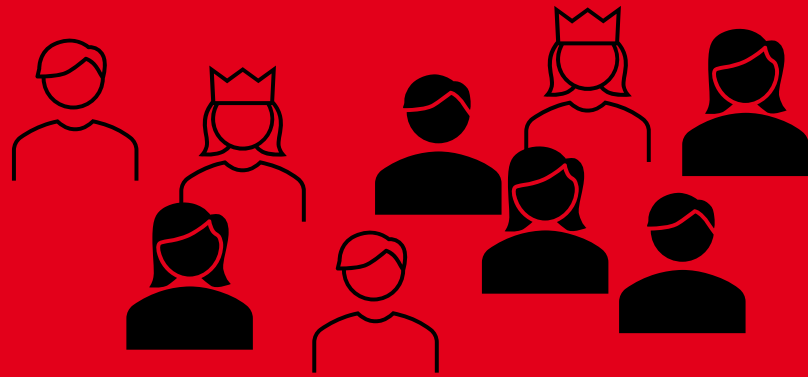
**roc van  
twente**

**Elke Hoek-de Leeuw  
Bas Heerink**

**ROC van Twente**



# Our learning community



## 8 Teachers:

- Communications & marketing
- Healthcare
- Travel & Leisure
- Technology
- Defense & Security
- Etc.

## During the course of one schoolyear:

- Sessions every other Wednesday afternoon. (20 in total)
- Kick-off board session: action items & schedule.
- Sometimes with experts on VR, Scenario-Based Learning or conducting research.





# Check-in.

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

## Planning.

|       |                                                            |
|-------|------------------------------------------------------------|
| 04/03 | 15:30<br>christiaan<br>+ melissa.                          |
| 18/03 | Evalueren<br>Hoe? o.a. SPR                                 |
| 01/04 | Portret II klaarzetten<br>(BAS)<br><b>BAS + BI AFWEZIG</b> |
| 15/04 | WARP VR??                                                  |
| 13/05 | KBG 3                                                      |
| 27/05 |                                                            |

# Scenario Based Learning m.b.v. Virtual Reality

## Vandaag:

13:00 - 13:20 inloop/incheck  
bord / planning.

13:20 - 13:30 inspir. voorbeeld  
Bianca.

13:30 - 15:30 Werksessie

15:30 - 16:15 KBG

16:15 - 16:25 Bord.

Feedback inge uiterlijk  
vandaag.

izweers@roc.....nl

Blauw  
druk  
af!

DEADLINE  
SCENARIO  
V.1.0

04-03

Louwen gaat door!  
18 juni

## Actielijst.

4 Maart christiaan.

|                                                | RENE | RIEN | JANKE | FREDDY                        | BIANCA         | EOWA | ELKE |
|------------------------------------------------|------|------|-------|-------------------------------|----------------|------|------|
| Versie 1 af.                                   |      |      | ✓     | 13-05                         | 1-4<br>Bilinen | ✓    | 1/4  |
| Feedback PLG<br>Lid.                           |      |      | ✓     | 13-05                         | ✓              | 15-4 | 1/4  |
| Evaluatie<br>Instrument maken                  |      | 1/4  | ✓     | 01-04                         | 8-4            | 15-4 | 15/4 |
| Feedback inge:<br>15 april. inlever            |      |      |       | 15-4                          | 15-4           | 15-4 | 15/4 |
| oefen VR scenario<br>met studenten             |      | 8/4  |       | 1 <sup>ste</sup> week<br>juni | no<br>camera   | 8-4  | 15/4 |
| echt scenario<br>met studenten +<br>evalueren. |      | 15/4 | ✓     | 2 <sup>de</sup> week<br>juni  | "              |      |      |
| aanpassingen<br>doen -> V2.                    |      |      | ✓     |                               | 2 s.m          |      |      |
| Portret II                                     |      |      |       |                               |                |      |      |

↳ met grotere  
groep doen!

! Important  
Dates!

13-05-26  
KBG 3

08-07-26  
KBG 4

maart:  
collega  
meeting



TO DO



# 4 phase approach

*Sept-Nov:* Research & Oriëntation.

*Dec – Feb:* Building our first scenarios,  
feedback from colleagues.

*Mar – Apr:* Testing with students, small groups.  
Adjust scenarios based on feedback.

*May – July:* Larger groups of students, show &  
tell in the organisation.

# Developing the scenario

**The Goal and The Problem**

**The scenario and The Tools**

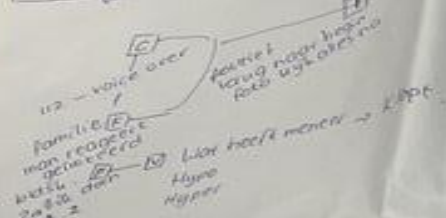
*Step 1: Preperation*

*Step 2: Filming*

*Step 3: Building in Thinglink*

*Step 4: Testing and feedback*

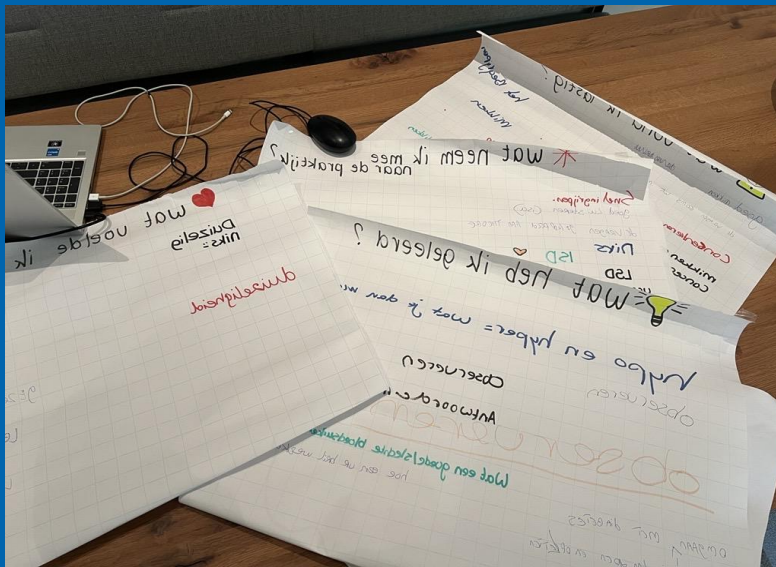




- W4 Voert UTH uit  
glucose meten = UTH 4?  
insuline toedienen = UTH 9  
controleren vitale functies  
bewustzijn
- W5 Communiceert met zorgvrager en  
sociale netwerk
- W6 Organiseert en coördineert de zorgverlening
  - samenwerken collega's
  - afstemmen van vervolgstappen
  - arts inschakelen  
diabeteszorg
- W7 Reageert op onvoorziene en crisissituatie
  - Protocol Vilans
  - Acute (levens) bedreigende situatie

- W1) Onderkent bestaande of dreigende gezondheidsproblemen
- Bij een hypo of hyperglykemie observeert en signaleert de uph lichamelijke kenmerken, gedragsverandering, beoordeelt de ernst van de situatie, herkent risico's
- W2) Stelt uph diagnose en stelt indiv. plan op
- Verzamelt gegevens en beoordeelt deze stelt uph diagnose en maakt plan / bepaalt welke uph interventies
- W3) Voert interventies uit
- Afh. hypo of hyper bijv. toedienen snelle koolhydraten bij hypo  
vocht bij hyper







# Key findings so far

Students say they feel more prepared for (acute) care situations through the VR experience.

Tailor-made scenarios. Complex situations. Dangerous situations.

Small groups > large groups.

Professional development teachers.

Creating VR scenario's is not that hard!

