Title: *It’s all in the game*: studying the role of simulations in teacher education to improve teachers’ interpersonal skills.

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Many preservice teachers experience professional anxiety, especially when related to teacher-student relationships and classroom management. Difficulty with handling this teacher-student relationship is one of the main reasons for preservice teachers to leave the teacher training or a job in education in general. This PhD research investigates whether simulations in the teacher training can decrease professional anxiety while increasing professional vision, professional repertoire and self-efficacy related to interpersonal skills. Simulations can help to cross boundaries between the teacher education and a job in education.

In what way can simulations improve professional vision, professional repertoire and self-efficacy of preservice teachers to increase interpersonal skills and decrease professional anxiety? To answer this question, we investigate what’s already known about the relationship between professional vision, professional anxiety, self-efficacy, interpersonal skills in respect to simulations with virtual reality and role play. Also we will use a virtual classroom where preservice teachers practice with virtual reality simulations (360º videos with VR-glasses) to investigate if this can bridge the gap between teacher education and the actual profession.