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## **Collaborative learning in higher education : design, implementation and evaluation of group learning activities**

Hei, M.S.A. de

### **Citation**

Hei, M. S. A. de. (2016, July 5). *Collaborative learning in higher education : design, implementation and evaluation of group learning activities*. ICLON PhD Dissertation Series. Retrieved from <https://hdl.handle.net/1887/41478>

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**Author:** Hei, Miranda de

**Title:** Collaborative learning in higher education : design, implementation and evaluation of group learning activities

**Issue Date:** 2016-07-05

— PUBLICATIONS AND PRESENTATIONS —

**Journal articles**

- De Hei, M. S. A., Strijbos, J. W., Sjoer, E., & Admiraal, W. F. (2016). Thematic review of approaches to design group learning activities in higher education: The development of a comprehensive framework. *Educational Research Review*, 18, 33-45.  
doi: 10.1016/j.edurev.2016.01.001
- De Hei, M. S. A., Strijbos, J.W., Sjoer, E., & Admiraal, W. F. (2015). Collaborative learning in higher education: Lecturers' practices and beliefs. *Research Papers in Education*, 30(2), 232-247. doi: 10.1080/02671522.2014.208407

**Manuscripts accepted for publication**

- De Hei, M. S. A., Sjoer, E., Strijbos, J. W., & Admiraal, W. F. Teacher educators' design and implementation of Group Learning Activities. *Educational Studies*.

**Manuscripts submitted for publication**

- De Hei, M. S. A., Admiraal, W. F., Sjoer, E., & Strijbos, J. W. *Engagement and Interaction as mediating variables of perceived learning outcomes of group learning activities in teacher education*.

**Symposia, individual paper presentations and round table sessions**

- De Hei, M. S. A., Admiraal, W. F., Sjoer, E., & Strijbos, J. W (2015). *Interaction and engagement mediating perceived learning outcomes of group learning activities*. Paper presentation at the EAPRIL (European Association for Practitioner Research on Improving Learning), Luxembourg, Luxembourg.
- De Hei, M. S. A., Strijbos, J. W., Sjoer, E., & Admiraal, W. F. (2015). *Conceptual review for the design of group learning activities in higher education*. Paper presentation at the Onderwijs Research Dagen (ORD), at the annual meeting of the Flemish Educational Research Association and the Dutch Educational Research Association, Leiden, The Netherlands.
- Hei, M. S. A., de, Sjoer, E., Strijbos, J. W., & Admiraal, W. F. (2014). Samenwerkend leren op Pabo's. In *Innovatieve wegen voor het opleiden van leraren. Digitale congresbundel Velon 2014* (pp. 193 - 194). Zwolle, Nederland: IJsseldelta center.
- De Hei, M. S. A., Strijbos, J. W., Sjoer, E., & Admiraal, W. F. (2013). *Collaborative learning: converting beliefs into practices*. Paper presentation at EAPRIL at the invited symposium 'Demands of 21st century for Teacher Education and Teacher Educators' (European Association for Practitioner Research on Improving Learning), Bienne, Switzerland.
- De Hei, M. S. A., Admiraal, W. F., Sjoer, E., & Strijbos, J. W. (2013). *Collaborative learning: intended, implemented and experienced curriculum*. Paper presentation at the EAPRIL (European Association for Practitioner Research on Improving Learning), Bienne, Switzerland.
- De Hei, M. S. A., Admiraal, W. F., Sjoer, E., & Strijbos, J. W. (2013). *Collaborative learning in teacher education: the designed, implemented and experienced curriculum*. Paper presentation at the Onderwijs Research Dagen (ORD), at the symposium 'collaborative work and collaborative learning of (future) teachers', at the annual meeting of the Flemish Educational Research Association and the Dutch Educational Research Association, Brussels, Belgium.

De Hei, M. S. A., Admiraal, W. F., Sjoer, E., & Strijbos, J. W. (2012, May 20-22). *Collaborative learning in teacher education*. Roundtable presentation at the Onderwijs Research Dagen (ORD), the annual meeting of the Flemish Educational Research Association and the Dutch Educational Research Association, Wageningen, The Netherlands.

### **Bookchapter**

Hei, M. S. A., de (2015). Samenwerkend leren gaat niet vanzelf. In E. Sjoer, M. de Hei, J. van Helvoort (Eds.), *Onbegrensd leren* (pp. 11-22). Den Haag, the Netherlands: Lectoraat Duurzame Talentontwikkeling.

## **Curriculum Vitae**

Miranda de Hei was born on November 1<sup>st</sup>, 1965 in Dordrecht (The Netherlands). She studied Speech Therapy at Rotterdam University of Applied Sciences and graduated in 1988. From that year on Miranda worked as a speech therapist in independent practices, in nursing homes and in a school for disabled children. In 2002 she became a student teacher at the Hague University of Applied Sciences at which she graduated in 2003. Subsequently Miranda worked three years as a primary school teacher. In 2004 she also started working as a teacher educator and speech therapist at the teacher education department of the Hague University. In 2008 Miranda started studying Child and Education Studies at Leiden university. In 2011 she graduated cum laude. In the same year she wrote a proposal for her PhD research, which was accepted April 2012. Her PhD research was carried out at the ICLON, the teacher education faculty of Leiden University. Miranda still works as a teacher educator. Furthermore, she works as a researcher in the research group Sustainable Talent Development of The Hague University of Applied Sciences.

## Acknowledgements

In 2008, when I was working as a teacher educator at The Hague University of Applied Sciences, my employer offered me the chance to get my Master's Degree in Educational Sciences. I eagerly embraced the opportunity. I really enjoyed studying at Leiden University, especially when I, for my master's thesis, performed my first scientific research. In the final stage of this study, my supervisor, Jan-Willem Strijbos, encouraged me to expand this research and start a PhD trajectory. I was not immediately enthusiastic. During the three years, whilst I was doing my master's education I was also working three days a week as a teacher educator. This combination had a rather large impact on my family life and social life. However, Jan-Willem proved to be very persistent. In each meeting we had to discuss the progress of my master's research, he asked if I had already considered whether or not to start a PhD. As you have noticed his persistency has paid off!

The research for and the writing of this thesis have evolved over the years, and so has the group of people involved. In 2011, immediately after attaining my master's degree, Ellen Sjoer, chair of the research group of Sustainable Talent Development ('Lector') of The Hague University, invited me to join her research group. Jan-Willem from a distance, because he moved to Germany, and Ellen from close by, supported me in writing a research proposal and performing a pilot study. In the mean time, I was allowed to attend the orientation programme at the Leiden University Dual PhD Centre The Hague. In April 2012, my research proposal was approved and Wilfried Admiraal agreed to be my supervisor. From this time on, I was blessed with a team consisting of three very dedicated supervisors.

Wilfried, thank you for always urging me to improve, when I thought I had already done the best I could, for teaching me to write concisely and for all the laughs and jokes that washed away the PhD blues. Ellen, thank you for having faith in my ability to finish this process, for the challenging and analytical questions about my research that encouraged me to think and write more precisely. Jan-Willem, thank you for dragging me into this ☺, for pointing out the positive elements in my drafts whenever I was unsure and for your detailed feedback.

In the Dual PhD Centre, I had inspiring conversations with my fellow PhD candidates that helped sharpen my thinking. Reina, Pieter, Bob, Larissa and Marieke, you made me feel at home when I was working at the Lange Houtstraat. Furthermore, I would

like to thank the staff of the CRK, especially Adriaan and Charlotte for their support during the process.

I always looked forward to the meetings of the two research groups: the ICLON research group and the research group of Sustainable Talent Development. They fueled my passion for research. I highly valued the presentations, discussions and straightforward feedback of my colleagues. Thank you all for sharing your ideas and helping me to improve my work.

Furthermore, I would like to thank the participants of my studies: the teachers from the five higher education programmes of the first study and the teachers and student teachers of the teacher education programmes of the third and fourth study. I also owe many thanks to Frans Bolsius and Arno van Houwelingen, managers of the Teacher Education Department of The Hague University, for facilitating me to work on my PhD.

Friends and family offered the mental support without which I would not have been able to proceed. Paulien, thank you for helping me with the coding for the first study. Dad, Mam, Theo and Elske, thank you for believing in me, for your support and patience, even when there was so little time to catch up over the last four years. Peet, you always knew I would and could do this! Mila and Donna, my two daughters, it was priceless to be able to share with you every aspect of this project: to discuss the research you both were increasingly knowledgeable about, to share the distress and the disappointments and the most important aspect, to celebrate all that worked out well! You two are my dearest.



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