Innovations in Dutch vocational education aim to make education more attractive, inspiring, and challenging for learners by implementing workplace simulations (WPS). The implementation, however, requires pedagogical content knowledge that is lagging behind.

In this design-based study, education was redesigned together with vocational teachers to promote self-regulation and motivation of students. First, learning tasks were optimised and opportunities for self-regulation activity was integrated. Second, teachers learned how to improve their feedback to promote students’ self-regulation.

Research questions
- How can we design learning tasks in pre-vocational secondary education to promote self-regulation and motivation of students?
- To what extent can teachers promote students’ self-regulated learning and motivation by providing direct feedback on task, process, self-regulation, and self level?

Method
Participants. Three teachers and 66 students (green sector).
Design. Qualitative research with triangulation of data consisting of two interventions.
Process data: design and evaluation sessions with teachers, short evaluations after a WPS lesson, observations.
Outcome data: recordings of feedback, questionnaire, answers on questions in the task.
Time: April - July.

Learning tasks
Pocket feedback
Aim: Close the gap between current level of performance/understanding and desired level
Effective feedback answers 3 questions:
1. What are the learning goals of the student?
2. What is the progress in relation to the goals?
   - product en process
3. How can you stimulate the progress?
Provide feedback on:
- Process level
- Self-regulation level
Stimulate learners to explicate how it is going!

Preliminary results and conclusions
- Study took into account the needs and wishes of teachers and students.
- Teachers valued the changes in the learning tasks and in giving feedback.
- Support helped to realise the theoretical ambitions of self-regulation and independent working in WPS better.
- Promoting self-regulation required time. Teachers and students needed to get used to the new structure in the learning tasks.
- Goal setting and assessment criteria made task and requirements transparent and became starting point for the evaluation.
- Changes in the learning task resulted in less questioning of students, but without feedback the planning and the reflection are only superficially answered.
- Feedback on process and self-regulation level is essential for learners to be actively involved in their learning process.