

Experiences of social work students with learning theoretical knowledge in constructivist higher vocational education: a qualitative exploration

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Appendix

Table 2. Summary of participants' experiences with learning theoretical knowledge.

Student group	Overall knowledge appraisal by experts	Student Ranking	<i>Research question 1</i>			<i>Research question 2</i>			
			Perception of acquired body of knowledge	Beliefs about the nature of knowledge	Value of knowledge:	Authentic learning contexts:		Self-directed learning	
						Knowledge as instrumental	Knowledge as system-of-meaning	Knowledge as instrumental	Knowledge as system-of-meaning
H (n = 4)	High	1 2 3 4	H, H/M, M + L:	H + H/M + M: Knowledge is from reliable, scientific sources	H: Knowledge is interesting for its own sake + instrumental H/M: Knowledge is needed for taking responsibility	H, H/M, M + L: Authentic contexts support knowledge understanding and memorising and enhance learning motivation and interest. Authentic contexts help cope with unique real-life social work cases. Repetition of authentic tasks at increasingly difficult levels	H + H/M: Constructed their own knowledge by comparison of sources and connection to practice; invested hard work and effort M + L: Did not learn more knowledge than needed for the task at hand. Missed stimuli to study	H + H/M: Found self-directed learning not easy, but were able to cope with both forms of knowledge. High self-motivation. Self-direction resulted in empowerment M: Coped with demands of self-direction for instrumental knowledge as system-learning L: Felt strong dependence	M: Needed more support from teachers for knowledge as system-of-meaning
HM (n = 2)	High/ Medium	5 6	All participants underestimated their knowledge extent. Awareness of their own knowledge was brought about by recognition in a domain knowledge list. Their own body of knowledge was seen as broad, but not deep on all subjects and						
M (n = 7)	Medium	7 8 9 10 11 12 13			M: Knowledge is necessary for legitimising their own actions				
L (n = 5)	Low	14		L:	L:				