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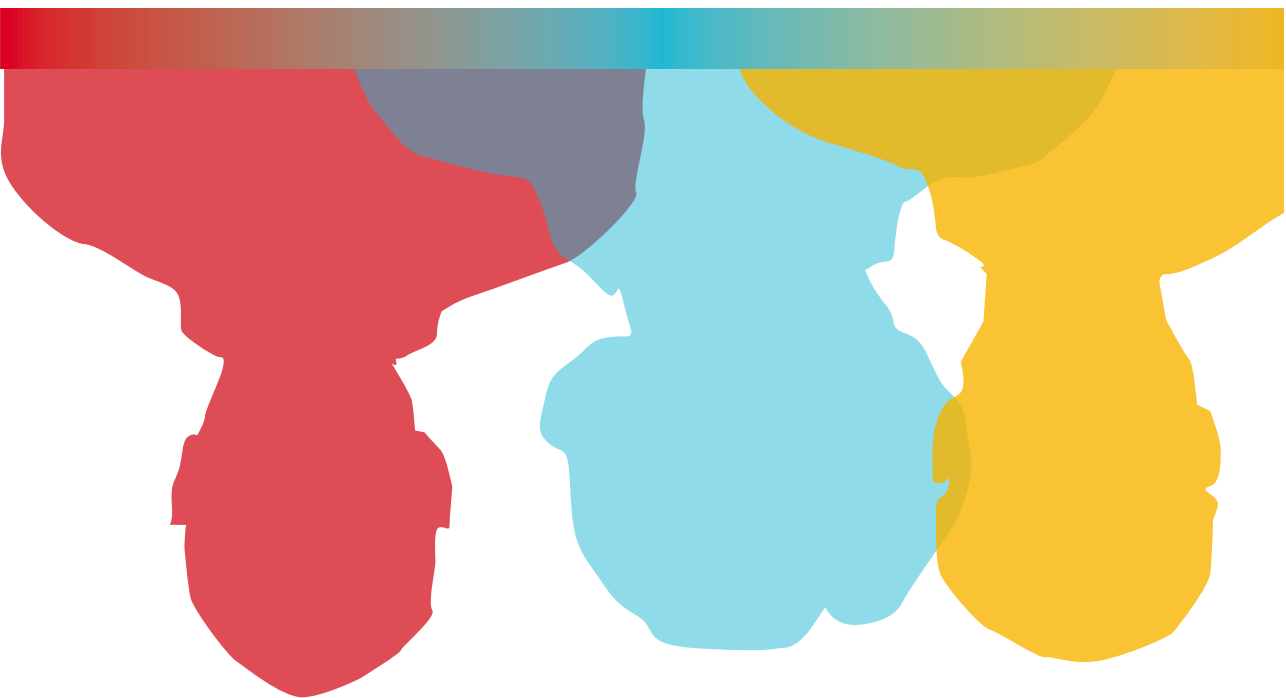
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The characteristics of a negotiated assessment procedure
to promote teacher learning

CHRISTEL VERBERG



The characteristics of a negotiated assessment procedure
to promote teacher learning

ICLON

ICLON, Leiden University Graduate School of Teaching

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**The characteristics of a negotiated assessment procedure
to promote teacher learning**

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Dr. K. van Veen

De weg zelf is je bestemming
Confucius (551-479 v.Chr.)

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Chapter 1 GENERAL INTRODUCTION

1.1 *Introduction*

Teacher assessment is seen as potentially useful for the professional development of teachers (Darling-Hammond & Snyder, 2000; Porter, Youngs, & Odden, 2001). The use of assessment for professional development purposes implies that the assessment offers a meaningful learning experience to the teachers who take part. Teacher assessments are not only supposed to influence teachers' knowledge, beliefs and attitudes, but also their classroom practices (Ross & Bruce, 2007; Zeichner & Wray, 2001). Formative assessment, in particular, can be used to develop or improve competence (Porter et al., 2001; Sadler, 1998). Much attention has been paid to developmental research of assessment procedures (e.g., Tigelaar, Dolmans, Wolfshagen, & van der Vleuten, 2005; Uhlenbeck, Verloop, & Beijaard, 2002; Van der Schaaf, 2005). However, not much is known about the potential learning benefits from assessments (Gipps, 1994; Lustick, 2011; Lustick & Sykes, 2006; Sato, Chung Wei, & Darling Hammond, 2008).

A large Dutch research project was initiated in 2007, in which three different types of formative assessment were investigated over a period of two years. They were: 1) expertise-based assessment in which teachers received training and feedback from an expert; 2) self-assessment and collegial feedback, in which the teachers assessed themselves and received feedback from a colleague; and 3) negotiated assessment, in which teachers received feedback from an assessor and negotiated the feedback provided. The focus of this thesis is on the research project which examined the negotiated assessment procedure.

1.2 *Formative assessment*

We used formative assessment to stimulate teachers to plan their learning, identify their strengths and weaknesses, formulate target areas for remedial actions, and develop skills to improve their practice (Topping, 2009). An essential characteristic of formative assessment is the feedback that teachers receive during the assessment (Darling-Hammond & Snyder, 2000). According to Ramaprasad (1983), "Feedback is information about the gap between the actual

level and the reference level of a system parameter which is used to alter the gap in some way” (p.4). In general, feedback is information provided by an agent (e.g., a person, book or experience) regarding aspects of one’s performance or understanding (Hattie & Timperley, 2007). In order to be effective, the feedback should be constructive, positive, specific, concrete (Brinko, 1993) and related to the task (Kluger & DeNisi, 1996). The feedback needs to be on target (valid), objective, focused and clear. Formative feedback has been described as information communicated to the learner that is intended to modify his or her thinking or behaviour for the purpose of improving learning (Shute, 2008).

As mentioned above, feedback may be used to narrow the gap between the actual level and the reference level of the performance of the learner who is being assessed (Ramaprasad, 1983). Sadler (1998) elaborated on this view and concluded that the learner (i.e., the assessed teacher in the context of this study) has to: (a) possess a concept of the standard (or goal, or reference level) being aimed at; (b) compare the actual (or current) level of performance with the standard; and (c) engage in appropriate action which leads to some closure of the gap. In short, both standards and evidence of the actual level of performance as a result of the actions undertaken are important elements of providing feedback in a formative assessment procedure. The reference levels may be defined by the criteria and standards that are used in the assessment procedure. For both practical and theoretical reasons it is important that the criteria and standards as well as their organizing framework fit the teachers’ own understanding of their work (Dwyer, 1994). Acceptance of criteria and standards among teachers is assumed to increase when they are involved in defining their own competencies to receive feedback on, instead of competencies being prescribed by a select group of experts (cf. Uhlenbeck et al., 2002).

The assessor’s feedback on the actual level of teacher performance should ideally be based on evidence collected by the teacher to demonstrate the assessed skills (McMahon, 2010). The assessee’s collected evidence might include reference to papers written, notes on reading, reflective writings on functioning, accounts of work within their peer group and feedback from peers and others (Boud, 1992).

Feedback in teacher assessment is assumed to be actively adopted by teachers, indicating that their involvement in their own learning process is important (Borko, Jacobs, & Koellner, 2010). This means that a teacher must be an active agent of his or her own learning during the assessment process.

1.3 Negotiated assessment

A promising example of formative assessment is negotiated assessment (Gosling, 2000). It is seen as a useful method for promoting teacher learning because of its participative and interactive elements (Boud, 1992; Day, 1999). Negotiated assessment is characterized by extensive involvement of participants in their own assessment and by the exchange of views between the assessee and the assessor. An assumption in negotiated teacher assessment is that the negotiations increase teachers' active involvement in choosing their own learning objectives, activities, outcomes, and evidence which adds to their learning process during the assessment procedure (Anderson, Boud, & Sampson, 1996). If a teacher does not take this active role him or herself, then the assessor has to challenge the assessee to take responsibility for his or her own learning and assessment (Anderson et al., 1996; De Eça, 2005). In negotiated assessment, this means that the assessor and the assessee are encouraged to negotiate and agree on the feedback provided and on the use of the assessment mechanism and criteria, in the light of learning objectives, activities and outcomes (Anderson et al., 1996).

1.4 General problem and context of our research

Although negotiated assessment seems to be promising for teacher learning, most literature reports on negotiated assessment in the context of higher education, in which the teacher is the assessor and the student the assessee. Not much is known about how negotiated assessment influences teacher learning and no descriptions have been given about this specific type of assessment with teacher learning as its purpose. We developed a negotiated assessment procedure intended to stimulate teacher learning. Chapter 3 provides more information about the negotiated assessment procedure used in this study.

The study was conducted within the context of senior secondary vocational education for undergraduate nursing students age 16 years and older (Level IV of

the International Standard Classification of Education, Department of Education, UNESCO, 1997). Senior secondary vocational education is characterized by three main components: learning in vocational schools, learning at workplaces (Schaap, Baartman & De Bruijn, 2012) and the connection between the two which is known as connectivity (Tynjälä, 2008). Students have to develop professional competences by building meaningful relations between knowledge, skills and attitudes. In general, reflection skills are considered important for vocational students to achieve connectivity between school and workplace learning. Students need to be able to transfer what is learned in school to the workplace and vice versa (Van Oers, 1998). While crossing boundaries between the school context and the workplace context, they need to reflect on their performances to gain understanding of their formal and informal learning in different contexts (Baartman & De Bruijn, 2011). There is a great deal of emphasis on helping students to develop reflection skills.

Nursing education also emphasizes reflection skills to achieve connectivity between theory and practice. In the nursing profession itself reflection skills are considered very important. Nurses need to understand and deal with the dynamic and complex environment of healthcare practice, and reflection skills provide a way of thinking and a process for analysing practice that enables ongoing learning from professional practice (Boud, Cohen, & Sampson, 1999; Delany and Watkin, 2008). Reflection has long been a cornerstone of nursing professionalism (Newell, 1992). At the same time it is a well-known fact that teachers in vocational education find it difficult to promote these important reflection skills in their students (De Bruijn & Leeman, 2011). This is why we chose to focus especially on teachers' learning and development in the area of stimulating their students' reflections.

1.5 Design of the research

To describe teachers' learning during a negotiated assessment procedure, we used a qualitative research approach. The main question of the thesis is: *What are the characteristics of a negotiated assessment procedure to promote teacher learning?*

To answer our main question, we conducted four studies which each had their own research questions:

1. Chapter 2 describes the first study which aimed at gaining insight into competences that are important to teachers for promoting reflection skills among nursing students. It also aimed to develop an overview of these competences in a competence framework that could be used for professional development purposes. We attempted to answer the following research question: What competences are necessary, according to different kinds of stakeholders, for teachers to promote the reflection skills of nursing students?
2. Chapter 3 presents the second study which aimed at gaining more knowledge about the processes of negotiation in the context of formative teacher assessment. The teachers used the competence framework (developed in the first study) to formulate their learning objectives and learning activities. During assessment meetings those learning objectives and activities were negotiable between the teacher and the assessor. We attempted to answer the following research questions: a) To what extent do negotiations occur during the assessment meetings and what do these negotiations look like?; and b) What are the teachers' and assessors' opinions about the negotiations in the negotiated assessment procedure developed?
3. Chapter 4 describes the third study. This study departed from one of the assumptions in negotiated assessment, which is that opportunities for negotiation on learning objectives, learning activities and evidence to be collected might help teachers to develop a sense of agency in terms of feeling in control of their learning and assessment processes and feeling able to pursue their learning objectives. Another assumption is that opportunities for negotiation might encourage teachers to actively take initiative in the process of setting learning objectives and so on when meeting their assessor. The aim of the third study was to explore teachers' sense of agency and the presence of agency in the context of the negotiated assessment procedure while it was being carried out. We attempted to answer the following questions: a) What learning objectives and learning activities do teachers report having pursued

while engaged in a negotiated assessment procedure?; b) To what extent do teachers experience a sense of agency during participation in a negotiated assessment procedure?; and c) To what extent is agency visible in interactions between assessor and teacher about teachers' learning objectives and learning activities during assessment meetings in the negotiated assessment procedure?

4. Chapter 5 describes the fourth study which aimed at providing empirical evidence about whether negotiated assessment is or is not promising for teacher learning in the view of the teachers involved. We attempted to answer the following research questions: a) How useful do teachers find the different elements of the negotiated assessment procedure for their professional learning?; and b) What learning benefits in terms of change do teachers report as a result of being engaged in the negotiated assessment procedure?

1.6 Outline of the research

In the first study (aimed at gaining insight into the teaching competences necessary to promote nursing students' reflection skills and reported in Chapter 2), we used the qualitative research principles of responsive evaluation, in which dialogues between different stakeholders play an important role. Relevant stakeholders for this study were nursing students, teachers from the nursing education schools and nurses from the health care institutes who supervise those nursing students. Administrators of the school were also involved, because they devise and pursue the educational policy. We also involved scientists and a coach because of their expertise in reflection skills and teaching competences. We held individual interviews, group interviews, homogeneous stakeholder meetings and heterogeneous stakeholder meetings. In total, 95 different stakeholders participated.

In the second study (aimed at gaining more knowledge about the processes of negotiation and reported in Chapter 3), we conducted a detailed analysis of nine assessment dialogues from three pairs of teachers and their assessors (three dialogues for each pair), focusing on chains of interactions during the assessment dialogue that could be characterized as negotiations. We also

sought teachers' opinions about the negotiations in the developed negotiated assessment procedure. This limited number of teachers made it possible to provide rich case descriptions and illustrations.

The third study (aimed at exploring the presence of agency and teachers' sense of agency and reported in Chapter 4) was an in-depth study with three teachers and three assessors, focusing on taking initiatives during the assessment dialogues. We also examined these three teachers' sense of agency in the context of the developed negotiated assessment procedure. Based on our analysis, we provided rich case descriptions and illustrations.

In the fourth study (aimed at providing empirical evidence about whether negotiated assessment is or is not promising for teacher learning and reported in Chapter 5), we explored teachers' opinions about the usefulness of the different elements in a negotiated assessment procedure for their professional learning and the learning benefits they reported as a result of being engaged in this procedure. Eighteen teachers and nine assessors were involved.

Chapter 6 summarizes the main findings and conclusions of the four studies. Limitations and implications of the overall study are discussed and suggestions for future research are provided.

Figure 1.1 presents the outline of the chapters.

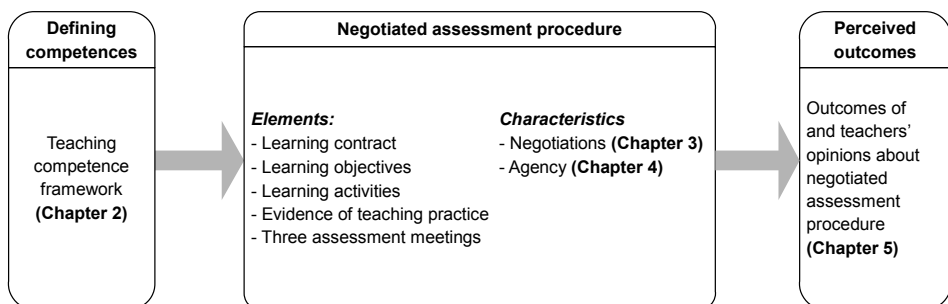


Figure 1.1 *Outline of the chapters*

Chapter 2 COMPETENCES FOR PROMOTING REFLECTION SKILLS IN VOCATIONAL EDUCATION¹

Reflection skills are of crucial importance to professional practice. However, research indicates that educators find it difficult to promote students' use of these skills and to give them feedback in learning these skills. Our research aimed to gain insight into competences that are important for promoting reflection skills in nursing students at senior secondary level, and to develop an overview of these competences in a competence framework that can be used for professional development purposes. We used the qualitative research principles of responsive evaluation, in which dialogues between different stakeholders, such as teachers, nursing students, and health care professionals play an important role. The findings provide additional insights into the aims of reflection, student activities, and strategies that may assist educators in stimulating reflection. Teachers have positive expectations about the usefulness of the competence framework developed for their professional learning in promoting nursing students' reflection skills.

¹ This chapter has been submitted in adapted form as:
Verberg, C.P.M., Tigelaar, E.H., Abma, T.A., & Verloop, N. *Competences for promoting reflection skills in vocational education: a responsive evaluation approach in the context of nursing education.*

2.1 *Introduction*

Competence-based vocational education is being developed in many European countries (Biemans, et al., 2009; Brockmann, Clarke, Mehout, & Winch, 2008; Mulder, Weigel, & Collins, 2007). It combines several notions such as authentic learning, integration of theory and practice, self-regulation and constructivism (Mulder et al, 2007; Wesselink, de Jong, & Biemans, 2010). In addition, vocational education is characterized by three main components: learning in vocational schools, learning at workplaces (Schaap, Baartman & De Bruijn, 2012) and the connectivity between them (Tynjälä, 2008). Reflection skills are considered important for vocational students to achieve connectivity between school and workplace learning. There is a great deal of emphasis on helping students to develop reflection skills.

Nursing education also emphasizes reflection skills. Not only for the connectivity between school and workplace learning, but also because reflection skills are considered very important in the nursing profession. Nurses are “doers”; they are constantly occupied with care activities. It is acknowledged that good care requires reflection (Atkins & Murphy, 2008) but nurses and other practitioners do not automatically reflect on their work (e.g., Ruth-Sahd, 2003). Reflection skills are important to professionals in the public health sector. Nurses and other healthcare professionals are expected to be able to reflect on their own performance, their professional attitude and their ongoing learning process (Mann, Gordon & MacLeod, 2009; Sandars, 2009). They need to understand and deal with the dynamic and complex environment of healthcare practice, and reflection skills provide a way of thinking and a process for analysing practice to enable ongoing learning from, and redevelopment of professional practice (Boud, Cressey, & Docherty, 2006; Delany & Watkin, 2008). Because reflection skills are important in the health profession, reflection is considered a crucial process in professional education (Atkins & Murphy, 2008). Like many institutes of education in the health profession (Mann, Gordon, & MacLeod, 2009), nursing education institutes pay a lot of attention to educating students in reflection skills. Reflection has become a cornerstone of nursing professionalism (Cotton, 2002; Newell, 1992). Practice and reflective practice have become an essential part of nursing education (Atkins & Murphy, 2008; Ruth-Sahd, 2003), and reflection is

a “prerequisite for effective learning from experience” (Driessen et al., 2006, p. 863) and for developing a professional identity as a nurse (Fagermoen, 1997). In addition, reflection is considered necessary for crossing boundaries between school-based learning and workplace learning (Akkerman & Bakker, 2011; Schaap et al., 2012; Wesselink et al., 2010)

Research findings indicate that, although teachers in vocational education acknowledge the importance of reflection skills, they find it difficult to help students to develop and use these skills (De Bruijn & Leeman, 2011). Teachers find it difficult to make reflection relevant to nurses, especially when they are not trained nurses themselves. Despite the perceived importance of reflection and the presence of several helpful models, there is little to guide teachers in understanding and developing reflective skills among learners (Mann et al., 2009). More support for teachers is needed in this specific area (Asselin, 2011).

The aim of this study was to provide an understanding of the teachers’ competences necessary to promote reflection skills in nursing students in senior secondary vocational education and to give an overview of these competences in a competence framework. This framework could be used as a starting point for teachers to engage in professional learning activities to foster their competence development with respect to promoting reflection skills. In this study, we use the term “teacher” to refer not only to teachers involved in the theoretical part of nursing education, but also to supervisors in healthcare organizations, who support students’ reflection on their nursing experiences. These supervisors are healthcare professionals who are often also qualified to teach.

2.2 Theoretical background

The ultimate goal of reflection is to improve current practices and develop the capacity to direct one’s own learning (Schön, 1983). Cooney (1999) stated: “The value of reflection is mainly identified as developing professional expertise, competency and valid knowledge for nursing practice” (p.1531). Several definitions of reflection are known from literature and different types and aims of reflection have been described by various authors (see for examples: Atkins & Murphy, 2008; Delany & Watkins, 2008; Procee, 2006; Schön, 1983; Smith

& Gillespie, 2007). Although the definitions are sometimes complex or vague (Cooney, 1999), they all have in common that reflection is grounded in practice but requires a degree of detachment and certain skills. Reflection skills are a way of thinking and a process for analysing practice (Delany & Watkin, 2008; Fook 2004; Kember 2001). Combinations of different thinking activities, such as structuring, analysing, evaluating, explaining, and concluding, are important in order to engage in reflection (Mansvelder-Longayroux, Beijaard, & Verloop, 2007).

The process of reflection involves identifying the elements that underpin one's experiences or observations, such as emotions, thoughts and actions (Delany & Watkin, 2008). These reflective processes may result in a better understanding of practice (Mansvelder-Longayroux et al., 2007; Moon, 2004), through tapping into knowledge gained from experience and connecting theory to practice (Asselin, 2011). It may also result in personal learning and continuing professional development (Epp, 2008; Moon, 2004), or in the development of professional identity (Fagermoen, 1997).

Looking at the concept more closely, three perspectives may be distinguished, which are based on but add to well-known notions of reflection, such as those just reviewed. These perspectives may be useful for arranging or classifying the different types and aims of reflection mentioned in the literature.

In the *pragmatic perspective*, reflection allows one to become conscious of and thoughtful about one's own actions (Leijen, Lam, Simons, & Wildschut, 2008), thoughts and feelings (Bradbury-Jones et al., 2010). The reflection may occur while the action is taking place (reflection-in action) or retrospectively (reflection-on-action) (Schön, 1983). For nurses, this means that the function of reflection is to help them to become conscious of and think about their actions and emotions in providing nursing care, explicating practice and ensuring the provision of individualized best care (cf. Johns, 1996; Mantzoukas, 2008; Newell, 1992). As such, reflection may help nurses to expand their repertoire of skills for practice and develop knowledge generated by practice (cf. Schön, 1983).

The *critical social theory perspective* on reflection emphasizes the critical position of individuals and groups in relation to their actual situation. It is necessary for people to become aware of how and why their assumptions have come to constrain the way they see themselves and relate to each other (Leijen et al, 2008). For nurses, this means that the function of reflection is to value their actions in relation to others, such as physicians, colleagues, patients and their families, and to become aware of the sometimes unequal power balances in these relationships, of organizational constraints and of the larger socio-political context. In this way, reflection may help nurses to raise their awareness, and lead them to take action to change their environment. According to Cooney (1999), it is potentially damaging if a nurse ignores the context while reflecting on actions.

Procee (2006) adds to common notions of reflection by explicitly distinguishing the *epistemological perspective* on reflection. This includes reflection goals that are related to Dewey's (1968) final purposes of reflection: logically grasping formal knowledge and rules for practice by determinative judgment (*understanding*). It also includes the capacity to generate knowledge and/or the ability to connect knowledge to actual practice by reflective judgment (*judgment*). For nurses, "understanding" is related to internalizing the conceptual and theoretical content of the nursing discipline (cf. Procee, 2006). "Judgement", on the other hand, is the power to determine which theoretical and conceptual rules are best aligned with concrete situations and problems in daily nursing care and interactions with patients and colleagues (cf. Procee, 2006). The function of reflective judgment is to analyse and to integrate theory and practice (Asselin, 2011; Procee, 2006;), in order to develop expertise and a professional identity as a nurse (Epp, 2008; Fagermoen, 1997; Moon, 2004).

The literature reviewed above is just a sample of the huge volume of literature available on the definitions and aims of reflection. However, the literature also indicates that the quality of students' reflections is often disappointing (Mann et al., 2009; Mansvelder-Longayroux et al., 2007). This forces teachers to think of ways to teach students to reflect. However, the research on reflection does not provide much guidance on how to support students to reflect (Mann et al., 2009) and so more research is needed in this specific area (Asselin, 2011).

Our study aimed to redress the lack of published research in this area by providing an understanding of the competences that teachers need to promote reflection skills in nursing education and by summarizing these competences in a competence framework.

The concept of competence is used in different contexts and there are many definitions and operationalizations of the term (Stoof, Martens, van Merriënboer, & Bastiaens, 2002). We use the definition proposed by Roelofs and Sanders (2007), who define teachers' competence as the extent to which a teacher, as a professional, "takes deliberate and appropriate decisions (based on personal knowledge, skills, conceptions) within a specific and complex professional context (students, subject matter), resulting in actions and desirable consequences for students" (Bakker et al., 2011). Three aspects of this definition are important for teachers' competence: 1) desirable consequences for students, 2) students' actions, and 3) teachers' decisions within a certain context.

Taking the model of Roelofs and Sanders (2007) as a starting point, we considered these three aspects to be important for constructing an overview of the teachers' competences necessary to promote reflection skills.

Stakeholder involvement may enhance our understanding of what it means to be reflective as well as how teachers may support reflective processes. This is important for ethical reasons as well, since all stakeholder groups may bring different perspectives into play. Relevant stakeholders for our study are nursing students, various kinds of teachers and health care supervisors, health care professionals, administrators and scientists. Different stakeholders have different opinions and it is essential to discover those differences in order to create a solid and richly informed knowledge base. There is another reason to involve teachers while constructing an overview of the competences necessary to promote reflection skills. Acceptance of criteria and standards among teachers is assumed to increase when they are involved in defining their own competencies to receive feedback on instead of competencies being prescribed by a select group of experts (cf. Uhlenbeck, Verloop, & Beijaard, 2002).

Our main research question was: *What competences are necessary, according to different kinds of stakeholders, for teachers to promote the reflection skills of nursing students?* In order to answer this question, the following sub-questions were addressed: 1) What are the aims of reflection for students?; 2) What student activities are necessary for reflection?; and 3) What strategies may teachers use to support students' reflection skills and to achieve desirable consequences for students? Our final purpose was to order the aims, student activities, and teachers' strategies into a comprehensive teaching competence framework that could be useful for teachers' professional learning.

2.3 *Method*

2.3.1 *Context of the study*

This study was conducted in senior secondary vocational education for undergraduate nursing students age 16 years and older (Level IV of the International Standard Classification of Education, Department of Education, UNESCO, 1997).

As in many education programs for health professionals in other countries (Mann et al., 2009), Dutch senior secondary vocational courses for nurses place a great deal of emphasis on educating students in using reflection skills. Reflection skills are considered essential to students learning how to formulate their own learning objectives, how to become professionals, and how to reflect on protocols and critical situations.

Nursing students spend a period of time (20-80% of their total time on the vocational course) on a work placement, during which learning from experience is important. Both the teachers at the school and the supervisors at the work placement put a lot of emphasis on this learning from experience, by focusing reflection on the students' experiences.

2.3.2 *Procedure*

We used the experiences and expertise of various stakeholders to construct an overview of competences. Instead of starting with a panel of experts and a

proposal formulated by researchers, as in a Delphi procedure (Dekker-Groen, Van der Schaaf, & Stokking, 2011), we adopted a more bottom-up and open approach in our aim for a broadly based description of teachers' competences. This approach enabled teachers and other stakeholders to express their opinions, concerns, and "lived experiences" about all kinds of elements that they considered important to reflection skills in nursing education.

An example of such an approach is the responsive evaluation method (Stake, 1975), which is a qualitative research method focused on performing evaluations based on the opinions of various stakeholders (Abma and Stake, 2001; Guba and Lincoln, 1989). Abma (2005) elaborated the twelve-step model of Guba and Lincoln (1989), simplifying the process into four steps. Her major adaption was to aim for mutual understanding of different opinions instead of aiming to achieve consensus through negotiation as in Guba and Lincoln's model (1989).

The four steps of adapted responsive evaluation (Abma, 2005; Baur, Abma & Widdershoven, 2010) are: 1) creating social conditions, aimed at building trust and making stakeholders enthusiastic about participation; 2) collecting opinions of stakeholders, aimed at mapping their interests and concerns; 3) dialogue between stakeholders with common interests, aimed at collecting their opinions and deepening and exchanging their expressed interests and concerns; and 4) dialogue between stakeholders with diverse interests, aimed at deepening and exchanging their expressed interests and concerns.

These responsive evaluation steps guide the process facilitator's work (Abma, 2005; Baur, Abma & Widdershoven, 2010; Niessen, Abma, Widdershoven & van der Vleuten, 2008). This is not a linear process: it is possible to go back and forth through the steps. We incorporated the adapted responsive evaluation steps into our research in order to gain insight into the opinions of various stakeholders with regard to the competences that are necessary for teachers to promote the reflection skills of nursing students. The first author functioned as a process facilitator by creating conditions for dialogue, helping to explain the various stakeholders' perspectives and arranging focus groups. In focus groups, participants are encouraged to discuss a certain topic by asking questions, exchanging anecdotes and commenting on each others' experiences (Kitzinger,

1995; Sim 1998). The topic given to the participants in our study was “reflection skills education”. After each focus group meeting, the process facilitator wrote an interim report.

Table 2.1 shows the responsive evaluation steps with corresponding aims and activities in the procedure. In step 1, we had informal conversations with teachers and schools about promoting reflection skills in nursing education and we provided information on our project. In step 2, we conducted semi-structured individual interviews with various stakeholders, such as teachers and health care supervisors, aimed at gaining insight into their opinions and concerns with regard to the sub questions given at the end of section 2.2. After each interview we wrote an interim report. In step 3, we organized homogeneous focus group meetings with stakeholders with common interests in order to gain insight into their opinions on the three questions, and for the purpose of collecting specific cases with regard to stimulating reflection in nursing students. Step 4 took place during the small heterogeneous focus group meetings, in which the stakeholders, described their opinions about the specific cases in a structured paper, using the three focusing questions, mentioned in the theoretical section: a) What are the aims of reflection for the student in this specific case?; b) What students’ reflection activities are necessary in this case?; and c) What teachers’ strategies to support the students’ reflection skills are necessary in this case? After each focus group meeting we wrote an interim report.

In order to find out to what extent others can apply the interpretations to their own situations, another step in the method, step 5, was added: checking the competence framework obtained. Teachers were given the opportunity to comment on the framework using an exercise based on Kooy’s (1998) “triple entry note book exercise”. This exercise contained three phases: 1) we asked the teachers to describe three positive and three less positive remarks on the competence framework and we asked them to comment on these remarks and raise any questions they might have; 2) the filled-out paper was given to another teacher and this person gave his or her opinion on the remarks, questions and ideas mentioned; 3) the filled-out paper was given to a third teacher and this person described his or her opinion on the first teacher’s remarks, questions and ideas and the second teacher’s opinions.

Table 2.1 Steps of responsive evaluation (RE) and corresponding aims, activities, and results

Steps of RE	Aims in this study	Activities	Results
Step 1 Creating social conditions	To build trust and to make stakeholders enthusiastic about participation	Informal conversations Flyer about the study Article about the study in a Dutch journal for health care education	Nine different schools and one university hospital were interested in being involved in the research.
Step 2 Collecting opinions	To collect opinions of stakeholders	Semi-structured individual topic-focused interviews	Interim reports, consisting of the opinions about the three focusing questions
Step 3 Dialogue between stakeholders with common interests	To collect opinions of stakeholders To collect specific cases as examples of the importance of reflection during education or during practice as a nursing student	Homogeneous focus groups	Interim reports, consisting of the opinions about the three focusing questions, and the specific cases
Step 4 Dialogue between stakeholders with diversity of interests	To discuss the specific cases	Heterogeneous focus groups 1, 2 & 3	Interim reports consisting of information about teaching strategies A framework with teaching competence domains and rubrics
Step 5 Checking the applicability of the results obtained	To give teachers the opportunity to comment on the framework obtained	Meeting with teachers “Triple entry notebook exercise” (Kooy, 1998)	Overview of positive and less positive remarks and expectations

2.3.3 Participants

Relevant stakeholders for our study were nursing students, teachers from the nursing education schools, and nurses from the health care institutes who were supervising the nursing students. Administrators of the school were also involved in the reflection skills education, because they devise and pursue the educational policy. We also involved scientists and a coach because of their expertise in reflection skills and teaching competences.

An overview of the stakeholders that participated in the 5 steps of responsive evaluation is provided in Table 2.2. In total, 95 stakeholders participated.

Table 2.2 Overview of stakeholders involved in the study

	Steps (cf. Table 1)					Total	
	Step 1+ 2	Step 3	Step 4		Step 5		
Stakeholders (n = 95)	Interview	Homo-geneous focus group	Hetero-geneous focus group 1	Hetero-geneous focus group 2	Hetero-geneous focus group 3	Meetings teachers	
Students		12	4				16
Teachers	6	8	4	3		36**	53
Supervisors/ health care professionals		7		3*	1		10
Administrators	12				1		13
Scientists					2		2
Coach					1		1

Note. * 1 of these persons also participated in step 3; in total 10 different health care professionals were involved
 **4 of these teachers also participated in step 3; in total 53 different teachers were involved

2.3.4 *Analysis*

In responsive evaluation, the experiences and opinions of all stakeholders are relevant and important, given the democratic ideal of giving “a say” to those whose interests are at stake (Greene, 2006), and the input of all stakeholders is considered equal. These ethical considerations dictated our analysis procedure: we only started analysing the data after the third stakeholder meeting in order to guarantee as far as possible that all stakeholders had equal input. After analysing the third meeting, saturation of results was reached.

The data from the interim reports, made after the interviews and the focus group meetings (see section 2.3.2), and the papers filled out by the small heterogeneous focus groups (see section 2.3.2) were used for the analysis. Qualitative analysis of the data was performed (Strauss, 1987). First, the three topics discussed during the focus group meetings (1) aims of reflection, 2) student activities, and 3) teachers’ strategies) were used as main categories for coding. Second, preliminary codes were adopted under the three main topics, staying as close as possible to the language used by the stakeholders, by using open-coding and in-vivo coding. Third, codes were refined. For example, codes that had a similar meaning were grouped. Finally, after the codes were refined, it was necessary to structure them in order to construct a competence framework. Four teacher educators were asked to structure the data, using the aims of reflection as their starting point. They received a list of the three main topics with corresponding codes in alphabetical order. The teacher educators discussed which of the student activities and teachers’ strategies mentioned for promoting reflection related to each aim of reflection.

2.3.5 *Quality assurance procedures*

In order to guarantee the quality of knowledge generated, it is important to “establish trustworthiness”. Guba and Lincoln (1989) introduced the following trustworthiness criteria: *credibility*, *dependability*; *confirmability*, and *transferability*.

One of the techniques of the *credibility* criterion is *prolonged engagement*: substantial involvement at the inquiry site to build trust, to understand the culture

and to be informed. This started in first step of the procedure as described in section 2.3.2. Another technique is “*member-checking*”, the single most crucial technique for establishing credibility (Abma, 2005; Guba & Lincoln, 1989). This was done continuously, both during data collection and analysis, and when the end product was prepared. In steps 2, 3, 4, and 5 of the procedure, followed *member-checking* was used with a dual purpose: 1) to determine whether the stakeholders’ opinions had been interpreted correctly by the researcher, in other words to verify that what was written down was what was intended to be communicated; and 2) to determine whether their opinions were portrayed accurately in the developed competence framework and whether what had been presented represented their construction. Stakeholders were also given the opportunity to correct and add information. After steps 3 and 4, some adjustments were made regarding strategies for promoting reflection.

Dependability and *confirmability* were taken care of during steps 1, 2, 3, and 4 by performing an internal check between the first and second author and an external check between the first author and an independent researcher after step 3. The independent researcher was a person not connected to this study. He was handed out sections of the interim reports, the coding book and the analysed data. At the end of step 4, the first and second authors checked whether each of the preliminary codes for the aims of reflection, students’ activities, and strategies for promoting reflection could be classified in the three different competence domains mentioned by the teacher educators. The final competence framework was member checked by the teacher educators. No adjustments were made.

In order to find out to what extent others could apply the interpretations to their own situations (*transferability*), another step in the method, step 5, was added (see Table 2.1). In step 5, 36 teachers were given the opportunity to comment on the framework with the three domains using an exercise based on Kooy’s (1998) “triple entry note book exercise” (see also section 2.3.2). The results were described in an interim report divided into two parts: the positive remarks and the less positive remarks. These outcomes were discussed with the teachers; no adjustments needed to be made.

2.4 Results

In this section, first an example of a specific case will be given to illustrate the context and origin of the data and findings. Second, the results concerning the aims of reflection and students' activities necessary for reflection will be briefly described. After that, the results of the competence framework will be given.

2.4.1 Specific case

During the interviews, as explained in the procedure section, we asked for specific cases as examples of the importance of reflection during classroom work and nursing practice. This resulted in thirteen cases. Table 2.3 gives an example of a typical case.

Table 2.3 *A typical case*

Case:

During the first couple of weeks of the work placement, a female student experienced a reduction in motivation. Later the teacher thought that the problems related to motivation and supervision had been solved. However, during the second phase of the work placement, the teacher again felt that something was wrong, because the student was still receiving negative feedback from supervisors at work.

2.4.2 Overall results

Different aims of reflection for a student nurse and student activities were found in the data. In total, 8 aims of reflection and 24 student activities were mentioned. Table 2.4 gives the aims of reflections and some examples of students' activities.

Table 2.4 *Examples of aims of reflection and students' activities mentioned by the stakeholders*

Aims of reflection	Students' activities
<ul style="list-style-type: none">○ Understanding one's own performances○ Knowing how to move on○ Understanding one's own learning process○ Achieving higher learning gains/benefits○ Putting emotions in a proper place○ Building self- confidence○ Increasing one's motivation○ Broadening one's point of view	<ul style="list-style-type: none">○ Describing○ Introspection○ Evaluating○ Listening○ Receiving feedback○ Analysing○ Asking for feedback○ Planning○ Drawing conclusions○ Knowing one's own assumptions

One of the typical cases mentioned in Table 2.3 is described in more detail in Table 2.5.

Table 2.5 *Detailed description of a typical case*

Case:

During the first couple of weeks of the work placement, a female student experienced a reduction in motivation. Later the teacher thought that the problems related to motivation and supervision had been solved. However, during the second phase of the work placement, the teacher again felt that something was wrong, because the student was still receiving negative feedback from supervisors at work.

Further explanation of the teacher:

“I made use of a common method that our school applies regularly in our conversations with students. I asked the student to fill out some tests about self-perception and learning styles and then I discussed the results with her. I asked her if she recognized herself in the test results. And I asked her what the impact might be of the results of the tests on her own nursing practice. Afterwards, the student said that this conversation made her more conscious of behaviour. She recognized that she was being too passive and by not being active enough, she was not able to fulfil her assignments during her internship.”

After the teacher’s explanation, a lively discussion started between all the teachers about the aims of reflections, and the student’s activities and the strategies used by the teacher. According to one of the participating teachers, it was the teacher’s duty to confront the student with the negative feedback from supervisors. Another teacher said: “It is important that this student gains an insight into her problems and her performances. A teacher must find out the cause of the poor performance by asking questions such as ‘What do you think about your results?’ This implies that a teacher must be a good listener”.

Aims of reflection:

“It is important that the student gains insight into her problems and her performances”	[code ‘Understanding one’s own performances’]
“The student must know how to move on”	[code ‘Knowing how to move on’]
“It is important for this student to achieve better results”	[code ‘Achieving higher learning gains’]

Students’ activities:

“The student should think about the situation”	[code ‘Thinking’]
“The student should be able to describe the reasons for her bad performances”	[code ‘Describing’]
“The student must be willing to receive the teacher’s feedback”	[code ‘Receiving feedback’]

Teachers’ strategies:

“The teacher confronts the students with the negative feedback”	[code ‘Confronting’]
“Asking questions such as ‘What do you think about your results?’”	[code ‘Asking questions’]
“The teacher must find out the cause of the poor performance”	[code ‘Analysing’]
“The teacher must be a good listener”	[code ‘Listening’]
“The teacher holds the conversation at the students’ level”	[code ‘Adapting support to students’ level’]
“The teacher should create a good atmosphere”	[code ‘Offering security and confidence’]

2.4.3 *Grouping the results into a competence framework*

Four teacher educators were asked to structure the aims of reflection, the student activities and the strategies that teachers may use, using the aims of reflection as a starting point. This resulted in a discussion about the different dispositions of the teaching strategies, which, according to these teacher educators, belonged in different competence domains. Three competence domains were distinguished: 1) the primary teaching process of stimulating reflection skills, which the teacher educators called the “teaching domain”; 2) the “providing a safe environment” domain; and 3) the “teacher as reflective practitioner” domain.

The first competence domain is the domain in which the actual teaching process is important. This domain is focused on teachers’ competences in promoting students’ thinking activities. The three main thinking activities are “describing”, “analysing”, and “planning”. Examples of strategies in this domain are “asking questions” and “giving feedback”. Looking more closely at the “asking questions” strategy, some of the specifications mentioned by the stakeholders were “asking open-ended questions”; “using unambiguous questions”; and “continuing to ask questions”. In addition to the strategies mentioned, teachers should listen carefully, they should be able to assess the needs of the students, and they should be able to vary the support given to the students according to their needs, in order to stimulate students to perform the thinking activities by themselves. The teacher may use these strategies in class or in one-to-one conversations with a student.

The second competence domain is the domain in which the importance of “providing a safe classroom environment” is central. The teacher creates a safe environment supportive of reflection skills development by “reacting enthusiastically”; “giving compliments”; “asking, describing, and checking the emotions of the student”; “giving proper feedback”; “showing respect”; and stimulating students to cooperate, to give each other feedback, and to help each other to reflect”. Examples of specifications of “giving compliments” were “emphasizing the positive elements and teaching the student to do this him/herself too”; “emphasizing the good actions of the student and not the bad actions”; and “giving a compliment about the students’ reflection skills at the

end of a conversation”. In addition, a teacher should bear in mind the diversity of students. These strategies are applicable to a class setting and in one-to-one conversations with a student.

In the third competence domain, the “teacher as reflective practitioner” domain, teachers are supposed to reflect on their own professional learning and their teaching, by recognizing and expressing their own assumptions about reflection skills training and about their own teaching, and by knowing and expressing their own limitations. Here, a teacher may use strategies such as “reflecting on one’s own teaching”; “asking students and colleagues for feedback”; “formulating learning objectives”; and “cooperating with students and colleagues”.

The teaching domain is the core domain. The other two domains, the “safe environment” domain, and the “teacher as reflective practitioner” domain, are considered conditions for the teaching domain. The aims of reflection, students’ activities, and teaching strategies may be placed in these three domains. Examples of strategies that teachers may use in each domain are provided in Table 2.6, the criteria and standards are provided in Appendix A.

Table 2.6 *Examples of strategies that teachers may use to foster reflection in students*

The domains of the competence framework	Examples of matching strategies
<p>Teaching domain The teacher provides just enough support to accomplish improvement of the learning activities “describing”, “analysing” and “planning”.</p>	<ul style="list-style-type: none"> - “Asking questions” - “Providing feedback” - “Observing the student” - “Giving an overview by showing connections” - “Describing one’s own feelings to show the student a different point of view”
<p>Providing a safe environment domain The teacher creates a safe environment supportive for the reflection skills education.</p>	<ul style="list-style-type: none"> - “Reacting enthusiastically” - “Giving compliments” - “Asking, describing, and checking the emotions of the student” - “Giving proper feedback” - “Showing respect” - “Stimulating students to cooperate, to give each other feedback, and to help each other to reflect”
<p>Teacher as reflective practitioner domain Teachers take responsibility for their own professional learning in the education of reflection skills.</p>	<ul style="list-style-type: none"> - “Reflecting on one’s own teaching” - “Asking for feedback from students and colleagues” - “Formulating learning objectives” - “Cooperating with students and colleagues”

2.4.4 *Teachers’ expectations about the usefulness of the competence framework*

In general, the 36 participating teachers in step 5 were very positive about the framework; they thought it would be helpful for formulating learning objectives for their own professional learning. Examples of their positive remarks were: “clear and manageable structure”; “a convenient and clear arrangement”; “clear examples”; “gaining an insight into what is necessary and into one’s own professional learning”. Examples of less positive remarks were: “differences in students’ ages are not taken into account”; “too structured”; and “it might become a straitjacket”.

The teachers recognized the issues mentioned by the stakeholders and they did not mention possible missing issues pertaining to education in reflection skills.

Examples of teachers’ expectations about the use of the developed framework for their professional learning were: “I hope and expect it will give me structure”;

“making clear my qualities and weak spots”; and “good support in formulating learning objectives and developing skills”.

2.5 Conclusion and discussion

In the current study we aimed to gain an understanding of the teacher competences necessary to promote reflection skills in senior secondary nursing education. We also aimed to summarize these competences in the competence framework, based on the aims of the reflections and the students’ activities.

Looking more closely at the aims of reflections, those found in this study seemed to be related to the theoretical perspectives on reflection described in the theoretical background section: the pragmatic perspective, the critical social theory perspective, and the epistemologist perspective. In the pragmatic view, reflection allows one to become conscious of and thoughtful about one’s actions (Leijen et al., 2008). Related aims found in our data were: “understanding one’s own performances”; “knowing how to move on” and “putting emotions in a proper place”.

The critical social theory perspective on reflection emphasizes the importance of individuals and groups taking a critical position in relation to their actual situation to enable them to become aware of how and why their assumptions have come to constrain the way they see themselves and relate to each other (Leijen et al, 2008). A related aim we found was “broadening one’s point of view”. According to the epistemological approach, reflection consists of two parts: “understanding” and “judgement”, in which “understanding” is related to the ability to grasp logical, theoretical and conceptual rules, and “judgement” is related to the ability to connect experiences with rules. Related aims that we found in the data were “understanding one’s own learning process” and “achieving higher learning gains/benefits”.

The results show that the three theoretical perspectives are very relevant to the findings from practice from our study. These perspectives therefore seem very suitable for the practical context of professional development of nurses and student nurses. This holds especially for the aims of reflection that we found

in this study. However, when talking about aims in relation to the theoretical perspectives in the context of educational practice, one should keep in mind that aims may be related to different theoretical perspectives at the same time. For example, the aim “building self-confidence” was mentioned in a specific case about understanding the educational system. From that point of view, the aim may be related to the critical perspective. On the other hand, this aim was also mentioned in a specific case about a student who described a reflection saying “it went well” but the student was unable to justify this with a description of concrete actions. From this point of view, the aim may be related to the pragmatic view as well, which is focused on becoming conscious of and thoughtful about one’s actions.

From the results section as well as the examples just provided, it follows that using the theoretical perspectives in teacher training situations is most meaningful when referring to context information of the reflection case at hand. This is in line with Hobgood, Hevia, Tamayo-Sarver, & Weiner (2005), who stressed that when a specific perspective on reflection prevails it seems to depend on the circumstances of the context.

Our results also have some implications for further research, which is necessary to validate the developed framework. While further exploring the relevance of the framework in the context of teacher learning purposes, it is important to keep in mind the viability of the framework for teachers. Every teacher brings in his or her own context, so teachers should have the freedom to make this framework viable for their own situation and professional learning needs (Niessen et al., 2008).

Chapter 3 NEGOTIATED ASSESSMENT PROCEDURE AND TEACHER LEARNING: A DETAILED EXPLORATION OF THE NEGOTIATION PROCESSES²

A negotiated assessment procedure was developed aimed at stimulating teacher professional learning. Negotiations during assessments on interpretations of teaching situations and on teachers' learning objectives, learning activities, and outcomes were expected to contribute to teacher professional learning. Knowing more about processes of negotiation in the context of formative teacher assessment may increase our understanding of how assessment and, in particular, negotiated assessment, could support teacher professional learning. We conducted a detailed analysis of nine assessment dialogues from three pairs of teachers and their assessors (three dialogues for each pair), focusing on chains of interactions during the assessment dialogue that could be characterized as negotiations. We also sought teachers' opinions about the negotiations in the procedure. The amount of negotiation in the nine assessment dialogues analysed in this study was very limited: only seven negotiation dialogues occurred. The negotiations typically started with a critical analysis of a situation, which was most frequently expressed in fairly emphatic terms. Although the assessment dialogues offered ample opportunity to negotiate, more than half of the expressed disagreements remained isolated in the assessment dialogue. In these cases, no reasons for or against a certain view were communicated and no negotiations took place.

² This chapter has been submitted in adapted form as:
Verberg, C.P.M., Tigelaar, E.H., & Verloop, N. *Negotiated assessment and teacher learning: a detailed exploration of the negotiation processes*

3.1 *Introduction*

Interaction is seen as an essential ingredient of any learning environment (Woo & Reeves, 2007) and this also holds for teacher professional learning (Thijs & van den Berg, 2002). Interacting with others, such as peers or a more experienced colleague, provides teachers with opportunities to exchange views on teaching, to share experiences and to seek feedback on their functioning. In particular, feedback provided to teachers in the context of formative assessment is seen as beneficial for shaping and improving teachers' learning and functioning (Porter, Youngs, & Odden, 2001), by improving their understanding of their practice, helping them to plan their learning, identify their strengths and weaknesses, formulate target areas for remedial actions and develop skills to improve their practice (Topping, 2009).

A promising example of formative assessment is negotiated assessment (Gosling, 2000), which is characterized by extensive involvement of participants in their own assessment and by exchange of views between the assessee and the assessor. Although several variations of negotiated assessment are known (Boud, Cohen, & Sampson, 1999), they have some elements in common. A negotiated assessment procedure normally begins with discussion of the tasks, responsibilities and expectations of the assessor and the assessee (Anderson, Boud, & Sampson, 1996; cf. Sadler, 1998) and a formal learning agreement or learning contract (Gosling, 2000). The learning contract contains the negotiated learning objectives, learning activities and the evidence to be provided during the assessment procedure. The learning contract functions as a guideline for the assessee's learning process and may be renegotiated over time (Gosling, 2000) during assessment meetings characterized by reflective dialogues. In these dialogues the assessor gives feedback on the progress of the assessee's practice and this is negotiated by both parties. An important element is "the collecting of evidence" by the assessee, for example in a portfolio, to demonstrate the assessed skills (cf. McMahon, 2010).

Negotiated assessment can be a useful formative assessment procedure for teacher learning, because of its participative and interactive elements (Boud, 1992; Day, 1999). The negotiations between the assessor and the assessee are

expected to promote the assessee's involvement in their own assessments. This fits in with other literature on formative assessment, which emphasizes participation and control by the assessee on the one hand, and the social, interactive and contextual nature of learning on the other (e.g., Birenbaum, 2003; Gulikers, Bastiaens, & Kirschner, 2004; Tigelaar & Van Tartwijk, 2010; Webb, 2010). Active involvement of participants in their own assessment is an important prerequisite for learning (Day, 1999).

Most literature reports on negotiated assessment in the context of higher education, in which the teacher is the assessor and the student the assessee. Not much is known about negotiated assessment in the context of *teacher assessment*, with the teacher being the assessee. For the purpose of this study, a negotiated assessment procedure was developed aimed at stimulating teacher professional learning. We explored the negotiation processes between the teachers and their assessors during this process.

Knowing more about negotiation processes in the context of formative teacher assessment may further our understanding of how formative assessment and, in particular, negotiated assessment could be used to foster teacher professional learning.

3.2 Theoretical background

Teacher assessment could be a promising tool for promoting professional learning, particularly when feedback is provided on teachers' own teaching practice (Darling-Hammond & Snyder, 2000; Porter et al., 2001). Formative assessment, in particular, could be used to develop or improve competence (Sadler, 1998). The assessor prompts the teacher to reflect on his or her own learning process (cf. Anderson & Boud, 1996), by using interventions such as asking questions and providing feedback during the assessment meetings. The assessor has a supportive role in this formative process and may be called a tutor, mentor, supervisor or coach (Boud, 1992, Gosling, 2000). In negotiated assessment, the assessor and the assessee negotiate about and agree on the feedback provided, the assessment process and the use of the assessment mechanism and criteria, in the light of learning objectives, activities, evidence provided and outcomes (Anderson et al., 1996).

The relationship between an assessee and an assessor is more equal in negotiated assessment than in many other forms of assessment (Gosling, 2000), although in the context of student learning, power issues between teacher and student are always present (Boud et al., 1999). Characteristics of a more equal relationship in assessments are open communication and mutual respect (Anderson et al., 1996).

In general literature on negotiation, negotiation is defined as an interpersonal communication process in which two or more people engage in discussion in order to reach an agreement with a positive outcome for both parties (Thompson, 2006). However, whilst the literature on negotiated assessment emphasizes the importance of negotiation for stimulating the assessee's learning processes, not much is known about what characterizes the processes of negotiation during dialogues in negotiated assessment meetings.

The literature on negotiated assessment focuses on the *topics* of the negotiations such as learning objectives, activities, evidence provided and outcomes (Anderson et al., 1996; Gosling, 2000). Although these descriptions do provide some insight into what the negotiations might be about, they do not provide insight into the processes of negotiation. The literature on argumentation processes provides additional valuable viewpoints. In the student learning context, this literature describes negotiation of *meaning* as well as negotiation related to *topics*. For example, negotiation of meaning in classrooms during a second language course (Foster & Ohta, 2005), during a mathematics course (Kaisari & Patronis, 2010), in a physics classroom (Baker, 1999), or in an online learning environment (Hull & Saxon, 2009; Pozzi, Manca, Persico & Sarti, 2007). To conceptualize negotiations during negotiated assessment in the context of teacher learning, we may draw on literature on argumentation processes in the student learning context.

When analysing dialogues in the context of teacher learning during a negotiated assessment procedure, negotiation may be found in chains of interactions around topics, as mentioned above, and around different points of view on teaching or different interpretations of teaching situations between the assessor and the assessee.

Both the assessor and the assessee may bring their own prior knowledge and their personal interpretations into the argumentation process (Eraut, 2000). By discussing and reflecting, people may become aware of and understand their own and others' actions (Eraut, 2007). Munneke, Andriessen, Kanselaar, and Kirschner (2007) give five different skills, based on Kuhn (1991), to model argumentation processes: 1) the skill to offer support to a claim or, in other words, to *agree* with a claim; 2) the skill to offer arguments for the support; 3) the skill to generate alternative theories or, in other words, to put a *new perspective* on the claim; 4) the skill to give counterarguments; and 5) the skill to rebut an opposing line of reasoning or, in other words, to *disagree*. The skills involved in making arguments and counter arguments may manifest themselves differently. For example, someone may be more or less convinced about the arguments offered. A person who is convinced will probably be more *definite* in the words used. A person who is less convinced may use more *exploratory* language. These skills may be used in response to a statement, a claim or a question. They could also be used to label interactions during the process.

Negotiations may have different outcomes. Besides an explicit outcome, such as acceptance/agreement or non acceptance/disagreement with regard to a certain topic or viewpoint, an implicit outcome is also possible. In the latter case, conversation partners simply move on to something else without a clear conclusion but leave the closure unspoken or open-ended (Baker, 1999). This implies that an explicit outcome is not an essential characteristic for classifying a chain of interactions as a negotiation. The general literature on negotiation defines negotiation as a communication process in which people discuss something in order to reach an agreement acceptable to all parties (Thompson, 2006). In line with this and making use of what is known about argumentation processes in educational contexts, we defined the chain of interactions in the context of teacher assessment as a negotiation where participants discuss to reach agreement, take opposing positions and give reasons for and against the proposal or view (Baker, 1999).

Research findings on argumentation processes may provide valuable insights for analysing dialogues during a negotiated assessment meeting in the context of

teacher assessment. Negotiated assessment meetings may follow the different phases of a reflective dialogue, though these phases do not necessarily follow each other in chronological order and each phase may occur several times during a meeting. Negotiations may occur in each reflective phase. The different phases in a reflective dialogue are: a) looking back on an action, or *describing* a situation; b) becoming aware of essential aspects, by *analysing* the situation; and c) creating alternative methods of action, also known as *planning* for future actions (Korthagen, 1985, 2001; Oosterbaan, Van der Schaaf, Baartman, & Stokking, 2010). Scrutinizing a situation may involve different types of analysis, such as a) critical analysis (looking at which arguments are more credible than others and why); b) analysis from alternative or multiple perspectives; and c) providing rationales for situations and/or drawing conclusions with regard to functioning (arguing about/explaining why things happened and/or summarizing new insights from the analysis process) (Hatton & Smith, 1995; Mansvelder-Longayroux, Bijaard, & Verloop, 2007).

Each phase of the reflective dialogue may include chains of interactions that can be characterized as negotiations, for instance when the assessor and the assessee take opposing positions and give reasons for and against a certain view during one of the phases in the reflective dialogue. For example, a teacher might analyse the teaching situation critically and the assessor may disagree with the teacher's analysis and offer another perspective on the situation.

As negotiating processes have not yet been investigated in a negotiated assessment procedure in the context of teacher professional learning, we decided to carry out a small-scale in-depth analysis of the interactions of three teachers and their assessors during three rounds of assessment meetings. We attempted to answer the following research questions: 1) To what extent do negotiations occur during the assessment meetings and what do these negotiations look like?; and 2) What are the teachers' and assessors' opinions about the negotiations in the negotiated assessment procedure we developed?

3.3 Method

3.3.1 Context

This study, which started in spring 2009 and lasted until spring 2011, was situated in the context of a two-year negotiated assessment trajectory for teachers in senior secondary vocational nursing education. The focus of the assessment procedure developed was on teachers' coaching of reflection skills in nursing students aged 16 years and older. Reflection skills are considered important for becoming self-regulative learners and reflective practitioners (Boekaerts & Corno, 2005; Butler & Winne, 1995). Teachers in senior secondary vocational education do find reflection skills important for their students but find it difficult to help them to develop and use them (De Bruijn & Leeman, 2011).

3.3.2 The negotiated assessment procedure

We developed a procedure for negotiated assessment specifically for this piece of research. Based on the theory on formative and negotiated assessment, the following core elements were considered relevant for the negotiated assessment procedure to be developed: 1) a series of assessment meetings which served as a setting for negotiations between assessor and assessee; 2) a teaching competence framework to be used as a starting point for the negotiations; 3) a learning contract in which the negotiated learning objectives, learning activities, learning outcomes, and evidence could be described; and 4) the collection of evidence of their own learning practice and of the skills to be assessed. The teaching framework (2) provided an overview of the teaching competences necessary for supporting nursing students to reflect and was broadly defined in order to provide space for the negotiation processes.

The competence framework consisted of three competence domains: 1) the primary teaching process of stimulating reflection skills; 2) creating a safe classroom environment; and 3) the teacher as professional. Examples of strategies that teachers could use to foster reflection in the first domain were "asking questions" and "giving feedback". In addition, teachers were expected to listen carefully, be able to estimate their students' needs and vary the support given accordingly, in order to encourage students to perform thinking

activities by themselves. The teachers could use these strategies in class or in one-to-one conversations. In the second competence domain, creating a safe classroom environment supportive of reflection skills development was central. The teachers were also expected to bear student diversity in mind. Examples of strategies that teachers could use were “giving compliments to the student” and “asking, describing and checking the student’s feelings”. These strategies could be applied to a class setting and one-to-one conversations. In the third domain, the “teacher as professional domain”, teachers were supposed to reflect on their own professional learning and teaching with respect to the promotion of reflection skills in nursing students, by recognizing and expressing their own assumptions about reflection skills training and about their own teaching, and by knowing and expressing their own limitations. The “safe environment” domain and the “teacher as professional” domain, were considered conditional for the primary teaching process of stimulating reflection skills.

The negotiations were scheduled during three assessment meetings, which were planned in the two-year trajectory of the negotiated assessment procedure. The first assessment meeting took place at the beginning of the trajectory, the second after approximately one year, and the third after almost two years. Meetings were scheduled in spring 2009, spring 2010 and winter 2010/2011.

Each teacher’s assessor was an experienced colleague. Before the start of the trajectory, we asked teachers if they would be willing to participate in the two-year trajectory and, if so, which colleague they would like to have as assessor. The teachers were free to choose their own personal assessor but, for confidentiality reasons and because the role of assessor and evaluator should not be combined in one person, teachers’ managers were not accepted. The first author linked the assessors and the teachers, based on the teachers’ preferences and overlapping working days.

Before the first assessment meeting, the teachers produced a draft learning contract containing their learning objectives, learning activities, and desirable learning benefits. While determining the learning objectives, they could use the broadly defined teaching competence framework as a source or guideline. The

learning contract was handed out to the assessor beforehand and discussed at the first assessment meeting.

Teachers were asked to prepare themselves and their assessor for the second and third assessment meetings by filling out a learner report about the learning objectives they had been focusing on and the learning activities undertaken to reach the learning objectives. These learner reports were handed out to the assessors before the assessment meetings.

In between the assessment meetings, teachers had time to spend on their learning activities and to collect evidence of their own teaching practice with regard to stimulating students to reflect. Examples of evidence were lessons or teacher-student conversations recorded on DVDs, reflection reports, and teachers' feedback on students' activities. The evidence was handed to the assessor before each assessment meeting, together with the learner report.

The assessor compared the actual learner report with the learning contract and with the evidence provided. Based on these information sources, the assessor was able to provide feedback to the teacher during the meeting. During the assessment meetings, the teacher and the assessor negotiated about the type and the amount of evidence, the learning objectives, activities and benefits, and the teaching perspectives on teachers' coaching of the nursing students' reflection skills.

3.3.3 Training

It was important that the teachers (assesseees) and the assessors understood the idea of the negotiated assessment procedure, so both groups received training before the start of the trajectory.

The assessors and teachers received a one-day training course in separate groups. Both received information about the negotiated assessment procedure, the different phases of reflective dialogue, the preparation for each assessment meeting and negotiation. The assessors were trained in helping their teacher to become aware of essential aspects in teaching situations, by asking critical

questions, having teachers provide explanations for situations and rationales for their functioning, and by explicitly bringing in alternative perspectives. They were also trained to challenge the teachers' own ideas about setting objectives, learning activities and outcomes, in relation to the broadly defined teaching competence framework and their ideas for collecting evidence of their learning processes. The course emphasized that, in a negotiated assessment procedure, assessors are expected not only to act as consultants and provide encouragement and specific feedback, but also as supporters of teachers' professional learning processes by challenging teachers to take responsibility for their own learning and assessment. The assessors were encouraged not to concentrate on achieving consensus but rather on taking opposing positions to the teachers in order to stimulate negotiation. This process was practised during the training in subgroups. Because of the important role of the assessor in this procedure, the assessor training was continued before the second and third assessment meetings.

The teachers were trained in how to prepare for each assessment meeting and how to use different kinds of evidence for monitoring their learning processes. Information was provided about the different phases of a reflective dialogue in the assessment meetings, and about negotiation. The teachers were challenged to take responsibility for their own learning processes by actively bringing in their own ideas for setting learning objectives, learning activities and outcomes, by making use of the space provided in the broadly defined teaching competence framework, as well as by making suggestions for collecting evidence of learning. They were also encouraged to not just take their assessor's feedback for granted but to critically consider the assessor's feedback and suggestions, to take opposing positions when relevant and to argue the case for their viewpoints.

3.3.4 Participants

In the larger study (see Chapter 5), twenty-seven teachers (23 female, 4 male) from three different nursing education institutes participated on a voluntary base in the negotiated assessment procedure. Nine teachers (8 female, 1 male) functioned as assessors for the other eighteen teachers. For this smaller detailed analysis of a small number of assessment dialogues, we selected one

teacher-assessor dyad from each school. An important criterion for selection was their availability for all three videotaped assessment meetings. Some of the assessment meetings were not or were only partly videotaped due to technical problems. We also checked whether the teacher-assessor dyad was together throughout the entire trajectory. Two assessors dropped out part way through due to long-term illness or moving jobs. Their teachers were transferred to another assessor to continue their trajectory. These transferred teachers were not included in this study. See Table 3.1 for an overview of the characteristics of the selected participants.

Table 3.1 *Characteristics of selected participants at the start of the trajectory*

School	Name (fictitious)	Gender	Age	Years of teaching experiences	Previous qualifications	Teaching duties
A	Teacher Sarah	F	58	12	RN + TE	Teacher nursing subjects + mentor of a group of students
	Assessor Charles	M	62	15	RN + TE	Teacher nursing subjects + coordinator work placement for nursing students
B	Teacher Howard	M	49	18	RN + TE	Teacher nursing subjects
	Assessor Lizzy	F	48	9	RN + TE + coach training	Teacher nursing subjects + coordinator nursing students peer meetings
C	Teacher Giulia	F	51	20	Master degree medicine + a training course for teachers in adult and vocational education	Teacher anatomy & physiology + participating in projects regarding arithmetic, and digital learning environment
	Assessor Linda	F	57	30	RN + TE + coach training	Teacher nursing subjects

Note. RN= Registered Nurse; TE=Teacher Education qualification

Two of the three selected teachers had been trained as a nurse themselves and were certified teachers. The third teacher had not been trained as a nurse. She studied medicine and afterwards she trained as a teacher for the adult and vocational education sector. All three assessors had been trained as nurses themselves and were certified teachers. Two of the assessors were also skilled coaches.

3.3.5 Data collection

To answer the first research question concerning the occurrence of negotiations and what these negotiations look like, all nine recorded assessment meetings (three from each teacher-assessor dyad) were transcribed. These transcriptions were used as the data source.

To answer the second research question regarding teachers' and assessors' opinions about negotiations in the negotiated assessment procedure, we held an individual semi-structured interview halfway through the program and at the end. Examples of questions were: To what extent have negotiations occurred? About which topics did you negotiate with the assessor teacher during the assessment meetings? What, if anything, did you gain from the negotiations? How did you experience the negotiations? In which meeting did the majority of the negotiations occur? The interviews were audio taped, the answers were summarized and characteristic expressions were transcribed.

3.3.6 Data analysis

For the first research question, the nine dialogues of the three selected dyads were transcribed, producing 147 pages of transcription. After reading the raw protocols several times in order to get a grasp on our data, verbalized utterances during the dialogues were marked as separate on the basis of turn taking.

The transcriptions were analysed qualitatively, making use of both the phases that may occur in reflective dialogues as well as the skills that can be used to model argumentation processes as an interpretive lens. We used the following strategy for analysing the verbalized interactions.

First, against the background of the comments in the theoretical section of this article, the three reflection phases were used as main categories for coding: a) looking back on an action, *describing* a situation; b) becoming aware of essential aspects, *analysing* the situation; and c) creating alternative methods of action, *planning* for future actions. Besides the three codes for *describing*, *analysing* and *planning*, we added another main code *rest*, as a category for all utterances which did not belong to the three main codes.

Second, in codes related to the main code *analysing*, we further discriminated between different forms of reflective analysis: a) critical analysis (i.e. statement, knowledge or behaviour not taken for granted but questioned); b) analysis from another or multiple perspectives; and c) accounting for situations and/or explaining situations and drawing conclusions for future situations (i.e., a statement or question about what the specific situation adds to the teacher's learning).

Third, we used categories obtained from the literature on argumentation skills as codes. We used the codes (1) agree and (2) disagree for categorizing arguments for and against a view within the dialogue. Besides the distinction between agreement and disagreement, a new category emerged from our analyses which could be used to take into account the strength of expression of an argument in terms of how it was verbalized. For this category of expression, we added three more codes: (3) definite use of arguments/counter arguments (strongly expressed); (4) explorative use of arguments/counter arguments (tentatively/cautiously expressed, open for further exploration); and (5) "asking". See Appendix B for a description of the various coding categories.

The first and second author developed the coding system and an independent researcher checked a test sample. Although the codes did not need to be adapted, some decision rules were sharpened up as a result of this check. Subsequently, the first author and the independent researcher coded the same 10% of the data independently and discussed their coding. Again some decision rules were sharpened up. Next, another 10% of the data was coded independently by both the first author and the independent researcher and Cohen's kappa (1968) was

calculated for these results. Regarding the four codes “describing”, “analysing”, “planning”, and “rest”, Cohen’s kappa was 0.81. Cohen’s kappa regarding the codes “agreement”, “disagreement”, “asking”, “explorative” and “definitive” was 0.79.

As mentioned in the theoretical section, defining a chain of interactions as a negotiation requires participants to discuss to try to reach agreement, take opposing positions and give reasons for and against the proposal or view (Baker, 1999). After our coding was finished, therefore, in order to investigate the extent to which negotiations, in terms of arguments for and against a view, could be traced in our data from the assessment meetings, we first marked the utterances that were coded as “disagreement”. We calculated the percentage of utterances with a disagreement code compared to the total number of utterances. In addition, in order to explore what the negotiations in terms of arguments for and against a view looked like, we analysed the utterances before and after each disagreement. As a rule for deciding on the number of utterances to be analysed before and after each disagreement, we selected all the utterances related to the topic of a particular disagreement. We then explored the principal types of interactions in the utterances before and after a disagreement and classified the outcomes of the chain of interactions as either explicit or implicit.

The data pertaining to our research question concerning teachers’ and assessors’ opinions about negotiations was analysed as follows. The transcriptions of teachers’ answers were analysed qualitatively (Strauss, 1987). First, the three themes of the interview questions (topics, profits and experience) were used as main categories for coding. We added another code called “rest” to code the remaining opinions. Second, preliminary sub codes were adopted under the main codes “topics” and “rest”, by staying as close as possible to the language used by the teachers and their assessors, by using open-coding. Sub codes related to the main code “topics” were “learning objectives”, “learning activities” and “teaching practice”. Sub codes related to the main code “rest” were “doubts” and “dilemmas”. The first and second authors discussed these codes. On all matters related to deviations in coding, agreement was easily reached by checking interpretations or by going back to the raw data. This happened no more than twice during the analysis of the whole data set.

3.4 *Results*

We first give an example of a chain of interactions that was characterized as a negotiation. Second, we describe to what extent negotiation dialogues occurred during the assessment meetings that were analysed in this study and what these negotiations looked like. After that, we describe the teachers' and assessors' opinions about the negotiations.

3.4.1 *Negotiation dialogues*

An example of a negotiation dialogue is provided in Table 3.2. This negotiation dialogue is part of the last meeting of teacher Giulia and assessor Lizzy. They talked about the teacher's interactions as seen on a DVD as part of the provided evidence. First, the assessor gave her view on the teacher's interactions. "*I, eh, eh, noticed that you tried to have plenty of contact. You did that very well. You did it in an, an, inviting manner*" (utterance 15). After some words about the position of the video camera, the assessor connected the teacher's interactions with her learning objective while complimenting her (utterance 23).

The teacher expresses her disagreement by saying that she should have asked more questions (utterance 24). The assessor did not agree or disagree, but simply asked her to explain her view (utterance 25) and to provide some proof for it (utterance 27). After the teacher had given her own view, the assessor expressed her disagreement, while giving her own perspective on the situation. At the end, the assessor expressed her opinion that the student was actually able to articulate her problem, because of the teacher's interventions (utterances 35 +37). The teacher agreed with the assessor (utterances 36 +38). This is an explicit outcome of the negotiation dialogue. Subsequently, they moved on to the importance of a safe environment during a teacher-student conversation.

Table 3.2 *Example of a negotiation dialogue*

Utterance number	Person	Interaction	Codes
15	As	Okay, I did see a DVD, in which I saw you I, eh, eh, noticed that you were approaching the student. You did this in an, an, an, an inviting manner. The student did feel - I thought-invited. It is a pity that we could not see her face.	ana_crit_def
16	Tea	No	rest
17	As	But that was to protect this student	descr_def
18	Tea	True, she did not want to be seen on the video, so.	descr_agree
19	As	Yeah	rest
20	Tea	So I got her from the back...	descr_def
21	As	On the video	rest
22	Tea	Yeah	rest
23	As	And what struck me was that your learning objective, asking appropriate questions, uh.., and in particular continuing to ask questions, made the learning problem clear.	ana_crit_def
24	Tea	I didn't think so. Afterwards, I thought that I should have asked much more probing questions	ana_crit_disagree
25	As	And how would you like to have done it?	ana_crit_ask
26	Tea	Yeah, I know myself that I am quite quick to think that I have understood it.	ana_crit_def
27	As	Yeah, and what is your evidence for this, do you think?	ana_crit_ask
28	Tea	Yeah, it is about thinking afterwards, gee, what appointments did she have exactly? How often did she actually go to the language and maths centre? When did she go? How long had she been letting things slide? So I didn't ask all those questions. In retrospect I think, gosh, I should have asked more.	ana_crit_def
29	As	But then you are working with a plan of where are you going now, huh. Actually, in my view,it was that the student would get it clear herself that she needed support	ana_persp_disagree
30	Tea	Yeah, yeah	rest
31	As	In understanding and reading a text	rest

32	Tea	Yes, that was certainly clear to her. She admitted it herself at some point. For she started by saying that she didn't need any support and eventually she said that the problem was not a matter of the details but that she didn't understand the text. So, she understood her problem well but she felt that she did not get the right support, so she just left it.	ana_crit_def
33	As	Yeah, yeah	rest_agree
34	Tea	And I have tendency to think, now that I understand it, so let's make an agreement right away.	ana_crit_def
35	As	Yeah, but on the other hand, I think that the student did not formulate her problem clearly at first in the first few sentences, but afterwards she finally did describe her problem very clearly	ana_crit_disagree
36	Tea	Yes, indeed, and she got there by herself, so I thought that I did a great job	ana_crit_agree
37	As	Yes, yeah. Well, I think you gave her the opportunity to formulate what it was really about.	ana_crit_def
38	Tea	Yeah, yeah. Yes, I really tried to do that, yes.	rest_agree
39	As	Yes, by continuing to ask questions. But what struck me even more was the amount of contact. You had contact with her in a safe way, at a safe distance.	ana_crit_def
40	Tea	I do always think that is very important.	ana_crit_def
41	As	Yes.	rest_agree

Note. Explanation abbreviations: As= assessor; Tea= teacher; Codes: Descr=Describing; Ana= Analysing; Crit= Critical; Persp= Perspective ; Def= Definite ; Ask= Asking ; Agree= Agreement; Disagree= Disagreement; See section 3.3.6 and Appendix B for more detailed information about the codes.

3.4.2 Occurrence of negotiations

As explained in the theoretical section, chains of interactions can be characterized as negotiations when the assessor and the assessee take opposing positions and give reasons for and against a certain view. For this reason, we first looked at the utterances coded with *disagreement* as a manifestation of an exchange of arguments for and against a proposal or view. Table 3.3 presents the number of disagreements compared to the total number of utterances for each teacher and each meeting, as a first indicator for the occurrence of negotiations.

Table 3.3 *Disagreements as a percentage of total number of utterances during each meeting. In brackets the number of disagreement utterances / the total number of utterances during the meeting*

Teacher/assessor dyad	Meeting 1	Meeting 2	Meeting 3	Average
Teacher Sarah Assessor Charles	0.95 (4 / 419)	1.67 (4 / 239)	2.12 (5 / 236)	1.45 (4.33 / 298)
Teacher Howard Assessor Lizzy	2.47 (9 / 365)	0.68 (3 / 441)	1.39 (9 / 648)	1.51 (7 / 484.6)
Teacher Giulia Assessor Linda	1.75 (7 / 401)	2.06 (6 / 291)	2.24 (5 / 223)	2.02 (6 / 305)

From our exploration of the chains of utterances around disagreements, it appeared that many disagreements remained isolated in the dialogue. The content of the dialogue immediately moves to another topic or no further utterances related to the content of the disagreement are made. This was the case in 32 of the 52 utterances coded as disagreement. No reasons for and against the view were communicated in these cases, and so no negotiations took place. Table 3.4, gives an example of a disagreement without negotiation. Neither the teachers nor the assessors took the opportunity to react to disagreements uttered by their conversation partners but the assessors neglected these opportunities more often than the teachers.

Table 3.4 Example of an utterance coded as “disagreement” without a negotiation

Utterance number	Person	Interaction	Codes
75	As	Eh, do you think that the student does learn something from this, besides the assurance you indicated?	ana_crit_ask
76	Tea	Yes, they do learn from it. They learn how to do certain things guided by me, and next time they can do them more easily. Yes, I really think they learn from it.	ana_crit_def
77	As	It really is easy for those students	ana_crit_def
78	Tea	Yes, yes, it's easy for them, that's right, but they do learn something from it, I can see that. I can see that result.	ana_crit_disagree
79	As	If I summarize, you've brought it up, it is very result-oriented, you say, because you tell the students, okay, you are guiding them. And then you also say it is result-oriented.	ana_crit_def
80	Tea	Yes, it is result-oriented	rest
81	As	Yes	rest
82	Tea	And I say, maybe, that is, that it is due to my background, to get on with things, work efficiently, and eh yes.	ana_crit_expl
83	As	You notice that often in conversations that you come up with something, lead, uh that it's your nature?	ana_crit_ask

The remaining 20 utterances coded as *disagreement* (less than 0.7% of the total number of utterances) resulted in seven chains of interactions that can be characterized as negotiation dialogues. According to our definition of negotiation, we looked for chains of interactions in which participants take opposing positions and give reasons for and against the view (Baker, 1999). In total, seven negotiation dialogues were found in the data. Table 3.5 presents the occurrence of the negotiation dialogues related to the different assessment meetings of each teacher.

Our exploration of the principle interactions in the seven chains of interactions characterized as negotiation dialogues revealed that the interaction usually starts with a critical analysis of a teaching situation, either given by the teacher or the assessor, and usually expressed in a definite way (code: analyzing_

critical_definitive). The disagreement expressed was usually supported with an argument and the interactions afterwards continued with arguments (code: analyzing_critical_definitive or code: analyzing_perspective_definitive).

Table 3.5 presents an overview of the number of chains of interactions that were characterized as negotiation.

Table 3.5 *Number of negotiation dialogues for each teacher-assessor dyad*

Teacher - Assessor	Number of chains of interactions characterized as negotiation
Sarah - Charles	
Meeting 1	-
Meeting 2	1
Meeting 3	-
Howard - Lizzy	
Meeting 1	2
Meeting 2	-
Meeting 3	2
Giulia - Linda	
Meeting 1	1
Meeting 2	-
Meeting 3	1
Total	7

3.4.3 Teachers' and assessors' opinions about negotiations

The second research question concerned the teachers' and assessors' opinions about negotiations in the negotiated assessment procedure.

The teachers' opinions about the occurrence of negotiation varied. Both teacher Giulia and teacher Howard were of the opinion that negotiation occurred mainly during their first assessment meeting. Howard also experienced negotiation during his second meeting. According to him, the negotiations during the first meeting focused on his learning objectives and during the second meeting on the different points of view on his teaching practice based on the evidence. In contrast, teacher Sarah was not able to express any experiences or topics of negotiation at all. Although teacher Giulia acknowledged the existence of negotiations during her first meeting, she also expressed some doubt about

them: *"I did not experience it as a negotiation. More as a confirmation of being on the right track"*.

The assessors also had different opinions. Assessor Lizzy (teacher Howard) found it difficult to say whether there were any negotiations at all. She felt that negotiation presumed a certain agenda and that is quite awkward, especially if the teacher is a colleague and is competent. They sort out a lot for themselves.

Assessor Linda, in contrast, said that in general she experienced no difficulties while negotiating. On the other hand, she mentioned there was not much to negotiate about. According to Linda, teacher Giulia was very clear about her learning objectives: *"If she indicates this so clearly, then who am I to do it in a different way. This is what she likes to focus on, this is how she wants to take it further"*.

All three assessors mentioned the effect of being a colleague of their assessee. Linda mentioned having reservations about bringing something up, just because of the fact that teacher Giulia was a colleague. Charles mentioned his reservations during the meetings with teacher Sarah. He did not want to confront the teacher too often *"because it is not clear how this will affect our regular working relationship"*. Lizzy said: *"It is completely on a voluntary basis, so you are not going to put pressure on someone"*.

3.5 Conclusion and discussion

The aim of the study was to increase our understanding of what negotiation processes might look like during dialogues in the context of negotiated teacher assessment.

Our results reveal that negotiation during the dialogues was very limited. Our analysis showed that only seven negotiation dialogues occurred within the nine assessment meetings. These seven dialogues contained 20 utterances coded as disagreements. That is less than 0.7% of the total number of utterances. The negotiation dialogues usually started with a critical analysis of a situation. Most frequently, this was expressed in definite terms.

The lack of negotiations is striking, particularly because in our training we made a great effort to encourage the teachers and assessors to engage in negotiations. More than half of the expressed disagreements remained isolated in the dialogue. In these cases, no reasons for and against a view were communicated and no negotiations took place. This raises the question: what caused the lack of negotiation?

First, based on our findings, we need to reconsider the concept of “negotiation”. We defined negotiation as a chain of interactions in which participants discuss to try to reach agreement, take opposing positions, and give reasons for and against a proposal or view (Baker, 1999). This definition was operationalized in our analysis by, as a first step, tracing the arguments for and against a view, focusing on uttered disagreements. Putting more emphasis on agreements instead of disagreements could have yielded different results, including situations in which the teacher and the assessor give reasons for and against a proposal or view without disagreement being explicitly expressed first. However, since our definition of negotiations was also inspired by Baker’s (1999) research, explicating disagreement was considered an essential component in the chain of interaction.

Second, we only looked at the negotiations during the assessment meetings. It may be possible that negotiations also took place in other situations. For example, between assessor and teacher while planning the assessment meeting.

Another reason for the lack of negotiations during the assessment meetings may be found in the teachers’ and assessors’ attitudes toward negotiation in general. During the interviews, they were both asked to express their opinions about negotiation. The teachers’ answers mainly focused on the presence or absence of negotiation without being able to indicate what the negotiations looked like. This gives us the impression that the teachers did not think about the occurrence of negotiations before the interviews took place and nor were they thinking about it during the assessment procedure itself. Although in our training we did emphasise skills for negotiation during assessment meetings, the relationship between the teacher and the assessor, and so on, apparently this did not manifest itself clearly during the assessment meetings and the interviews.

The lack of manifest negotiation skills in the assessment meetings may have had to do with the assessors' mind-sets, since they had reservations about assessing their own colleagues. The expressed opinions about negotiation show that the assessors did find it difficult to confront and to assess their own colleagues. This may have influenced the outcomes of our study with regard to negotiations. If one conversation partner is not willing to confront the other conversation partner, it is hard to negotiate and it is even harder to reach an explicit outcome, especially when the outcome is characterized by explicit non-acceptance of viewpoints and/or proposals. One reason for reluctance to confront a colleague may be found in the fact that the participating teachers were volunteers. As assessor Lizzy (teacher Howard) said: *"It is completely on a voluntary base, so you are not going to put pressure on someone"*. Another reason may be found in the professional relationship between the assessor and the teacher. Both assessor Charles (teacher Sarah) and assessor Linda (teacher Giulia) explained that they were not always willing to confront, because this might have had a negative effect on their professional relationship outside the assessment meetings. These findings are in line with research findings in the context of teacher collaboration. McCotter (2001), among others, indicates that teacher collaboration is often restricted to safe styles of encouragement. Being critical of each other's work is still a challenge for most teachers (Levine & Marcus, 2010). Although it is known that positive critical dialogue supports cooperation, it must be learned and practised (Platteel, 2009).

It might be that feelings of uneasiness, not daring or being willing to confront their own colleagues, are part of a control shift between the teacher and the assessor (cf. Bergström, 2010), although the relationship between an assessee and an assessor was more equal in our study than in many other forms of assessment (Gosling, 2000).

Whatever the reason, not being willing or able to confront a colleague is a missed opportunity for teacher learning. The ability to be critical towards colleagues and to have constructive controversy (one in which differences in opinion and beliefs can and are allowed to arise) is necessary for professional learning (Kelchtermans, 2006). However, teachers often do regard conflict as a problem,

rather than as an opportunity for learning (Hargreaves, 2001). In Hargreaves' research, the conflicts were about curriculum change or student learning. In our study the focus was on teacher's learning process and teacher assessment. It could be that these kind of subjects are even harder to challenge colleagues about.

As explained in the theoretical section, negotiations between assessor and assessee are expected to promote the latter's involvement in their own assessment (e.g., Birenbaum, 2003) and active involvement of participants is an important prerequisite for learning (Day, 1999). Our conclusions might help to stimulate negotiations in future procedures. More negotiations might occur if both the teachers and the assessors were more aware of the contribution of negotiations to the teachers' learning process. This could be done by putting even more emphasis on this contribution during the training and by repeating the training in condensed form before *each* assessment meeting, not only for the assessors, as we did, but for the teachers too. The training could use DVD material from previous assessment meetings to bring the assessment practice to the training (cf. Borko, Jacobs, & Koellner, 2010). Such records of assessment practice could enable assessors and teachers to examine each other's strategies and to discuss ideas for improvement. (Little, Gearhart, Curry, & Kafka, 2003).

Confronting and negotiating with a colleague aimed at the teacher's learning process does not mean that they cannot have a good professional relationship outside the meetings. Both the assessors and the teachers must be aware of this. The fear of negative effects on the professional relationship might be overcome by using an assessor from another school or team. A disadvantage of an assessor who is not a colleague is that he or she would not be familiar with the specific context the teacher is working in.

This study was intended as a first step in describing and understanding the negotiation process in a negotiated assessment procedure in the context of teacher professional learning. Although we found that hardly any negotiations took place, the participating teachers may have been actively involved in their own learning and assessment processes. Since this active involvement of

participants in their own assessment is an important prerequisite for learning, as was outlined in the introduction to this chapter, in future research, we will explore other ways to find out whether the teachers who participated our procedure did take an active role during their assessment and felt able to pursue their learning objectives.

Chapter 4 TEACHER AGENCY WITHIN THE CONTEXT OF FORMATIVE TEACHER ASSESSMENT³

This chapter focuses on the manifestation of teacher agency during a specific formative assessment procedure: a negotiated assessment on teacher professional learning. It also examines teachers' own experiences of agency. One of the assumptions about making assessment useful for learning is that assessees (in this case the assessed teachers) are actively involved in the assessment processes and share responsibilities and control with the assessor. The concept of teacher agency is relevant here. It is about making things happen, intentionally, oneself, as opposed to them just happening without one's wilful intention. Agency has also been defined as the extent to which someone feels in control of his or her own actions. However, no empirical evidence has yet confirmed agency in the context of a negotiated teacher assessment procedure. We explored whether teachers who participated in a formative assessment procedure developed a sense of agency, in terms of feeling in control of their learning and assessment processes and feeling able to pursue their learning objectives. In addition, we explored whether agency was manifested in terms of being active in formulating learning objectives, undertaking learning activities and taking initiative during the assessment meetings. Our findings show that teachers experienced a high degree of agency, although this was not consistently visible in the interaction processes during the assessment procedure.

³ This chapter has been submitted in adapted form as:
Verberg, C.P.M., Van Veen, K., Tigelaar, E.H., & Verloop, N. *Teacher agency within the context of formative teacher assessment*.

4.1 Introduction

The literature indicates that teacher assessment can be a promising means to promote their professional learning (Darling-Hammond & Snyder, 2000). One assumption is that assessment can be useful for learning when assessees (i.e., the assessed teachers) are actively involved in the assessment processes and share responsibilities and control with their assessors (Segers, 2003). This is in line with general literature that indicates the importance of teachers' involvement in their own learning processes (Borko, Jacobs, & Koellner, 2010). In this study, we used formative assessment to help teachers to plan their learning, identify their strengths and weaknesses, formulate target areas for remedial actions and develop skills to improve their practice (Topping, 2009). Assuming that teachers must be actively involved in order to make assessment useful for learning, we felt it was relevant to explore whether teachers did indeed take an active role during the assessment process, whether they felt able to pursue their learning objectives, and whether they did indeed perceive the learning during the assessment as an active process. The concept of teacher agency is relevant to this. Agency has been described in the literature as a vehicle to give direction to one's career and stay true to oneself (cf. Vähäsantanen, Hökkä, Eteläpelto, Rasku-Puttonen, & Littleton, 2008). It is about making things happen, intentionally, as opposed to just letting things happen. Agency has also been defined as the extent to which someone feels in control of his or her own actions (Metcalfe & Greene, 2007). A *sense of agency* is developed when teachers feel able to pursue their goals within the context of positive and negative interactions within and between internally situated (e.g. colleagues, school context, leadership) and personal (e.g. health, family) factors and external professional factors (e.g. workload, career structure) (Day, Sammons, Stobart, Kington, & Gu, 2007). Defined like this, agency can be seen as self-evident and *manifested* in teacher learning, if learning is perceived as an active process in which teachers *undertake learning activities* that may lead to a shift in their cognition or behaviour or both. (Fishman, Marx, Best, & Tal, 2003; Meirink, Meijer, & Verloop, 2007; Putnam & Borko, 2000). The specific features in this description of learning refer to being active as a learner in formulating learning objectives and undertaking learning activities by taking initiative during the learning process. We explored whether teachers who participated in a formative assessment procedure developed a

sense of agency in terms of feeling in control of their learning and assessment processes and feeling able to pursue their learning objectives. In addition, we explored whether agency was manifested in teachers' learning processes in terms of being active in formulating learning objectives, undertaking learning activities and taking initiative while participating in the assessment procedure. Our study was situated within a particular approach to teacher assessment, i.e., negotiated assessment. In negotiated assessment the assessor and the assessee negotiate about and agree on the feedback provided, the assessment process and the use of the assessment mechanism and criteria, in the light of learning objectives and activities, and they apply these to their own deliberations (Anderson, Boud, & Sampson, 1996). Although the opportunities for active involvement and initiative in negotiated assessment seem promising for teachers developing a sense of agency and for agency to be manifested in teacher learning processes, the concept of teacher agency has not been investigated yet within the context of negotiated teacher assessment. Below, we elaborate on the relevance of the concept of teacher agency within the context of teacher assessment and we describe how negotiated assessment fits with the idea of teacher agency.

4.2 Theoretical background

4.2.1 Teacher agency within the context of teacher assessment

An essential characteristic of making assessment formative and useful for promoting teacher professional learning is the feedback that teachers receive during the assessment (Darling-Hammond & Snyder, 2000). The feedback should be focused on teachers' learning objectives and actions, to modify their thinking or behaviour for the purpose of improving learning (Shute, 2008). Feedback in teacher assessment is assumed to be actively adopted by the assessed teachers, in line with literature indicating that teachers' involvement in their own learning process is important (Borko, Jacobs, & Koellner, 2010). This means that a teacher must be an active agent of his or her own learning during the assessment process. As indicated earlier, agency is the extent to which someone feels in control of his or her own actions (Metcalfe & Greene, 2007). Agency is exercised through action (Earl, 1987) and pursuing goals (Day et al., 2007), and it is mediated by interactions between the individual and the

structures of a given social setting, for example a school (Lasky, 2005). This indicates that agency may be manifested in two ways: a) the participating teachers feeling of being in control of their own actions, in other words: having a *sense of agency*; and b), the extent to which teachers are actively involved and take initiative in the process of setting learning objectives and learning activities. To identify the extent to which teachers experience agency during an assessment procedure and to get a grasp of how agency may be manifested in teachers' participation in assessment procedures, it should first be clear what teachers' learning objectives and learning activities are and how their objectives and activities get shaped during the interaction process (cf. Day et al., 2007; Ketelaar, Bijaard, Boshuizen, & Den Brok, 2012).

An example of an assessment approach in which responsibility and control are shared is negotiated assessment.

4.2.2 Negotiated assessment and teacher agency

In negotiated assessment, control is shared between assessees and assessors, by allowing assessees to negotiate about their learning objectives and learning activities (Boud, Cohen, & Sampson, 1999). Assessees are also encouraged to take initiative in their own learning process, not only by negotiating their learning objectives and learning activities with the assessor in light of criteria and standards for professional functioning, but also by negotiating the interpretation of the feedback provided by the assessor (Anderson et al., 1996). Agency in a negotiated assessment procedure may refer to any activity during the assessment process in which the teacher is in control. Agency may be operationalized in the context of negotiated assessment in terms of the teacher setting goals, attempting to negotiate, undertaking actions, or taking initiative in the interactions with the assessor.

Opportunities for negotiation might indeed help teachers to experience a sense of agency in their learning and assessment processes and take this active role, thus manifesting agency in teachers' learning processes during the assessment. However, no evidence is yet available of negotiated assessment processes manifesting agency in teachers' thinking and learning processes. Most literature

reports on negotiated assessment in the context of higher education, in which the teacher is the assessor and the student the assessee (eg., Anderson et al., 1996; Boud, 1992; Boud et al., 1999). Empirical research about how agency may become manifest is lacking. This was why we decided to explore whether teachers who participated in a negotiated assessment procedure developed a sense of agency in terms of feeling in control of their learning and assessment processes and feeling able to pursue their learning objectives. We also explored whether agency was manifested in teachers' learning processes during the negotiated assessment procedure in terms of being active in formulating learning objectives and undertaking learning activities, and by taking initiative during the learning process. Our findings may shed more light on the role of teacher agency during negotiated assessment processes. We conducted an in-depth case study with three teachers. Our aim was provide rich case descriptions and illustrations based on a detailed analysis, so as to illustrate how teacher agency might manifest itself in the context of negotiated assessment. As outlined earlier, to identify the extent to which teachers experience agency during an assessment procedure, and to get a grasp on how agency may be manifested in teachers' participation, the first step is to become clear what teachers' learning objectives and learning activities are and how they get shaped during the interaction process. We therefore aimed to answer the following research questions:

1. What learning objectives and learning activities do teachers report having pursued while being engaged in a negotiated assessment procedure?
2. To what extent do teachers experience a sense of agency during participation in a negotiated assessment procedure?
3. To what extent is agency visible in interactions between assessor and teacher about teachers' learning objectives and learning activities during assessment meetings in a negotiated assessment procedure?

4.3 Method

4.3.1 Context

As stated in Chapter 3, this study started in spring 2009 and lasted until spring 2011 and was situated in the context of a two-year negotiated assessment

trajectory for teachers in senior secondary vocational nursing education. The focus of the assessment procedure was on teachers' coaching of reflection skills in nursing students aged 16 years and older.

4.3.2 The negotiated assessment procedure

We developed a procedure for negotiated assessment as described in Chapter 3. Here we summarize the procedure. It consisted of the following elements: 1) a series of assessment meetings which served as a setting for negotiations between assessor and assessee; 2) a teaching competence framework to be used as a starting point for the negotiations; 3) a learning contract in which the learning objectives, learning activities, learning outcomes, and evidence could be described; and 4) the collection of evidence of their own learning practice and of the skills to be assessed. The framework referred to under (2) provided an overview of the teaching competences necessary for supporting nursing students to reflect and was broadly defined in order to provide scope for the negotiation processes.

The negotiations between assessor and teacher were scheduled during three assessment meetings spread over the two-year trajectory of the negotiated assessment procedure. The first assessment meeting took place at the beginning of the trajectory, the second after approximately one year, and the third after almost two years.

Before the first assessment meeting, the teachers produced a draft learning contract containing their learning objectives, learning activities, and desirable learning benefits. While determining the learning objectives, the teachers could use the broadly defined teaching competence framework as a source or guideline. The learning contract was handed out to the assessor beforehand and discussed at the first assessment meeting.

Teachers were asked to prepare themselves and their assessor for the second and third assessment meetings by filling out a learner report about the learning objectives they had been focusing on and the learning activities undertaken to reach the learning objectives. These learner reports were handed out to the assessors before the assessment meetings.

During the assessment meetings, the teacher and the assessor negotiated about the type and the amount of evidence, the learning objectives, activities and benefits, and the teaching perspectives on the teachers' coaching of reflection skills in nursing students.

4.3.3 Training

It was important that the teachers and the assessors understood the idea of the negotiated assessment procedure, so both groups received training before the start. The assessors and teachers received a one-day training course on the negotiated assessment procedure in separate groups. Both groups received information about the negotiated assessment procedure, the preparation for each assessment meeting and negotiation. More information about the training is provided in Chapter 3.

4.3.4 Participants

For this detailed analysis of a small number of assessment dialogues, we used the teacher-assessor dyads described in Chapter 3. From school A, teacher Sarah and assessor Charles; school B: teacher Howard and assessor Lizzy; and school C: teacher Giulia and assessor Linda. Years of teaching experience varied between 9 and 30 years, with an average of 17.3 years. See Table 3.1 in Chapter 3 for detailed information about the participants.

4.3.5 Data collection

To answer the first research question, the teachers were asked to report their learning objectives and learning activities while being engaged in a negotiated assessment procedure during two sessions. They were asked to use their learning contract and their learner reports for this. Examples of questions were: "What learning objectives did you focus on?" and "Which learning activities did you undertake?". The teachers summarized their answers on a work sheet. The work sheets were used as one of the data sources. The sessions in which the teachers were asked to report their learning objectives and activities were arranged twice: first halfway through the procedure and second at the end of the procedure. All the sessions were audio taped.

To answer our second research question, questions concerning a sense of agency were asked in both sessions. Example of questions in the first session included: “To what extent is it possible to work on the learning objectives and activities that you as a teacher find important?”; “Do you consider the framework with teacher competences to be a straitjacket or a frame for your own interpretations?” Again the sessions were audio taped, the answers were summarized and characteristic expressions were transcribed.

In the last session, the teachers were asked to score statements such as “This procedure gave me the freedom to determine my own learning objectives related to reflection skills education”, and “This procedure gave me the freedom to decide for myself what learning activities I wanted to undertake for my own professional development”. The scores were: 1) totally disagree, 2) disagree, 3) neutral, 4) agree, and 5) totally agree.

With regard to our third research question, aimed at exploring how agency is revealed during the interactions in the assessment meetings, all nine recorded meetings (three from each teacher-assessor dyad) were transcribed from audiotape. The transcriptions were used as a data source.

To sum up, we used three data sources: 1) the worksheets with the learning objectives and learning activities reported by the teachers; 2) the summaries of teachers’ answers and the characteristic utterances of the teachers with regard to agency; and 3) the transcripts of the assessment meetings.

4.3.6 Analysis

Qualitative analysis of the completed work sheets was used to analyse the learning objectives and learning activities mentioned by the teachers. First, we examined the questions and answers concerning “learning objectives”. We used the three main categories based on the competence framework described in Chapter 2, section 2.4.3, which gives an overview of teachers’ competences that were important for promoting reflection skills among nursing students.

The framework consisted of three competence domains: 1) the primary teaching process of stimulating reflection skills; 2) creating a safe classroom environment; and 3) the teacher as reflective practitioner. Examples of strategies that teachers could use to foster reflection in the first domain were “asking questions” and “giving feedback”. In addition, teachers were expected to listen carefully, be able to estimate their students’ needs and vary the support given accordingly, in order to stimulate students to perform thinking activities by themselves. The teacher could use these strategies in class or in one-to-one conversations.

In the second competence domain, the importance of creating a safe classroom environment supportive of reflection skills development was central. The teacher was also expected to bear student diversity in mind. Examples of strategies that teachers could use were “giving compliments to the student” and “asking, describing and checking the student’s feelings”. These strategies could be applied to a class setting and one-to-one conversations.

In the third domain, the “teacher as reflective practitioner domain”, teachers were supposed to reflect on their own professional learning and teaching with respect to the promotion of reflection skills in nursing students, by recognizing and expressing their own assumptions about reflection skills training and about their own teaching, and by knowing and expressing their own limitations. The “safe environment” domain and the “teacher as professional” domain were considered conditional for the primary teaching process of stimulating reflection skills.

Based on the domains in this competence framework, our coding categories were: *teaching domain*, *providing a safe environment domain*, and *teacher as reflective practitioner domain*.

We used the categories of Meirink et al. (2007) for our analysis. She distinguished five categories of learning activities for teachers’ individual learning in collaborative settings: 1) *doing*, learning activities done without a prior intention to learn; 2) *experimenting*, activities done with the prior intention to learn; 3) *reflecting*, activities to promote reflection on one’s own teaching practice; 4)

learning from others without interaction, for example activities such as reading texts written by others, observing a colleague, and so on; and 5) *learning from others in interaction*, activities characterized by the presence of interaction between people (Meirink et al., 2007). We did not include unintentional learning activities, so we did not include the “*doing*” category in our analysis.

The nine dialogues in the assessment meetings of the dyads were transcribed and covered a total of 147 pages. After reading the raw protocols several times in order to get a grasp on our data, verbalized utterances during the dialogues were marked as separate on the basis of turn taking.

We analysed the transcripts of the assessment meetings in several rounds to obtain information about how agency was revealed in the interactions about learning objectives and learning activities. In the first round we focused on the “learning objectives” and “learning activities” mentioned by the teachers and the assessors. While reading the transcripts, we noticed that the topics “learning objectives” and “learning activities” were not only mentioned explicitly but also implied. When referring to learning objectives and learning activities explicitly, the words “learning objective” or “learning activity” were actually used, for example: “*The learning objectives I have been working on are ...*”. An example of a more implicit reference was: “*How do you plan to manage that next time you see this student?*”.

In the second round, we analysed the transcripts of the dialogues through the lens of agency. Agency in this context was operationalized in terms of the teacher setting objectives and learning activities, undertaking actions, and taking initiative in the interactions with the assessor during assessment meetings. In our analysis of the dialogues, we explored agency in terms of how learning objectives and learning activities unfolded, and in terms of sequences of learning objectives and learning activities. In particular, we examined how the learning objectives and activities got shaped, focusing on the extent to which teachers were indeed actively involved in the learning processes, and took initiatives. For this purpose, we examined the transcripts using guiding questions such as: Who first mentioned the learning objective and learning activity?; How did the

other person respond?; Which changes in learning objectives and activities were made as a result of participating the meetings?; What kind of learning objectives and activities were suggested by the assessors?; How is the follow up after the meeting concerned with the learning objectives and activities, for example did the teacher stick to the objectives?

The first author performed the initial analyses with regard to all the research questions. The coding for the first and second research questions was discussed by the first and second author and only a few statements needed to be coded differently. Only one learning activity had to be re-coded. Regarding the coded learning objectives, a specific learning objective related to the guidance of a student was coded differently by the two authors. This occurred five times in total. Agreement was easily reached each time by checking the original data from the worksheets and discussing the coding of the disputed objectives and activities.

The coding for the third research question focused on the learning objectives and learning activities and additional analyses of how these objectives and activities unfolded and got shaped. The coding was checked by the second author, based on a reading of the complete transcripts of the dialogues and the outcomes of the first and second round. The second author agreed with the analyses of the learning objectives and learning activities in the dialogues, as well as with sequence descriptions on the unfolding of learning objectives and learning activities in the first author's initial analyses. Only two discussion points (regarding less than 3% of the used utterances) arose with regard to the analyses of how the objectives and activities got shaped. These concerned the initiative by the teachers to discuss the amount of control by the assessor during evaluations in the assessment meetings. Also on this matter, agreement was easily reached by going back to the transcripts of the original data and discussing the coding of the fragments that yielded discussion.

4.4 Results

To identify the occurrence of agency during the assessment procedure, the first step was to become clear about what the teachers' learning objectives and

learning activities were and how the objectives and activities got shaped during the interaction process.

Below, we first describe the learning objectives and learning activities reported by the three teachers on the work sheets during the interviews halfway through and at the end of the procedure. Second, we report on teachers' sense of agency as apparent from the interviews. Finally, based on an interpretation of the analyses of the dialogues during the assessment meetings, we illustrate how agency was manifested in teachers' participation in the negotiated assessment procedure, in terms of their active involvement in setting learning objectives and learning activities.

4.4.1 *Learning objectives and learning activities*

The learning objectives and learning activities mentioned by the teachers on their work sheets were divided among the three competence domains: *teaching domain*, *providing a safe environment domain*, and *teacher as reflective practitioner domain*. For each domain, examples of learning objectives mentioned are provided in Table 4.1.

Table 4.1 *Categories and examples of learning objectives*

Categories	Examples
<i>Teaching domain</i>	Ask fewer closed questions Do not combine three questions into one
<i>Providing a safe environment domain</i>	Do not react too directly Do not be too quick to come up with a solution yourself
<i>Teacher as reflective practitioner domain</i>	Pay attention to preparation for a conversation: what questions and how? Increase your knowledge about reflection and study the theory about reflection in depth

We found that most learning objectives belonged to the “teaching domain” (See Table 4.2).

Table 4.2 *Number of learning objectives mentioned at three stages of the procedure*

Stage of procedure	Competence domains		
	<i>Teaching domain</i>	<i>Providing a safe environment domain</i>	<i>Teacher as reflective practitioner domain</i>
At the beginning of the procedure	4	3	1
Halfway through the procedure	10	1	2
At the end of the procedure	5	1	1

The teachers mentioned different kinds of learning activities. Categories and examples of the learning activities mentioned are provided in Table 4.3.

Table 4.3 *Categories and examples of learning activities*

Categories	Examples
Experimenting	<ul style="list-style-type: none"> - Changing the preparation of the lesson - Experimenting with different teacher interventions, e.g. different kind of questions
Reflecting	<ul style="list-style-type: none"> - Becoming aware of their own teaching practice - Reflecting on their own role as professionals, e.g. by watching the video taped lesson or by writing a reflection report
Learning form others without interaction	<ul style="list-style-type: none"> - Reading literature
Learning from others in interaction	<ul style="list-style-type: none"> - Asking/receiving feedback from students - Discussing with colleagues - Discussing with the assessor - Asking/receiving feedback from the assessor on own experiences and/or videotaped lesson

The number of learning activities was not distributed equally over the categories. Half of the learning activities reported belonged to experimenting. See Table 4.4.

Table 4.4 *Number of learning activities mentioned at three stages of the procedure*

Stage of procedure	Categories of learning activities			
	Experimenting	Reflecting	Learning from others without interaction	Learning from others in interaction
At the beginning of the procedure	6	2	1	3
Halfway through the procedure	4	2	-	2
At the end of the procedure	4	-	1	3

4.4.2 *Teachers' sense of agency*

During the two sessions in which teachers were asked to report their learning objectives and learning activities, we also asked them questions concerning agency. In response to the question “To what extent is it possible to work on learning objectives and activities that you as a teacher find important?”, the teachers’ responses were similar. All three teachers were of the opinion that the focus was really on their personal practice. They formulated their own learning objectives or they deliberately accepted the objectives provided by the assessor. Teacher Giulia, for example, said: “*It is really about my own learning objectives and we talk about that. The focus is on my learning process*”.

In response to the question “Do you consider the framework of teacher competencies to be a straitjacket or a frame for your own interpretations?”, teachers Howard and Giulia gave the same answer. Neither considered the framework to be a straitjacket. They both formulated learning objectives based on their own teaching practice and afterwards they noticed that those learning objectives were in line with the framework. Teacher Sarah did not use the framework at all; she formulated learning objectives based on her own teaching practice and did not check if these objectives fitted into the competence framework.

During the first interview, teacher Sarah made a remark which might be considered exemplary of her sense of agency: “*The assessor may have said*

something and I may have been listening, and perhaps I tried to use it, but the final conclusion to do it or not was still mine. That was a deliberate decision”.

The teachers also scored statements about the negotiated assessment procedure in general. Two statements were related to agency: “This procedure gave me the freedom to determine my own learning objectives related to reflection skills education”, and “This procedure gave me the freedom to decide what learning activities I wanted to undertake for my own professional development”. The teachers agreed with both statements; on a scale of 1 to 5, the first statement had an average score of 4.7 and the average score of the second statement was 4.

4.4.3 Manifestation of teacher agency in the interaction process during the assessment meetings

After having distilled the learning objectives and learning activities reported by the teachers and the assessors during the interaction process, we explored how agency was manifested in teachers’ learning processes, by focusing on how sequences of learning objectives and learning activities unfolded. Furthermore, we examined how the learning objectives and learning activities got shaped, exploring the extent to which teachers were indeed actively involved in the learning processes, and took initiatives. See Appendix C for an extended summary of each teacher’s assessment meeting. In Table 4.5 we first present the characteristics of each assessment dialogue summarized for each teacher. Subsequently, we illustrate the manifestation of agency by interpreting the results of Table 4.5 in terms of how we defined agency in our theoretical framework.

Although the teachers’ dialogues had a similar structure (learning contract, learner reports, evidence and three assessment meetings), the content with regard to the manifestation of agency varied. This was partly manifested by the degree to which the teachers took control and initiatives during the meetings. Sarah’s assessor mainly asked questions and he left it to Sarah to decide what to do next. Howard agreed with most of the assessor’s suggestions but at the end of the meeting he provided feedback about how the assessor had acted. Giulia’s assessor provided suggestions and feedback but the teacher did not take that for granted. Nor did she change her learning objectives based on the assessment

meetings, but only based on her changed teaching practice. For more insight into how agency might become manifested during assessment meetings in the context of negotiated assessment, we elaborate on these examples below.

Sarah

In the first meeting, assessor Charles invites Sarah to tell him about her learning objectives. The teacher tells him what she thinks she is doing well and what kinds of intervention need more attention. The assessor confirms this and takes the initiative to add another point which he says was visible from the videotaped teacher-student conversation. This point concerns the way the teacher asked questions of her students (related to the primary teaching domain). Then the assessor spends a lot of time asking the teacher questions to find out what she thinks about her learning objectives and her teaching practice. The questions also concern the point about her way of asking questions that he mentioned in the beginning of the meeting. The teacher talks a lot about her beliefs and so on. Frequently, while answering a question, she changes the topic and continues on the new topic. At the end of the meeting, the assessor asks the teacher which learning objectives she would like to focus on in response to what has been discussed during this meeting. The assessor gives the teacher the opportunity to reformulate her learning objectives. The teacher replies that in addition to her own learning objective about guiding the student, she will add the assessor's point to her learning objectives.

In the second meeting it is clear that the teacher had stuck to her learning objectives as mentioned at the end of the first meeting. However, regarding one of these objectives, she says that she does not know whether she has changed or is able to change because that particular way of acting is a habit. The interactions afterwards make clear that the assessor's questions are focused on the other learning objective, so the assessor takes her explanation about a habitual way of acting more or less for granted. The assessor asks the teacher what she wants. At the end of the second meeting, the assessor takes the initiative by repeating this answer and suggesting the teacher adapt her learning objective. The teacher agrees with him.

In these assessment meetings it is clear that the assessor provides the teacher with opportunities to take the initiative for her own learning process, by asking open questions such as: *“What would you like?”*; *“What do you need to be able to work this out?”*. He does provide his own opinion now and then but, in general, his approach is to encourage the teacher to talk about her ideas. The teacher takes every opportunity the assessor offers. She frequently drifts away from the topics asked. This seems to be her way of discussing topics which are important to her. The teacher talks a great deal of the time.

Howard

In the first meeting, assessor Lizzy takes the initiative to encourage Howard to adjust his learning objectives mentioned on the learning contract by comments such as: *“I can imagine that you consider this as a separate learning objective”*(64), and *“So that is the reason I am saying: What would it be to have this as a separate objective?”*(68). This concerns a learning objective related to the “teacher as reflective practitioner domain”. Discussing the DVD with examples of the teacher’s teaching practice, the assessor takes the initiative again, by suggesting several learning objectives (related to the “primary teaching domain” and “creating a safe classroom environment domain”) and activities (related to “experimenting” and “reflecting”). Howard agrees with some suggestions but with others he does not agree at first. At the end of the meeting, Lizzy takes the initiative to evaluate the meeting by asking Howard about his experiences. Howard mentions that he experienced the assessor as too guiding and too pushy. In this phase of the process guiding is fine but the next time it should be less guiding: *“Otherwise I get the feeling that you have the responsibility for my learning contract; no, at some point that’s up to me.”*(317). By this remark, the teacher is clearly pointing out his own responsibility for his learning process. In the second meeting, it turns out that Howard had accepted all the suggestions made by the assessor during the first meeting. However, the assessor had also listened to the teacher’s feedback and in this second meeting she is less guiding. Howard mentions two points of attention for his learning. The assessor confirms these and asks questions to find out the reasons behind this behaviour. The teacher adapted the learning objectives based on this meeting. In the third meeting it is clear that he has stuck to his objectives.

Table 4.5 Characteristics of the dialogues concerning learning objectives and learning activities

Assessment meeting	Teacher Sarah	Teacher Howard	Teacher Giulia
Assessment Meeting 1	<p>The assessor asks the teacher about her learning objectives. The teacher mentions them and the assessor agrees with the learning objectives in response to what he saw in the video material. He immediately adds what else he noticed.</p> <p>The assessor persists in asking questions, and leaves it to the teacher to determine the learning objectives and activities with which she is going to work. The teacher takes up the points of interest mentioned by the assessor and adds them as a learning objective. She formulates the accompanying learning activities herself</p>	<p>First of all the assessor and teacher talk about motivation for participation in the trajectory.</p> <p>Then they review the learning contract and evidence. The assessor takes the initiative to discuss the contract.</p> <p>Eventually the assessor leaves it to the teacher to decide what he will do with it.</p> <p>The assessor compliments the teacher on his evidence. She describes what she thought was obvious and asks the teacher if he recognizes it (232) and if he would like to take a look at it (238). At the end of the conversation the teacher indicates that he thought the assessor was directing.</p>	<p>The assessor asks the teacher what she wants to start with. They first discuss the video recording and continue with the learning contract. The teacher explains her learning objectives (122 ff.) and describes interventions (145 + 147)</p> <p>The assessor gives her opinion about reflection a couple of times and about the lesson plan being used.</p> <p>The teacher does not accept it right away and says that she first wants to read more about it (229+259).</p> <p>This restraint is also obvious when the assessor proposes to watch the teacher's video recording (334-337). The teacher does not adjust the learning objectives in response to this conversation.</p>
Assessment Meeting 2	<p>The assessor gives the teacher the opportunity to reflect on her ideas and tries to ask more questions in order to find out what is behind her thinking.</p> <p>The teacher and the assessor both keep coming back to whether the teacher can let go of the students or not.</p> <p>The assessor asks the teacher about the benefits (151).</p> <p>At first the teacher says that she did not learn much that was new. Later she mentions that she learned how to let go but that she has a hard time doing that (176+178).</p> <p>The teacher keeps her learning objectives and adds something in response to the beginning of the conversation.</p>	<p>The learning objectives that have been worked on are discussed. It is evident that the teacher used the assessor's suggestions from meeting 1.</p> <p>The teacher reflects on the educational situation from the evidence. He mentions particular points for discussion and the assessor asks more questions about this.</p> <p>She also asks about the teacher's feelings. Eventually the teacher specifies these two discussion points as his new learning objectives.</p> <p>Just as at the first meeting, the assessor and the teacher evaluate the conversation.</p> <p>The teacher says that he enjoyed the conversation.</p>	<p>The learning objectives have been adjusted to the teacher's new educational situation. The teacher and the assessor watch a recording of a lesson together during the conversation. The assessor compliments the teacher a lot. The assessor asks in-depth questions, prompting the teacher to suggest improvements to be made. These are added to the learning objectives.</p>

Assessment Meeting 3

<p>The assessor lets the teacher reflect on the educational situation as described in the evidence. For example, he asks what objective the teacher had in mind. The teacher mentions herself that “do not fill out” was in her mind, and that the course (NA procedure) is the reason for this (22).</p> <p>The assessor mentions the learning objectives and asks the teacher to reflect on the past 2 years (53).</p> <p>The teacher mentions as a benefit: the tap on the shoulder “do not fill out” during the conversation with the students (54). She notices that she gets more out of the students. At the end of the conversation the assessor reflects back on the influence of the process on the teacher (193). The assessor mentions that he has the idea that it is something minor, that the teacher thinks about that every once in a while, but that it sometimes passes. (197). The teacher does not agree with that. She indicates that she is working on it (198).</p>	<p>The teacher indicates that by looking back at the video, he had crucial moments in which he was very strong but also other moments in which he could have asked more in-depth questions. (66) The teacher and assessor continue talking about the specific student in the video. The assessor gives suggestions for a continuous approach, but also indicates that the teacher himself needs to decide what he will do about it (235+257+317). The assessor indicates that she sees a lot of improvement in the teacher (367) and the teacher picks this up. He reflects on whether he should confront this or not. The assessor confirms that this is indeed a point for attention.</p>	<p>The teacher and the assessor evaluate the video in which the assessor compliments the teacher and gives good examples of interventions (43+107). The assessor continues asking “What are your intentions with that?” She gets the teacher to think. Subsequently, the whole process is being evaluated. The assessor asks “What did you think about it?” (115) The teacher admits that she has noticed the same attitude in herself as in her students (116). It is nothing new to her. “Yes, it confirms things I already knew” (156).</p> <p>The teacher indicates that she is more aware, but that she cannot see if there has been any growth.</p>
	<p>This last meeting is being evaluated. The teacher compliments the assessor on the method of working. The assessor offers to continue to give feedback after this process is over (477). The teacher likes the offer (480) and offers in return that the assessor also can discuss a video of her with him (508).</p>	

Note. Quotations and contributions from teachers and assessors are attributed to particular assessment meetings, with the number of the interaction in brackets after each quotation. This is to provide a verifiable check of the range of transcript material on which the analysis draws.

These assessment meetings clearly show that the kind of questions asked by the assessor determined whether the teacher or the assessor took the initiative. When the assessor took more initiative, she guided the teacher in a certain direction. On the other hand, the teacher was able to express his disagreement with the assessor. Teacher Howard did not agree with all the assessor's suggestions. The assessor indicated that the teacher himself should decide whether to adapt a learning objective or not. In the end, Howard accepted most of the assessor's suggestions. However, it is not clear whether the teacher took control and decided to adapt the suggestion deliberately or not.

Giulia

Assessor Linda offers Giulia lots of opportunities to take initiative for her own learning process. She suggests something to Giulia twice in different ways. The first time, Linda is quite convinced about her opinion. The second time, she is very careful in suggesting a specific learning activity (watching the video together, related to the learning activity "learning from others in interaction"). Giulia does not take the assessor's opinion or suggestion for granted either time (227 + 229, 335+337 +339). However, in the second assessment meeting they are actually doing the learning activity as suggested in the first meeting.

In this second meeting it turns out that the teacher had taken the initiative to change all her learning objectives, due to changes in her teaching practice. The assessor agrees with those new learning objectives. The assessor asks the teacher about the learning activities and suggests another one (related to "learning from others in interaction"). In the third meeting, it is not clear whether the teacher has used this suggestion or not. During the third meeting the teacher mentions her lack of initiative in her own learning process during the assessment procedure. She compares her attitude with her students' attitude.

It was clear that the assessor hardly took any initiative in these assessment meetings. She agreed with almost everything the teacher said or did. She did give her viewpoints several times but the teacher did not take those suggestions for granted. Teacher Giulia took all the initiative to formulate her learning objectives and activities. She did not change any learning objective during or based on the

assessment meetings. Only one change in learning activity, which was initiated by the assessor, was visible during these meetings.

4.5 Conclusion and discussion

This study aimed to examine teachers' agency in the context of a negotiated assessment procedure. As outlined in the theoretical section, agency may be manifested in two ways: a) the participating teachers' feeling of being in control of their own actions; and b), the extent to which teachers are actively involved and take initiative in the process of setting learning objectives and learning activities (Day et al., 2007; Earl, 1987; Metcalfe & Greene, 2007).

All three teachers experienced a strong sense of agency during the negotiated assessment procedure. They formulated their own learning objectives and activities or they accepted the objectives and activities provided by their assessors. According to the teachers, the focus was really on their personal teaching practice, learning objectives and activities, and their choices within these. The focus on personal teaching practice was also visible in the objectives and activities reported. Half of the learning activities reported belonged to the category "experimenting" (activities done with the intention to learn, Meirink et al, 2007) and most learning objectives belonged to the "teaching domain" (learning objectives related to strategies that teachers may use to promote reflection such as "asking questions" and "giving feedback").

With regard to the extent to which teachers are actively involved and take initiative, we explored the interactions about the teachers' learning objectives and learning activities during the assessment meetings. We concluded that the person who takes the initiative varied. For example, the specific questions asked by the assessor offered more or less opportunity to the teacher to take initiative. We also concluded that the visibility of agency fluctuated during the meetings. In the example of teacher Howard and assessor Lizzy, the assessor took initiative during the first meeting. However, this direct way of taking initiative might have challenged the teacher and given him an opportunity to stand up for his point of view (Munneke, Andriessen, Kanselaar, & Kirschner, 2007) and disagree. In our data, the disagreements were not always obvious, for example when a teacher

did not accept the assessor's suggestions during the assessment meeting but it often appeared in the next meeting that the teacher had accepted the assessor's suggestion after all. It was not clear to us in those cases whether the teachers had made a well considered judgment or not. Additional data is therefore needed for future research. For example, a *stimulated recall interview*, in which teachers explicate what they were thinking in response to the videotape of an assessment meeting they had just had. This might allow teachers' interactive cognitions to be examined (Meijer, Verloop, & Beijaard, 2002)

We concluded that the teachers experienced a high degree of agency, although this was not consistently visible in the interaction processes during the assessment meeting. Although these results seem contradictory, a possible explanation for our findings, following from the definition of teacher agency, might be that teachers' sense of agency does not refer directly to specific elements (like the assessment meetings) but to the procedure as a whole or a disposition. The teachers in this study were involved for two years, in which three sessions took place.

During the training much emphasis was placed on teachers' agency, by referring to their opportunities to negotiate, but also by offering the teaching competence framework (described in Chapter 2) as a guideline for formulating their own learning objectives. We emphasized that this framework leaves enough scope for their own interpretations and these interpretations might be discussed with the assessor. We also emphasized the importance of teachers' own teaching practice. Perhaps knowing that you have the opportunity to negotiate or having the possibility to accept or reject assessors' feedback, to decide whether to use the competence framework or not, and so on, is sufficient to experience a great sense of agency.

In general, it seemed that the sense of agency was closely connected to the negotiated assessment procedure, though it is difficult to point exactly to what constituted the sense of agency. For example, when an assessor suggested an additional learning objective, we could not trace from the interactions if the teacher had or had not deliberately accepted or rejected an objective suggested

by the assessor. Additional information would be needed to get a clear picture of a teacher's motives.

A plausible hypothesis that this study generates is that it is not so much the actual actions of the teachers involved that give them this sense of agency, but rather the general role expectation that they should be actively negotiating their own learning objectives and activities. Perhaps agency is not so much about participants in assessments taking initiatives but more about them getting or having a certain amount of responsibility or control in their own learning and assessment processes (cf. Hargreaves et al., 2002; Samaras & Gismondi, 1998). Getting more insight into what happens in assessment processes, including various formal and informal aspects, and how these processes are perceived by participants, may be important for getting a further grip on how active involvement of participants and shared control could be realized in assessment processes so as to promote participants' learning.

Chapter 5 TEACHER LEARNING THROUGH PARTICIPATION IN A NEGOTIATED ASSESSMENT PROCEDURE⁴

This article focuses on the impact of a specific formative assessment procedure, negotiated assessment, on teacher professional learning. Negotiations between the assessor and the teacher as assessee seem to be especially promising for this teacher learning. However, there is no empirical evidence yet that has confirmed this. We explored teachers' opinions about the usefulness of the different elements in a negotiated assessment procedure for their professional learning and the learning benefits they reported as a result of being engaged in this procedure. Our findings show that teachers found the negotiated assessment procedure useful for their learning and reported different types of learning benefits in terms of change: change in their knowledge, beliefs, and attitudes, change in their teaching practice, and change in their students' learning outcomes.

⁴ This chapter has been published in adapted form as:
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5.1 *Introduction*

Teacher assessment can generally be divided into two main types: assessment with a summative purpose, for example to achieve a teaching qualification; and assessment with a formative purpose, for example to promote professional practice (Black & William, 2003). In this study, we used formative assessment to help teachers to plan their learning, identify their strengths and weaknesses, formulate target areas for remedial actions, and develop skills to improve their practice (Topping, 2009). The focus of this study is on formative assessment aimed at *teacher* learning.

In literature on formative assessment, more emphasis is placed on participation and control by the assessee on the one hand, and the social, interactive and contextual nature of learning on the other (e.g. Birenbaum, 2003; Gulikers, Bastiaens, & Kirschner, 2004; Tigelaar & Van Tartwijk, 2010; Webb, 2010). An important prerequisite for learning is active involvement of participants in their own assessment (Day, 1999). As described in Chapter 3, a promising example of formative assessment is negotiated assessment (Gosling, 2000).

Although negotiated assessment seems to be promising for use in the context of teacher learning, not much is known about the impact of such a procedure on teacher professional learning. The negotiated assessment procedure we developed aimed to stimulate teacher professional learning. We explored teachers' opinions about the usefulness of the different elements of the negotiated assessment procedure and the learning gains they reported as a result of being involved.

5.2 *Theoretical background*

Assessment of teachers can be promising for promoting their professional learning, particularly when feedback is provided on their own teaching practice (Darling-Hammond & Snyder, 2000; Porter, Youngs, & Odden, 2001). Formative assessment especially can be used to develop or improve competence (Sadler, 1998). A specific requirement for the learning purposes of formative assessment is the *feedback* that teachers receive during the assessment (Darling-Hammond & Snyder, 2000). According to Ramaprasad (1983), "Feedback is information about

the gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way” (p. 4). In general, feedback is information provided by an agent (e.g., a person, book or experience) regarding aspects of one’s performance or understanding (Hattie & Timperley, 2007). The feedback should be constructive, positive, specific, concrete (Brinko, 1993) and related to the task (Kluger & DeNisi, 1996). The feedback needs to be on target (valid), objective, focused, and clear. Formative feedback is information communicated to the learner that is intended to modify his or her thinking or behaviour for the purpose of improving learning (Shute, 2008).

The literature indicates that teachers’ involvement in their own learning process is important (Borko, Jacobs, & Koellner, 2010). In this respect feedback should not only be given by the teachers but also received and actively adopted by them (Borko et al., 2010). In other words, a teacher must be an active agent of his or her own learning during the assessment process. This active role of the assessed teacher is an important assumption in negotiated assessment. Another assumption is that teachers’ agency to choose their own learning objectives, activities, outcomes, and evidence adds to their learning process during the assessment procedure (Anderson et al., 1996). If a teacher does not take this active role him or herself, then the assessor has to challenge the assessee to take responsibility for his or her own learning and assessment (Anderson et al., 1996; De Eça, 2005). This means that the assessor in a negotiated assessment procedure has a supportive role in the formative process. Sometimes the assessor is even called tutor, mentor, supervisor, or coach (Boud, 1992; Gosling, 2000).

In negotiated assessments, the relationship between an assessee and an assessor is more equal than in many other forms of assessment (Gosling, 2000); although in the context of student learning, power issues between teacher and student are always present (Boud et al., 1999). Characteristics of a more equal relationship in assessments are open communication and mutual respect (Anderson et al., 1996). In negotiated assessment the assessor and the assessee negotiate about and agree on the feedback provided, the assessment process and the use of the assessment mechanism and criteria, in the light of learning objectives, activities and outcomes, and they apply these to their own deliberations (Anderson et al., 1996).

As mentioned earlier, feedback may be used to narrow the gap between the actual level and the reference level of what is being assessed (Ramaprasad, 1983). Sadler (1989) elaborated on this view and concluded that the learner has to: (a) possess a concept of the *standard* (or goal, or reference level) being aimed at; (b) compare the *actual* (or current) *level of performance* with the standard; and (c) engage in appropriate *action* which leads to some closure of the gap. In short, both standards and evidence of the actual level of performance as a result of the actions undertaken are important elements of providing feedback in a formative assessment procedure. The reference levels may be defined by the criteria and standards that are used in the assessment procedure. For both practical and theoretical reasons it is important that the criteria and standards as well as their organizing framework fit the teachers' own understanding of their work (Dwyer, 1994). Acceptance of criteria and standards among teachers is assumed to increase when they are involved in defining their own competencies to receive feedback on instead of competencies being prescribed by a select group of experts (cf. Uhlenbeck, Verloop, & Beijaard, 2002).

There are different views on narrowing the gap between the actual performance level and a reference level. For example, Pryor and Crossouard (2008) make a distinction between convergent and divergent formative assessment. Convergent formative assessment aims to discover *if* the assessee knows, understands or is able to display certain competences; divergent formative assessment aims to discover *what* the assessee knows, understands or is able to display with respect to certain competences. In a convergent perspective, the criteria and standards of the assessment procedure are used as the ultimate goals for all assessees. In a divergent perspective, the criteria and standards are guidelines for the assessees' personal learning needs, which are more important to focus on than the defined criteria and standards. Negotiated assessment with a summative purpose is more likely to use the convergent viewpoint, while a divergent point of view is more appropriate in negotiated assessment with a formative purpose. Divergent use of assessment criteria and standards may also increase teachers' sense of autonomy in their own assessment processes, thus leading them to become more engaged in their own learning process.

Irrespective of the distinction between convergent and divergent assessment, the assessor's feedback on the actual level of performance should be based on evidence collected by the learner, to demonstrate the assessed skills (McMahon, 2010). The assessee's collected evidence might include reference to papers written, notes on reading, reflective writings on functioning, accounts of work within their peer group and feedback from peers and others (Boud, 1992). In a negotiated assessment procedure, the assessor and assessee negotiate both the kinds and the amount of evidence to be collected.

In a negotiated assessment procedure usually a number of assessment meetings are arranged during which the assessor and the assessee engage in negotiations (Anderson et al., 1996; Gosling, 2000). These negotiations may have different foci at different times. In the first meeting the assessor and assessee may negotiate about a learning contract. In other meetings the learning contract may be renegotiated, due to new understandings of the learning objectives. Throughout the process, more emphasis may also be placed on the evidence provided and the extent to which it proves the assessee's learning and learning outcomes.

5.2.1 Research questions

Not much is known about the content of negotiated assessment procedures designed to stimulate teacher professional learning. We developed such a negotiated assessment procedure. In order to gain insight into how such a procedure may impact on teacher professional learning and to provide empirical evidence about whether negotiated assessment is or is not promising for teacher learning in the view of the teachers involved, we attempted to answer the following research questions:

- (1) How useful do teachers find the different elements of the negotiated assessment procedure for their professional learning?
- (2) What learning benefits in terms of change do teachers report as a result of being engaged in the negotiated assessment procedure?

5.3 *Method*

5.3.1 *Context*

As mentioned in Chapter 3, this study is situated in the context of a two-year negotiated assessment trajectory for teachers in senior secondary vocational nursing education, which started in spring 2009 and lasted until spring 2011. The focus of the assessment procedure developed was on teachers' coaching of reflection skills of nursing students aged 16 years or older.

5.3.2 *The negotiated assessment procedure*

We developed a procedure for negotiated assessment as described in Chapter 3. Here we summarize the procedure. The developed negotiated assessment procedure consists of the following elements: 1) a series of assessment meetings which served as a setting for negotiations between assessor and assessee; 2) a teaching competence framework to be used as a starting point for the negotiations. This framework provided an overview of the teaching competences necessary for supporting nursing students to reflect and was broadly defined in order to provide space for the negotiation processes. In line with the divergent type of formative assessment (see also section 5.2), the framework was considered as a guideline for setting learning objectives and outcomes and not as a predetermined final attainment level (see Appendix A for the framework with criteria and standards used in this study); 3) a learning contract in which the learning objectives, learning activities, learning outcomes, and evidence could be described; and 4) the collection of evidence of their own learning practice and of the skills to be assessed.

Before the first assessment meeting, the teachers produced a draft learning contract containing their learning objectives and desirable learning benefits. The framework could be used as a source or guideline for determining the learning objectives. The learning contract was handed out to the assessor beforehand and discussed at the first assessment meeting.

Teachers were asked to prepare themselves and their assessor for the assessment meetings by filling out a learner report about the learning objectives they focused

on and the learning activities undertaken to reach the learning objectives. These learner reports were handed out to the assessors before the assessment meetings. The assessor was able to compare the actual learner report with the learning contract and with the evidence provided. Based on these information sources, the assessor was able to provide feedback to the teacher during the conversation and negotiate with the teacher about the learning objectives and activities.

During the assessment meetings, the teacher and the assessor negotiated about the type and the amount of evidence, the learning benefits, and teaching perspectives on teachers' coaching of reflection skills of nursing students.

5.3.3 Participants

Twenty-seven teachers (23 female, 4 male) from three different nursing education institutes participated in this study. Nine teachers (8 female, 1 male) functioned as assessors for the other eighteen teachers. The mean of their years of teaching experience was 11.7. (See Table 5.1 for a general overview of all participants, assessors and teachers.

Table 5.1 *Participants of the study*

School	Teachers		Assessors		Years of teaching experiences at start of trajectory	
	Female	Male	Female	Male	Mean	Range
School A	3	1	3	-	9	1-18
School B	3	2	2	1	11.6	4-26
School C	9	-	3	-	14.6	4-30

5.3.4 Training

It was important that the teachers and the assessors understood the idea of the negotiated assessment procedure, so both groups received training before the start of the trajectory.

The assessors and teachers, in separate groups, received a one-day training on the negotiated assessment procedure. Both the assessors and the teachers received information about the negotiated assessment procedure, the preparation for each assessment meeting, and negotiation. More information about the training is provided in Chapter 3.

5.3.5 Data collection

To answer the first research question regarding how useful the teachers found the different elements in the negotiated assessment procedure for their learning process, the teachers were asked to score statements about the elements with respect to usefulness. A short structured questionnaire at the end of the two-year trajectory was used for this. The statements pertained to the criteria and standards framework, the reports teachers filled out before each assessment meeting, the assessment meetings itself and the collecting of the evidence. Usefulness was scored as 1) totally useless, 2) not useful, 3) neutral, 4) useful, 5) very useful, and 6) not applicable (n/a). The assessment meeting element was specified by statements about the usefulness of the questions and feedback provided by the assessor, the discussion of the teachers' learning process based on the collected evidence, and the negotiations with the assessor concerning learning benefits and the collected evidence. In the result section, Table 5.3 provides an overview of the statements.

To answer the second research question, the teachers were asked to report their learning benefits from being engaged in a negotiated assessment procedure. They had to use their learning contract and learner reports for this. Examples of questions were: "What learning objectives did you have?" and "Please indicate the learning benefits achieved for each learning objective". The teachers summarized their answers on a work sheet. These work sheets were used as a data source for this study.

The sessions in which the teachers were asked to report their learning benefits were arranged twice: first halfway through the procedure and second at the end of the procedure. All the sessions were audio taped. Due to personal circumstances, two teachers did not participate in the session halfway through

the procedure and three teachers did not participate in the session at the end of the procedure.

Summarizing, two data sources were used: 1) a structured questionnaire filled out at the end of the procedure and 2) the work sheets filled out half way and at the end of the procedure.

5.3.6 Analysis

To analyse the statements about the usefulness of the procedure derived from the structured questionnaire at the end of the procedure, descriptive statistics were computed.

Qualitative analysis of the completed work sheets was used to analyse the learning benefits. First, the topics mentioned in the questions regarding learning objectives and learning benefits were used as main categories for coding. Second, the main code “learning benefits” was divided into three main categories based on Guskey’s model (1986, 2002). The three domains of Guskey’s model (1986, 2002) are: 1) change in teachers’ classroom practice; 2) change in student learning outcomes; and 3) change in teachers’ beliefs and attitude. We adopted this model and made two adjustments. As classroom practice suggests only group sessions, but nursing teachers also have individual conversations with their students, we changed Guskey’s first domain into “change in teachers” practice’. Guskey’s model lacked a “knowledge” element, which is also an outcome of teachers’ learning; so we added this to the third domain. Consequently, the three main categories of learning benefits used in this study were: 1) change in teachers’ practice [Code: LB_Teach_Pract]; 2) change in student learning outcomes [Code: LB_Stud_Out]; and 3) change in teachers’ knowledge, beliefs and attitudes [Code: LB_Teach_KBA]. Third, codes were refined, staying as close as possible to the language used by the teachers. Codes that had similar meaning were grouped (see Table 5.2 for an example of a work sheet filled out by a teacher with the corresponding codes.)

We listened carefully to the audio tapes of the sessions and produced a summary of each session, including illustrative quotes. The coding was discussed by

Table 5.2 *Example of filled out work sheet with corresponding codes of learning benefits*

Teacher Howard: Work sheet by sessions with teachers <i>halfway</i> through the procedure	Example of codes of learning benefits
<p>What are your learning objectives in this negotiated assessment procedure?</p>	
<p>a. Stimulating the student to describe an event or a problem, to analyse it and to formulate further actions him or her self b. Asking unambiguous questions c. Paying more attention to the preparation for the conversation with the student. Which questions should be asked and how? d. Asking straight and to the point questions e. Using silences in a conversation</p>	
<p>Please give the learning benefits achieved for each learning objective.</p>	
<p>a. I could recognize doing this by watching the video taped conversation (the collected evidence)</p>	<p><i>LB_Teach_KBA_Becoming aware of one's own behaviour</i></p>
<p>b. Using unambiguous questions in actual practice, and getting more focused responses from the student</p>	<p><i>LB_Teach_Pract_Achieving another kind of conversation LB_Stud_Out_Students reflect more or deeper</i></p>
<p>c. I became aware of my own attitude during the conversations, and actually asking the prepared questions during the conversation</p>	<p><i>LB_Teach_KBA_Becoming aware of one's own behaviour LB_Teach_Pract_Using conversation skills</i></p>
<p>d. Awareness, but no concrete learning benefit received yet</p>	<p><i>LB_Teach_KBA_Becoming aware of one's own behaviour</i></p>
<p>e. Awareness, but no concrete learning benefit received yet</p>	<p><i>LB_Teach_KBA_Becoming aware of one's own behaviour</i></p>
<p>Which learning objective/benefit gave the most fruitful result?</p>	
<p>Learning objective B: Asking unambiguous questions</p>	
<p>To what extent was participating in this assessment procedure useful? Which of the elements of the procedure played a part in achieving your learning benefits?</p>	
<p>Looking at the videotaped conversation with the student</p>	
<p>Assessment meeting: discussing the learning objectives and evidence with the assessor</p>	

the first and second author, resulting in just a few statements being coded differently. In all matters agreement was achieved by checking the original data and discussing the statements and codes.

5.4 Results

5.4.1 Usefulness of the different elements in the negotiated assessment procedure

Table 5.3 contains the specific items with scored statements about the perceived usefulness.

Table 5.3 *Perceived usefulness*

Statement	Mean	SD	Missing N
“Considering your professional learning, how useful did you find the following elements?”			
Using the framework with criteria and standards	3.57	1.399	4 (22.2%)
The questions and the feedback from my assessor	3.87	1.187	3 (16.7%)
Filling out the report before each assessment meeting	3.53	.915	3 (16.7%)
Negotiating my teaching practice based on the collected evidence	3.53	1.246	4 (22.2%)
Collecting evidence (like videotaped lessons) about my teaching practice	3.73	1.387	3 (16.7%)
Negotiating with my assessor about the learning objectives, activities and benefits.	3.13	1.060	3 (16.7%)

Note. Range 1-5, 1= totally useless, 5= very useful

Eleven of the fifteen teachers did find the questions and the assessor’s feedback useful or very useful for their learning process. One teacher explained the usefulness of the assessment meeting as follows: *“By having these assessment meetings, you are forced to think about your own functioning as a teacher. And by making agreements with the assessor, you force yourself to really take action.”* [teacher Paul]. The teachers were neutral about the usefulness of the negotiations with their assessor about the learning objectives and learning benefits (see Table 3).

Almost half of the teachers also found filling out the report before each assessment meeting useful for their learning process. Three teachers did not find collecting evidence a useful element of the procedure. Three other teachers did not find discussing the collected evidence with their assessor useful for their learning and explicitly mentioned their resistance to collecting evidence. Teacher Joan found collecting evidence very threatening. She also noticed that some students did not feel comfortable when their conversations with a teacher were recorded. The lack of facilities at their school was a reason for resistance to collecting evidence for some teachers. For example, it took quite some effort to arrange a videotaped lesson or to get a user-friendly video camera. Also the lack of facilities to burn DVDs of the videos was mentioned.

Nevertheless, eight teachers found collecting evidence useful or very useful for their learning process. As an illustration of this a teacher wrote on a work sheet: *“collecting evidence raises awareness”* [teacher Giulia], which was useful for her learning process. Some teachers noticed that not only collecting evidence, but also looking back at the videotape with or without the assessor was very useful for their learning process.

Some teachers spontaneously described their participation in the negotiated assessment procedure as being useful. The procedure facilitated the teachers' learning process and made it complete, as one teacher explained: *“Otherwise I would still be intending to learn, now [by participating in this assessment procedure] I've actually done it.”* [teacher Penny].

5.4.2 Learning benefits

Table 5.4 contains the reported learning benefits as a result of being engaged in the negotiated assessment procedure, including illustrative examples.

Table 5.4 Domains, specifications, and illustrative examples of learning benefits

Benefits	Specification	Illustrative examples
Change in teachers' practice	<ul style="list-style-type: none"> - Achieving another kind of conversation with the student by using or experimenting with different kind of conversation skills. - Being a role model for the students by expressing my own feelings and/or by explaining my own professional learning objectives 	<ul style="list-style-type: none"> - <i>I told my students that I am participating in this assessment procedure. And I have my own kind of learning objectives.</i> [Mick]
Change in student learning outcomes	<ul style="list-style-type: none"> - More specific or direct answers from the students - Students reflect more or more deeply 	<ul style="list-style-type: none"> - <i>Both students recognized the fact that I use more silent episodes in the conversations. They found the silences functional. It gives them time to make up their mind.</i> [Howard]
Change in teachers' knowledge, beliefs and attitudes	<ul style="list-style-type: none"> - Becoming aware of one's own behaviour - Becoming aware of the students' behaviour - Feeling more secure - Revising one's vision on education - Better understanding in the teaching profession - Asking for assistance from colleagues - Asking colleagues, assessor, and/or students for feedback - Observing another person (colleagues or from another context) - Gaining knowledge by reading literature about conversation skills, reflection and/or brain function of young adults 	<ul style="list-style-type: none"> - <i>I catch myself asking leading questions.</i> [Joan] - <i>After experimenting in my teaching practice, I ask a colleague for confirmation and tips.</i> [Cathy] - <i>By experimenting and practising, getting more experienced and feeling more secure.</i> [Susie]

The teachers mentioned different kind of learning benefits. Teacher Howard, for example, (see Table 5.2) mentioned that by watching the collected evidence and by having the assessment meeting, he became aware of his own teaching practice, such as the way he used to ask students questions [Code *LB_Teach_KBA_Becoming aware of one's own behaviour*]. As a result, this teacher started to experiment with asking other kinds of questions and he reported that he

achieved a different kind of conversation with his students as a result of using other conversation skills. This teacher also noticed students giving different kinds of answers from what they usually did [Code *LB_Teach_Pract_Achieving another kind of conversation*]. According to this teacher, the students were able to reflect better than before [Code *LB_Stud_Out_Students reflect more or deeper*].

The number of learning outcomes was not distributed equally over the three domains. Most reported learning outcomes belonged to 1) the “change in teachers’ practice” domain (mentioned 27 times as a learning outcome halfway through the procedure and 28 times at the end of the procedure); and 2) the “change in teachers’ knowledge, beliefs and attitude” domain (mentioned 18 times halfway through the procedure and 23 times at the end of the procedure). Only a very few learning outcomes belonging to the “change in student learning outcomes” category were mentioned (8 times halfway through and 7 times at the end) (see Table 5.5).

Table 5.5 *Number of learning outcomes mentioned*

Stage of procedure	Domains of outcomes of Guskey’s model (1986)		
	Change in teachers’ practice	Change in student learning outcomes	Change in teachers’ knowledge, beliefs and attitudes
Halfway through the procedure	27 (51%)	8 (15%)	18 (34%)
At the end of the procedure	28 (48%)	7 (12%)	23 (40%)

5.5 *Conclusions*

This study aimed to explore how a negotiated assessment procedure impacts on teacher learning. In particular, it aimed to find out teachers’ opinions about the usefulness of the negotiated assessment procedure with regard to their learning process and what learning benefits teachers experienced while engaged in a negotiated assessment procedure. The teachers expressed diverse opinions about the usefulness of the elements of the negotiated assessment procedure, such as the individual assessment meetings with an assessor and collecting

evidence between the assessment meetings. Almost half of the teachers in this specific study did not find collecting evidence useful for their learning. On the other hand, most of the teachers did find the assessment meetings useful or very useful for their professional learning, especially the questions and the feedback from the assessors. The negotiation with the assessor about their own teaching practice based on the collected evidence was seen by the teachers as less useful for their learning process. The usefulness of the negotiations themselves was perceived as neutral. Teachers did report different learning benefits, mainly focused on “change in teachers’ knowledge, beliefs and attitudes”, such as becoming aware of their own teaching practice; and on “change in teachers’ practice”, such as using other kinds of questions in conversations with students. “Change in student learning outcomes” was mentioned less. Overall the teachers’ opinions indicate that the elements of the negotiated assessment procedure facilitated their professional learning. However, some adjustments are necessary in the negotiated assessment procedure, such as facilitating the collection of evidence to make this element more useful for teachers’ professional learning process.

5.6 Discussion

We reported on the development and evaluation of a negotiated assessment procedure that was aimed at stimulating teacher professional learning by formatively assessing teachers. We explored the teachers’ opinions about the usefulness of the procedure for facilitating their professional learning, and the learning benefits they experienced as a result of being engaged in the negotiated assessment procedure. Feedback on the criteria and standards and the actual level of performance is considered essential in formative assessment. (e.g. Darling-Hammond & Snyder, 2000; Sadler, 1989). It is important that the criteria correspond to teachers’ own understanding of their work (Dwyer, 1994) and that teachers accept these standards (cf. Uhlenbeck et al., 2002). In this study, the teachers did find the criteria and standards fitted in with what they considered important. The framework of criteria and standards was used with a divergent point of view in mind: the criteria and standards were not meant as a set of final learning outcomes for all teachers, but as a guiding frame of reference for setting personal learning objectives. One third of the teachers in this study experienced the framework as a useful structure for setting their learning objectives.

Negotiated assessment contrasts with other formative assessment procedures because it allows the assessment criteria and standards, learning objectives, activities, and benefits to be negotiated. These negotiations are a component of the collaboration between assessor and assessee during the assessment meetings and involve the assessee in his or her own assessment. The positive results on the usefulness of the assessment meetings in general are in line with other empirical research on teachers' active involvement in their own learning processes, in which reflection on their own teaching, discussion with students and working with other teachers are important (e.g. Day, 1999; Kwakman, 2003).

Viewing the *assessment* itself, it is important to keep the characteristics in mind that were discussed in the theoretical section: formative assessment is intended 1) to help learners to plan their learning, to identify their strengths and weaknesses, and to improve their practice (Topping, 2009); and 2) to narrow the gap between the actual level and the reference level of the assessed teaching skills by providing the teacher as learner with feedback (Ramaprasad, 1983; Sadler, 1989). In this study, the teachers did find the feedback useful, but it remains unclear whether the assessors really did pay attention to the gap between the actual level and reference level.

Negotiations are an important component of the assessment procedure. In the context of student learning, the power issue between teacher as assessor and student as assessee (Boud et al., 1999) may influence the relationship, as the parties are not on an equal footing. In the context of teacher learning, in which the teacher is the assessee and a colleague the assessor, a more equal relationship can be achieved than in a teacher-student relationship and this might increase the amount of negotiation between the parties and make it more useful. However, the usefulness of the negotiations with their assessor during the assessment meetings was perceived as neutral by the teachers. The possibility of negotiating is supposed to increase the involvement of the learner as initiator of the assessments as well as recipient. Negotiations may stimulate interactivity between the assessor and the teacher. More information about the negotiations during the assessment meetings has been provided in Chapter 3.

Regarding the learning benefits, participating teachers reported fewer learning benefits in the “change in students’ learning outcomes” domain. This seems to contrast with Timperley (2011) who points out, based on empirical literature, that desired changes in student outcomes should be the starting point of each teacher’s professional learning process. This could be due to the fact that change in student learning outcomes requires more time (cf. Clarke & Hollingsworth, 2002; Guskey, 2002; Timperley, 2011). By participating in a two-year trajectory, teachers were given opportunities to actually work on their intended learning objectives by putting intended teaching interventions into practice. Teachers did experience changes in their own thinking and teaching, as well as some changes in their students. The amount of student change could potentially increase if teachers participated in a longer or more intense trajectory than the one used in this study.

A limitation of this study was the small group of participants. A larger study population would be needed to allow results to be generalized. However, the study was intended to shed light on how teachers valued the negotiated assessment procedure with regard to their professional learning. The findings provide insight into what a negotiated assessment procedure should look like in order to stimulate teacher professional learning. If teachers have the agency to choose their own learning objectives, activities, outcomes, and evidence of their actual teaching performances, and if they receive feedback on these elements, a formative negotiated assessment procedure can promote teacher professional learning.

Chapter 6. GENERAL CONCLUSIONS AND DISCUSSION

6.1 Introduction

The aim of this study was to gain a better understanding of characteristics in negotiated assessment that promote teacher learning. The research was conducted in the context of reflection skills education in nursing education. Our main question was: *What are the characteristics of a negotiated assessment procedure to promote teacher learning?* To answer this question, we conducted four studies.

We first summarize the main findings of the four studies described in section 1.6 of the first chapter of this thesis. Next, we go into some elements that warrant further discussion. In closing we consider the limitations and implications of our study and provide some suggestions for future research.

6.2 General conclusions of the studies

6.2.1 Study 1

The aim of the first study was to gain insight into competences that are important to teachers for promoting reflection skills among nursing students, and to develop an overview of these competences in a competence framework that can be used for professional development purposes. We attempted to answer the following research question: *What competences are necessary for teachers in nursing education, according to different kinds of stakeholders, to develop the reflection skills of nursing students?*

To answer this research question we used the qualitative research principles of responsive evaluation, in which dialogues between different stakeholders play an important role. Relevant stakeholders for our study were nursing students, teachers from the nursing education schools, and nurses from the health care institutes who supervise those nursing students. We also involved administrators of the schools, scientists and a coach. We held individual interviews, group interviews, homogeneous focus group meetings and heterogeneous focus group meetings. In total, 95 stakeholders participated.

This resulted in a competence framework based on the aims of reflection and the students' activities mentioned by the stakeholders. The aims of reflection found in this study seemed to be related to three different theoretical perspectives on reflection: the pragmatic perspective, the critical social theory perspective and the epistemological perspective. These three perspectives seemed very suitable for use in the practical context of professional development of student nurses. We concluded that aims may be related to different theoretical perspectives at the same time. The use of the theoretical perspectives in teacher training situation is most meaningful when referring to situational information of the reflection case at hand. This is in line with Hobgood, Hevia, Tamayo-Sarver, & Weiner (2005), who stressed that the specific perspectives that prevail seem to depend on the specific context. We also considered it important to take the teachers' context into account. Every teacher brings in his or her own context, so teachers should have the freedom to make this framework viable for their own situation and professional development needs (cf. Niessen, Abma, Widdershoven, & Van der Vleuten, 2008).

6.2.2 *Study 2*

The aim of the second study was to gain more knowledge about the processes of negotiation in the context of formative teacher assessment. We attempted to answer the following research questions: a) To what extent do negotiations occur during the assessment meetings and what do these negotiations look like?; and b) What are the teachers' and assessors' opinions about negotiations in the developed negotiated assessment procedure?

To answer these questions, we conducted a detailed analysis of nine assessment dialogues from three pairs of teachers and their assessors (three dialogues for each pair), focusing on chains of interactions during the assessment dialogue that could be characterized as negotiations. We also sought teachers' opinions about the negotiations in the negotiated assessment procedure.

Our results revealed that very little negotiation took place during the dialogues. Our analysis showed that only seven negotiation dialogues occurred within the nine assessment meetings and that they usually started with a critical analysis of a situation.

A reason for the lack of negotiation during the assessment meetings may be found in the teachers' and assessors' attitudes toward negotiation. Our results suggested that the teachers did not really think about negotiation before the interviews took place nor about whether negotiation was taking place during the assessment procedure itself. The assessors felt uncomfortable about assessing their own colleague. The opinions about negotiation they expressed show that the assessors did find it difficult to confront and assess their own colleagues. These findings are in line with research findings in the context of teacher collaboration. McCotter (2001), for example, indicates that teacher collaboration is often restricted to safe styles of encouragement. Being critical of each other's work is still a challenge for most teachers (Levine & Marcus, 2010).

6.2.3 Study 3

One of the assumptions in negotiated assessment is that opportunities for negotiation on learning objectives, learning activities, and evidence to be collected, as well as on interpretations of events that happen in teaching practice, might help teachers to develop a sense of agency, in terms of feeling in control of their learning and assessment processes and feeling able to pursue their learning objectives. Another assumption is that opportunities for negotiation might help teachers to take the initiative in the process of setting learning objectives and learning activities when meeting with their assessor. In other words, there is an assumption that agency may become manifested in the interaction process in which teachers set professional learning objectives and in undertaking learning activities.

The aim of the third study was to explore whether teachers did indeed experience a sense of agency and to gain insight into the extent to which agency was indeed manifested in teachers' interaction processes with the assessor during the negotiated assessment procedure. We attempted to answer the following questions: a) What learning objectives and learning activities do teachers report having pursued?; b) To what extent did teachers experience a sense of agency during participation in the negotiated assessment procedure?; and c) To what extent is agency visible in interactions between assessor and teacher about teachers' learning objectives and learning activities during assessment meetings in the negotiated assessment procedure?

To answer these questions, we examined teachers' sense of agency by asking the teachers about this during two interviews and we conducted a detailed analysis of nine assessment dialogues from three pairs of teachers and assessors, focusing on agency by looking at how the learning objectives and activities got shaped during the assessment meetings.

To assess the visibility of agency, we looked at how far teachers took initiative in the learning process and how the learning objectives and activities were shaped during the assessment meetings. Our results revealed that the teachers experienced a high degree of agency, although this was not manifested in their interactions during the assessment meetings. An explanation might be that teachers' sense of agency is not directly connected to specific elements (like the assessment meetings) or to taking initiatives in, for example, learning objectives and learning activities, but that it is also about getting or having a choice in a more general sense.

6.2.4 Study 4

The last study aimed to provide empirical evidence about whether negotiated assessment is or is not promising for teacher learning in the view of the teachers involved. We attempted to answer the following research questions: a) How useful do teachers find the different elements of the negotiated assessment procedure for their professional learning? and b) What learning benefits, in terms of change, do teachers report as a result of being engaged in the negotiated assessment procedure? Eighteen teachers and nine assessors were involved.

Our results show that most of the teachers did find the assessment meetings useful or very useful for their professional learning, especially the questions and the feedback from the assessors. Overall, the teachers' opinions indicated that the elements of the negotiated assessment procedure facilitated their professional learning. The positive results on the usefulness of the assessment meetings in general are in line with other empirical research on teachers' active involvement in their own learning processes, in which reflection on their own teaching, discussion with students and working with other teachers are important (e.g., Day, 1999; Kwakman, 2003).

In addition, our results show that teachers did report different learning benefits, mainly focused on change in their knowledge, beliefs and attitudes, such as becoming aware of their own teaching practice, and on change in their practice, such as using other kinds of questions in conversations with students. Change in student learning outcomes was mentioned less.

6.3 Discussion

Negotiated assessment is considered to be a promising example of formative assessment (Gosling, 2000). As outlined above, assumptions in negotiated teacher assessment are that the opportunities for negotiation might promote the development of a sense of agency in terms of teachers feeling in control of their learning and assessment processes and feeling able to pursue their learning objectives. That agency is also expected to be manifested in teachers' interaction processes with their assessor (cf. Anderson, Boud, & Sampson, 1996; Day, et al., 2007). In this section we discuss the three elements of this assumption: negotiations, agency and teachers' learning process.

Negotiations

The teachers in our study appeared to engage in very little negotiation: in nine assessment meetings, only seven negotiation dialogues were found. These negotiation dialogues consisted of 20 utterances coded as *disagreement* which was less than 0.7% of the total number of utterances expressed.

The lack of negotiation in the assessment meetings was striking, particularly because our training had emphasized negotiation skill, the relationship between the teacher and the assessor, and so on. For example, during the training the assessors were encouraged to oppose the teachers' viewpoint, so as to stimulate negotiation. The teachers were encouraged to critically consider the assessors' feedback, to take the opposite position when relevant, and to provide arguments for their own viewpoints. Both the assessors and the teachers practised these skills during training. Besides the opportunity to practise, we also put a great deal of emphasis on the opportunity to negotiate, by offering the teaching competence framework (described in Chapter 2) as a guideline for formulating their own learning objectives, not as strict rule or straitjacket. We emphasized

that this framework leaves enough scope for their own interpretations which they could discuss with the assessor.

There might be several reasons of why so few negotiations took place. First, although we emphasized negotiations during the training sessions for teachers and assessors, by the time of the assessment procedure itself, the teachers seemed to have forgotten how to negotiate or were not sufficiently aware of what was expected of them in this respect. This may be due to the assessment meetings not being scheduled very frequently. Another reason might be that teachers did not fully understand the role of negotiation during this procedure and therefore ignored (deliberately or unconsciously) the opportunity to negotiate. The assessors, on the other hand, were aware of the possibility to negotiate but they neglected opportunities to do so. The assessors seemed to find it difficult to confront and assess their colleagues. The school culture may have caused the teachers to not be very critical of each other during the negotiated assessment meetings (Hargreaves, 2001). Hargreaves' study indicates that conflict can be seen as a strong source of negative emotion among teachers. The one exception in Hargreaves' study was a remarkably innovative school, in which norms and practices of debate and inquiry were central to and an explicit part of the school's professional culture and mission.

Besides school culture, there may be another reason for teachers not being critical of each other. Most of the teachers and assessors in our study had been trained as nurses themselves. Nurses are known as "doers" and "caretakers". Care activities seem to be incompatible with being critical or confrontational. Several studies have suggested that rather than speaking up, most nurses prefer avoidance behaviour in conflict situations and they do not favour assertive behaviour (cf. Sayre, McNeese-Smith, Searle Leach, & Philips, 2012). This may make it even more difficult for nursing teachers to confront or to be critical of others than teachers in other domains or areas of professional education.

Second, the operationalization of our definition of negotiation might have caused us to not capture all chains of interactions that are relevant in terms of our definition of negotiation. We defined negotiation as a chain of interactions

in which participants discuss to reach agreement, take opposing positions, and give reasons for and against a proposal or view (Baker, 1999). After coding the data from the transcribed assessment meetings to investigate the extent of negotiations, we initially analysed uttered disagreements and subsequently the utterances before and after each disagreement in more detail. By looking for disagreements, we focused on reasons *against* a proposal or view. If we had also included situations in which the teacher and the assessor gave reasons *for* a proposal or view without disagreement being explicitly expressed, perhaps we would have obtained different results.

Agency

Despite the lack of negotiation during the assessment meetings, the teachers reported a strong sense of agency, so evidently the lack of negotiation did not weaken the teachers' sense of agency. A reason for the strong sense of agency may be found in the information provided to the teachers during training. As mentioned, the training placed a great deal of emphasis on teachers' agency, by referring to their opportunities to negotiate and by offering them the teaching competence framework (described in Chapter 2) as a guideline for formulating their own learning objectives. We also emphasized the importance of teachers' own teaching practice. Perhaps knowing that you have the opportunity to negotiate, to accept or reject assessors' feedback, and to decide whether to use the competency framework or not was sufficient for the participating teachers to experience a great sense of agency.

With regard to the extent to which teachers are actively involved and take initiative, we concluded that the person (i.e. teacher or assessor) who takes initiative varied as did the visibility of agency. This might mean that the acceptance or non-acceptance of a learning objective suggested by an assessor in the interactions is not a clear indication of agency. Since we did not have information on teachers' cognitions during the assessment meetings, it was not possible to trace from the interactions whether the teacher did or did not deliberately accept or reject an objective suggested by the assessor. Additional information would be needed to get a clearer picture of a teacher's motives for accepting or not accepting the objectives.

Teachers' learning

Although the main focus of the research was on the negotiations and on teachers' agency during the negotiated assessment procedure, we would also like to discuss the contribution of this procedure to teacher learning. According to the teachers, participating in the negotiated assessment procedure contributed to their learning. The contribution was particularly seen in change in their knowledge, beliefs, attitudes and practice. The meeting with the assessors was especially beneficial to their learning. However, in our opinion the teachers really missed learning opportunities because of the lack of negotiation and not being critical towards each other during the assessment meetings (Hargreaves, 2001; Kelchtermans, 2006). Although these findings are in line with other research on teacher collaboration and interaction (e.g., Levine et al., 2010; McCotter, 2001; Platteel, 2009), we argue that the lack of negotiation was a missed opportunity for the teachers' learning process. Being critical towards colleagues is an opportunity and is essential for professional learning, since critical friends may help each other to become aware of ways of thinking that may also be viewed from other perspectives, and ways of acting that can be changed (Hargreaves, 2001; Kelchtermans, 2006). Becoming aware of such aspects in their thinking and acting could promote teachers' professional learning in terms of changes in their cognitions and behaviours.

6.4 Limitations, implications and suggestions for future research

This study had several limitations. First, most of the data about teacher learning concerned teachers' perceptions, having been gathered from interviews and questionnaires. We relied on these perceptions to get a picture of how teacher learning occurred. We do not know whether the teachers gave objective information or not and if they were fully aware of their learning. Our aim was to gain insight into the negotiated assessment procedure itself and less emphasis was put on triangulation of additional data to give a more complete overview on teacher learning.

Second, our analyses did not focus on student outcomes in relation to teachers' learning. Taking into account student outcomes could have helped us to understand how negotiated teacher assessment actually influences students

(Borko, 2004; Van Veen, Zwart, & Meirink, 2012), but would have gone beyond the scope of this study. Linking student outcomes to professional learning activities remains an important aspect for future research.

Another limitation was the small group of participants and, because of this, no generalizations can be made. We used a small group of participants for several reasons. First, the negotiated assessment procedure was very time-consuming and demanding for both the teachers and the assessors. This meant that we could only work with teachers on a voluntary base, who were willing to invest much time in the project. Second, the in-depth analyses of the data were labour-intensive. Analysing a larger group of participants would not have been feasible. Our most important aim was to gain more understanding about what happens in a negotiated teacher assessment and to explore concepts like negotiation and agency.

Our results can be seen as adding to the current knowledge about the characteristics of negotiated assessment for promoting teacher learning. Although it does not provide clear indications for an “ideal” set-up for negotiated assessment, our study does provide insight into what negotiation processes might look like in the context of teacher assessment and in the role of teacher agency in these processes. Additional research is needed, especially on the context variables that promote or prevent negotiations between the assessor and the teacher as assessee. This also pertains to the sense of agency that is supposed to be the result of a negotiated assessment procedure.

When investigating negotiated assessment processes and teacher learning in future research, more frequent meetings could be scheduled to keep the teachers and assessors engaged with the assessment procedure. In addition, assessment of the teacher may be given more prominence in the negotiated assessment procedure. As a preparation for each assessment meeting, both the teacher and the assessor could use the evidence of the teacher’s teaching practice (e.g., a video) and the criteria and standards in the teaching competence framework to judge the teachers’ functioning and as input for feedback and negotiations. It may be a good idea to not have teachers formulate learning objectives in

advance (i.e. before an assessment meeting). In the meeting itself, the teacher and assessor could compare their assessment results and negotiate the findings to achieve agreement on the gap in performance. Based on this, learning objectives and learning activities could be formulated and negotiated between the teacher and the assessor *during* the meeting. Having teachers formulate their objectives before an assessment meeting might cause the assessors to be more likely to accept teacher's learning objectives instead of the assessor taking opposing positions, based on the assessed evidence, and coming forward with alternative learning objectives.

Furthermore, in future research, the negotiated assessment procedure could be given a summative purpose in addition to the formative purpose as in our study. Negotiated assessment is best known in higher education in a context where there are both formative and summative purposes, since students must carry out learning activities and intermediate examinations in order to acquire competencies with the final aim to achieve a course or a grade. Giving the negotiated assessments a summative purpose as well (e.g. acquiring permission to carry out particular tasks, such as coaching colleagues) could trigger more negotiations between assessor and teacher. Choosing assessors who also have managerial responsibilities with regard to the teacher could be reasonable if the assessments also have a summative purpose. An additional possibility could be to involve the larger teacher team more in the assessment processes and have teachers assess each other as peers. In all matters, it is necessary that the team has accepted criteria and standards and agreements are made about the results that should be achieved. This should make the negotiation processes beneficial for teacher professional learning, as well as for guaranteeing the teachers' quality with regard to the particular competence areas.

Future research should not only take into account different types of set-ups for the negotiated assessment procedure, but also different educational contexts (Borko, 2004). This means that different types of negotiated assessment set-ups should be enacted in different educational settings, for example nursing education, technical education, other vocational education and primary education. This would enable researchers to study the relationship the negotiated assessment procedures, the teachers as learners and the context.

Summary

Senior secondary vocational education is characterised by three important components: learning in vocational schools, learning at workplaces, and the connection between the two. Reflection skills are considered important to achieve this connection. While reflecting, students are able to connect the theoretical knowledge to their practical experiences and vice versa. There is a great deal of emphasis in vocational education on helping students to develop reflection skills. Teachers are expected to be capable of promoting students' reflection skills but they find this difficult and they want to develop their competences in this specific area.

Teacher professional development and learning may be improved by using formative assessment procedures. This thesis focuses on a specific form of formative assessment, negotiated assessment, which is characterised by the exchange of views between assessor and assessee and the extensive involvement of the participants (assesseees) in their own assessment procedure. The participants negotiate with their assessor about several aspects of the negotiated assessment procedure.

This thesis covers four studies in which different aspects of negotiated assessment were examined. Its aim was to gain more knowledge about a negotiated assessment procedure to promote teacher learning.

Negotiated assessment procedure

A negotiated assessment procedure was developed based on theory on formative and negotiated assessment. Four core elements were considered important in this procedure: 1) a series of assessment meetings which served as a setting for negotiations between assessor and assessee (the teacher); 2) a teaching competence framework to be used as a starting point for the negotiations; 3) a learning contract in which the negotiated learning objectives, learning activities, learning outcomes, and evidence could be described; and 4) the collection of evidence of their own learning practice and of the skills to be assessed.

The negotiations were scheduled during three assessment meetings (core element 1), which were planned in the two-year negotiated assessment procedure. The first assessment meeting took place in spring 2009, the second in spring 2010 and the last meeting in winter 2010/2011. During these meetings the teacher negotiated with his or her assessor, who was an experienced colleague. Before the start of the procedure, teachers were asked if they would be willing to participate in the procedure and, if so, which colleague they would prefer as assessor. Teachers' managers were not involved in the procedure. The researcher linked the assessors and the teachers, based on the teachers' preferences and overlapping working days. The teaching framework (core element 2) provided an overview of the teaching competences necessary for supporting students to reflect and was broadly defined in order to provide space for the negotiation processes. The teachers produced a draft learning contract (core element 3) before the first assessment meeting, which included their learning objectives and the learning activities. The learning contract was handed out to the assessor beforehand and discussed at the assessment meeting. The evidence collected about their own learning practice (core element 4) was used as a source for negotiation. It could be used in two different ways. The negotiations could be about what type of evidence should be provided for which learning objective, or about the extent to which the evidence provided actually proved that the teacher had reached the learning objective.

It was important that the teachers (assesseees) and the assessors understood the idea of the negotiated assessment procedure, so both groups received training before the start of the trajectory. The assessors and teachers received a one-day training course in separate groups. Both received information about the negotiated assessment procedure, the assessment meetings and negotiation. The teachers were trained in how to prepare for each assessment meeting and how to use different kinds of evidence for different kinds of learning goals. The teachers were challenged to focus on their learning process and encouraged to not just take their assessor's feedback for granted but to critically consider the feedback and suggestions in light of their own learning process.

The assessors were trained in challenging teachers to take responsibility for their own learning and assessment. They were encouraged to explicitly bring in alternative perspectives, and not to concentrate on achieving consensus. The training continued before the second and third assessment meetings.

Chapter 1 outlines the research context, theoretical framework and the research questions. Teacher learning may increase through the use of formative assessment because it encourages teachers to plan their learning, identify their strengths and weakness, formulate learning objectives and activities, and develop skills to improve their practice. An essential characteristic of formative assessment is the feedback that the assessee receives.

The literature on formative assessment has placed a great deal of emphasis on the importance of teachers' involvement in their assessment procedure, and on the social and contextual nature of learning. This means that active involvement of the teachers and others and the assessment performance in the authentic context are considered crucial for meaningful teacher learning. A promising example of such an assessment procedure is negotiated assessment, which is characterised by extensive involvement of participants in their own assessment and by the exchange of views between the assessee (in this case the teacher) and the assessor. The assessee and the assessor negotiate about several aspects of the assessment procedure, such as learning objectives, learning activities, and the evidence provided. Negotiations during assessments are assumed to increase teachers' feeling of being in control of their learning and to encourage them to take initiatives in their own learning process, for example to pursue their learning objectives.

Most literature reports on negotiated assessment in the context of higher education, in which the student is the assessee and the teacher, the assessor. Not much is known about how negotiated assessment influences teacher learning.

The main question of the research is: *What are the characteristics of a negotiated assessment procedure to promote teacher learning?* To answer the main question, four studies were conducted and reported on in Chapters 2 to 5.

Study 1: Teaching competences

Chapter 2 describes the first study, which focused on gaining insight into competences that are important to teachers for promoting reflection skills among nursing students, and to develop an overview of these competences in a competence framework that could be used for professional development purposes. The main question for this study was: *What competences are necessary, according to different kinds of stakeholders, for teachers to promote the reflection skills of nursing students?* To answer this research question, the qualitative research principles of responsive evaluation, in which dialogues between different stakeholders play an important role, were used. Relevant stakeholders for this study were nursing students, teachers from the nursing education schools, and nurses from the health care institutes who supervise those nursing students. Other stakeholders were school administrators and scientists. Individual interviews, group interviews, homogeneous focus group meetings and heterogeneous focus group meetings were arranged. In total, 95 stakeholders participated.

The stakeholders discussed questions such as: What is the aim of reflection?, Which activities should a student undertake to be able to reflect?, Which activities should a teacher undertake to promote students' reflection skills? The outcomes resulted in a teaching competence framework. See Appendix 1 for the corresponding criteria and standards.

Study 2: Negotiations

An assumption of negotiated assessment is that the negotiations provide teachers with the opportunity to feel in control of their learning and assessment processes and to feel able to pursue their learning objectives.

The focus of **Chapter 3** is the processes of negotiation during the assessment meetings. This second study aimed to gain insight into the negotiation process between teacher and assessor. The research questions were: *To what extent do negotiations occur during the assessment meetings and what do these negotiations look like?* and *What are the teachers' and assessors' opinions about negotiations in the developed negotiated assessment procedure?*

To answer the first question, nine assessment dialogues from three pairs of teachers and their assessors (three dialogues for each pair), were transcribed. The detailed analysis focused on chains of interactions during the assessment dialogue that could be characterized as negotiations. To answer the second question, the teachers and assessors were interviewed halfway through the procedure and at the end.

The results revealed that teachers and assessors did express disagreement, but it occurred rarely (less than 0.7% of the total utterances coded). A lot of those disagreements remained isolated in the dialogue. In these cases, no reasons for and against a view were communicated and no negotiations took place. In the nine assessment meetings analysed, only seven negotiation dialogues occurred.

A reason for the lack of negotiation during the assessment meetings may be found in the teachers' and assessors' attitudes toward negotiation. The assessors felt uncomfortable about assessing their own colleagues. The opinions about negotiation that they expressed show that they found it difficult to confront and assess their own colleagues. These findings are in line with research findings in the context of teacher collaboration. During collaboration teachers do support each other but they rarely provide critical feedback to each other.

Despite the effort to pay a lot of attention to negotiation during the training, critical feedback and the relationship between assessor and assessee, the negotiation aspect, did not manifest itself during the meetings.

Study 3: Agency

Participating in negotiated assessment might help teachers to develop a sense of agency, which may be manifested in two ways. On the one hand, it concerns the feeling of being in control and on the other hand it concerns the ability to take the initiative in the process of setting learning objectives and learning activities when meeting with their assessor. In other words, there is an assumption that agency may become manifested in the interaction process in which teachers set professional learning objectives and in undertaking learning activities.

Chapter 4 focuses on the third study which aimed at exploring whether teachers did indeed experience a sense of agency and to gain insight into the extent to which agency was manifested in teachers' interaction processes with the assessor during the negotiated assessment procedure. The research questions were a) *What learning objectives and learning activities do teachers report having pursued?*; b) *To what extent did teachers experience a sense of agency during participation in the negotiated assessment procedure?*; and c) *To what extent is agency visible in interactions between assessor and teacher about teachers' learning objectives and learning activities during assessment meetings in the negotiated assessment procedure?*

To answer the first two questions, three teachers expressed their opinions about agency during two individual interviews (halfway through the procedure and at the end). In addition, the teachers described their learning goals and learning activities. To answer the third research question, about the visibility of agency during the assessment meetings, three assessment meetings from three pairs of teachers and assessors (nine meetings in total) were transcribed and analysed, looking at how the learning objectives and activities got shaped during the assessment meetings. The results revealed that the teachers experienced a high degree of agency, although this was not manifested in their interactions during the assessment meetings. An explanation might be that teachers' sense of agency is not directly connected to specific elements (like the assessment meetings) or to taking initiatives in, for example, learning objectives and learning activities, but that it is also about getting or having a choice in a more general sense.

Study 4: Learning benefits

The last study aimed to provide empirical evidence about whether negotiated assessment is or is not promising for teacher learning in the view of the teachers involved. **Chapter 5** describes this study. The research questions were: a) *How useful do teachers find the different elements of the negotiated assessment procedure for their professional learning?* and b) *What learning benefits, in terms of change, do teachers report as a result of being engaged in the negotiated assessment procedure?* Eighteen teachers and nine assessors were involved.

The results show that most of the teachers did find the assessment meetings useful or very useful for their professional learning, especially the questions and the feedback from the assessors. Overall, the teachers' opinions indicated that the elements of the negotiated assessment procedure facilitated their professional learning. Teachers did report different learning benefits, mainly focused on change in their knowledge, beliefs and attitudes, such as becoming aware of their own teaching practice, and on change in their practice, such as using other kinds of questions in conversations with students. Change in student learning outcomes was mentioned less.

Chapter 6 summarizes the main findings and conclusions of the four studies. Limitations and implications of the overall research are discussed and suggestions for future research are provided.

Negotiated assessment is considered to be a promising example of formative assessment. Assumptions in negotiated teacher assessment are that the opportunities for negotiation might promote the development of a sense of agency in terms of teachers feeling in control of their learning and assessment processes and feeling able to pursue their learning objectives. The general discussion focuses on the three elements of this assumption: negotiations, agency and teachers' learning process.

Concerning the lack of negotiations, several options are discussed. Although negotiations were emphasised during the training sessions for teachers and assessors, by the time of the assessment procedure itself, the teachers seemed to have forgotten how to negotiate or were not sufficiently aware of what was expected of them in this respect. This may be due to the assessment meetings not being scheduled very frequently. The assessors, however, were aware of the possibility to negotiate but they neglected several opportunities to do so. They seemed to find it difficult to confront and assess their colleagues. The school culture may have caused the teachers to not be very critical of each other during the negotiated assessment meetings, because in most schools it is not common practice for teachers to be critical of each other. The teachers' nursing background might also have been a factor in the lack of negotiations. Research has shown that nurses have difficulty being critical and most nurses

prefer avoidance behaviour in conflict situations. This may make it even more difficult for nursing teachers to confront or to be critical of others than teachers in other domains or areas of professional education. Another reason for the lack of negotiations might be caused by the operationalization of the definition of negotiation used in this research.

Despite the lack of negotiation during the assessment meetings, the teachers reported a strong sense of agency. A reason for the strong sense of agency may be found in the information provided to the teachers during training, in which the importance of their own teaching practice was emphasised. The teaching competence framework was offered as a guideline in the training and not as a straitjacket. The visibility of initiatives varied in the assessment meetings. It was not possible to trace from the interactions whether the teacher did or did not deliberately accept or reject the assessor's suggestions. Although the teachers themselves reported that participating in the negotiated assessment procedure contributed to their learning, it was clear that they really did miss learning opportunities, because of the lack of negotiation and not being critical of each other during the assessment meetings.

This research had several limitations. First, most of the data about teacher learning concerned teachers' perceptions rather than external observation of their teaching practice. Second, student outcomes were not taken into account in this study. Another limitation was the small group of participants.

The results can be seen as adding to current knowledge about the characteristics of negotiated assessment for promoting teacher learning. Additional research is needed, especially on the context variables that promote or prevent negotiations between the assessor and the teacher as assessee. This may include scheduling more frequent meetings, a shorter time frame for the procedure, or a summative purpose for the assessment meetings. Future research should not only take into account different types of set-ups for the negotiated assessment procedure but also different educational contexts. This could increase the scientific knowledge about assessment in general and about negotiated assessment in particular. In addition, more specific advice about applicability of this kind of assessment for educational practice might be given.

Nederlandse samenvatting

Het middelbaar beroepsonderwijs (mbo) wordt gekenmerkt door drie belangrijke componenten: het leren op school, het leren op de werkplek en de verbinding daartussen. Reflectievaardigheden spelen een belangrijke rol bij die verbinding. Studenten kunnen door middel van reflectie hetgeen op school geleerd wordt, toepassen op de werkplek en ze kunnen hun ervaring op de werkplek koppelen aan hetgeen op school wordt onderwezen. Binnen het beroepsonderwijs wordt veel aandacht besteed aan het ontwikkelen van reflectievaardigheden. Van docenten in het mbo wordt verwacht dat zij hun studenten kunnen begeleiden in het aanleren en toepassen van reflectievaardigheden. Uit onderzoek is gebleken dat mbo-docenten het ontwikkelen van reflectievaardigheden belangrijk vinden, maar dat ze behoefte hebben om zich hierin verder te bekwamen.

Professionele ontwikkeling van docenten kan op verschillende manieren plaatsvinden. In dit proefschrift staat het leren van docenten door middel van formatieve assessment centraal. Het onderzoek richt zich op een specifieke vorm van formatieve assessment, namelijk onderhandelend beoordelen. Dit type aanpak voor beoordelen wordt gekenmerkt door een intensieve betrokkenheid van deelnemers bij hun eigen beoordelingsproces en door uitwisseling van gezichtspunten tussen deelnemers (de beoordeelde) en assessoren (de beoordelaars). Deelnemers kunnen in deze aanpak over verschillende aspecten van de beoordeling onderhandelen met hun assessor.

Dit proefschrift omvat vier deelstudies waarin aspecten van onderhandelend beoordelen als methode voor het leren van docenten nader onderzocht worden. Doel is meer inzicht te krijgen in kenmerken van een procedure voor onderhandelend beoordelen, gericht op het leren van docenten bij het ontwikkelen van reflectievaardigheden van de studenten.

Procedure voor onderhandelend beoordelen

Gebaseerd op de theorieën van formatieve assessment en onderhandelend beoordelen werd een procedure voor onderhandelend beoordelen, gericht op

het leren van docenten, ontwikkeld. In deze procedure zijn vier kernelementen belangrijk: 1) er werd een serie beoordelingsgesprekken gevoerd waarin de docent met de assessor kon onderhandelen; 2) er was een overzicht van docentcompetenties beschikbaar dat als uitgangspunt voor de onderhandelingen gebruikt kon worden; 3) de docent en de assessor stelden samen een leercontract op waarin de onderhandelde leerdoelen, leeractiviteiten en te verzamelen bewijsmateriaal beschreven stonden; en 4) de docent verzamelde bewijzen van de bereikte leerdoelen uit de eigen onderwijspraktijk.

De onderhandelingen vonden plaats in drie gesprekken (kernelement 1) verspreid over een periode van twee jaar. Het eerste gesprek was in het voorjaar 2009, het tweede in het voorjaar 2010 en het laatste in de winter 2010/2011. Tijdens deze gesprekken onderhandelde de docent met zijn of haar assessor. De assessor was een ervaren collega van de docent. Voor aanvang van de procedure werd aan de docenten gevraagd of zij bereid waren deel te nemen aan de procedure en welke collega zij daarbij als assessor wilde hebben. Leidinggevende docenten waren uitgesloten van de rol van assessor. De onderzoeker bepaalde uiteindelijk de koppels docent-assessor, gebaseerd op de geuite voorkeuren en de overlap in werktijd. Het overzicht van docentcompetenties (kernelement 2) gaf inzicht in de noodzakelijke competenties die een docent moet hebben om studenten te kunnen begeleiden in het aanleren en toepassen van reflectievaardigheden. De breed gedefinieerde competenties boden ruimte voor onderhandelingen. Voor het eerste gesprek maakten de docenten een concept-leercontract (kernelement 3) met daarin onder andere de leerdoelen waarop zij zich gedurende de procedure wilden richten en hoe ze dat wilden bereiken. Dit concept-leercontract werd voorafgaand aan het gesprek aan de assessor gegeven om het tijdens het gesprek te kunnen bespreken. De bewijzen uit de eigen onderwijspraktijk (kernelement 4) waren bron voor onderhandeling. Dit kon op twee manieren worden ingezet. De onderhandelingen konden gaan over welk soort bewijs aangeleverd zou worden bij welk leerdoel en de onderhandelingen konden gaan over de mate waarin het bewijs daadwerkelijk aantoonde dat de docent een leerdoel had bereikt.

Omdat het belangrijk was dat zowel de docenten als de assessoren de procedure van onderhandelend beoordelen goed begrepen, volgden beide partijen een training voor aanvang van de procedure. Zowel de docenten als de assessoren ontvingen informatie over de procedure, de beoordelingsgesprekken en het onderhandelen. De docenten werden daarbij getraind in het zich voorbereiden voor ieder gesprek. Ook werd besproken welke soorten bewijsmateriaal bruikbaar waren voor verschillende soorten doelen. De docenten werden gestimuleerd om hun leerproces centraal te stellen en de feedback van de assessor niet zonder meer aan te nemen, maar kritisch te beschouwen in het licht van hun eigen leerproces.

De assessoren werden getraind in het bewustmaken van de docenten van hun eigen verantwoordelijkheid in hun leerproces. Door middel van simulaties werden assessoren gestimuleerd om docenten een ander gezichtspunt te laten zien en zich niet te richten op consensus tijdens de gesprekken. De training werd voor het tweede en derde gesprek herhaald.

In **hoofdstuk 1** worden de context, de theoretische uitgangspunten en de onderzoeksvragen van het onderzoek als geheel toegelicht.

Het leren van docenten kan worden bevorderd door formatieve beoordeling, omdat het een docent kan helpen bij het plannen van het leren, het identificeren van sterke en zwakke punten met betrekking tot het eigen functioneren, het formuleren van leerdoelen en leeractiviteiten en het ontwikkelen van vaardigheden om de eigen onderwijspraktijk te verbeteren. Een belangrijk aspect bij formatieve beoordeling is de feedback die iemand krijgt.

In de literatuur over formatief beoordelen wordt de nadruk gelegd op het belang van actieve betrokkenheid van docenten bij hun eigen beoordelingsprocessen en op de sociale, en contextgebonden aard van leren. Dit houdt in dat actieve deelname van docenten zelf, het erbij betrekken van anderen (zoals collega's en studenten) en het uitvoeren van beoordelingen in een authentieke context als cruciaal worden gezien om beoordelingen zinvol te maken voor het leren van docenten. Een aanpak die hierop aansluit, is 'onderhandelend beoordelen'.

Onderhandelend beoordelen wordt gekenmerkt door de hoge mate van betrokkenheid van de deelnemers bij hun eigen beoordeling en door het uitwisselen van gezichtspunten tussen de beoordelaar (de assessor) en de beoordeelde (de deelnemer, in dit geval de docent). Docenten kunnen in deze aanpak onderhandelen over verschillende aspecten van de beoordeling, zoals leerdoelen, te volgen leerroutes, bewijsvoering voor het bereikt hebben van de leerdoelen. Onderhandelingsprocessen tijdens beoordelingen worden verondersteld bij te dragen aan het gevoel van het leerproces in eigen hand te houden en bij te dragen aan de mate waarin de docent initiatief neemt in zijn of haar eigen leerproces.

De meeste literatuur over onderhandelend beoordelen heeft betrekking op het hoger onderwijs, waarbij de student de lerende en de beoordeelde is en de docent de beoordelaar. Er is weinig bekend over de manier waarop onderhandelend beoordelen kan bijdragen aan het leren van docenten.

De hoofdvraag van dit onderzoek is: *Wat zijn de kenmerken van een procedure voor onderhandelend beoordelen, gericht op het leren van docenten?* Om antwoord te kunnen geven op deze hoofdvraag, zijn vier deelstudies uitgevoerd. De hoofdstukken 2 tot en met 5 van dit proefschrift beschrijven deze vier deelstudies.

Studie 1: Raamwerk met docentcompetenties

Hoofdstuk 2 beschrijft de eerste studie, die zich richtte op het verkrijgen van inzicht in docentcompetenties die volgens diverse belanghebbenden noodzakelijk zijn bij het begeleiden van verpleegkundestudenten in het reflecteren. Een overzicht van deze docentcompetenties was tevens noodzakelijk om als uitgangspunt te dienen bij de onderhandelingen. De volgende onderzoeksvraag stond centraal: *Welke docentcompetenties zijn volgens diverse belanghebbenden nodig om verpleegkundestudenten te begeleiden bij het aanleren en toepassen van reflectievaardigheden?* Om deze onderzoeksvraag te beantwoorden is een kwalitatief onderzoek uitgevoerd volgens de principes van responsieve evaluatie, waarbij dialogen tussen de verschillende belanghebbenden een belangrijke rol spelen. Belanghebbenden in deze studie waren verpleegkundestudenten,

docenten van de verpleegkundeopleiding en verpleegkundigen uit zorginstellingen, die verpleegkundestudenten begeleiden tijdens hun stages. Andere belanghebbenden waren onderwijscoördinatoren en directeurs van mbo-scholen en wetenschappers op het gebied van beroepsonderwijs en werkplekleren. Voor deze studie zijn individuele interviews, groepsinterviews, homogene focusgroepbijeenkomsten en heterogene focusgroepbijeenkomsten georganiseerd. In totaal hebben 95 belanghebbenden deelgenomen.

De belanghebbenden bespraken vragen als: Wat is het doel van reflecteren voor (student-)verpleegkundigen? Welke activiteiten moet een student ondernemen om te kunnen reflecteren?, Welke activiteiten moet een docent ondernemen om de student te begeleiden bij het reflecteren? De uitkomsten resulteerden in een overzicht met docentcompetenties. De bijbehorende criteria en standaarden zijn in Appendix 1 opgenomen.

Studie 2: Onderhandelen

Een aanname bij onderhandelend beoordelen is dat de onderhandelingsprocessen docenten ruimte bieden om invulling te geven aan hun eigen leerproces, waardoor docenten een hoge mate van controle over en verantwoordelijkheid voor hun eigen leerproces kunnen ervaren.

De focus van **hoofdstuk 3** is het onderhandelingsproces tijdens de beoordelingsgesprekken. Het doel van de tweede studie was om meer inzicht te krijgen in de onderhandelingsprocessen tussen de docent en zijn of haar assessor. De onderzoeksvragen hierbij waren: *a) In welke mate vonden onderhandelingen plaats tijdens de beoordelingsgesprekken en hoe zagen die onderhandelingen eruit? en b) Hoe denken docenten en assessoren over het onderhandelen tijdens de beoordelingsgesprekken?*

Om de eerste vraag te beantwoorden zijn drie gesprekken van drie docenten met hun assessor getranscribeerd, negen gesprekken in totaal. De gedetailleerde analyse was gericht op ketens van interacties, die gekarakteriseerd konden worden als onderhandeling. Om de tweede vraag te beantwoorden is tijdens twee interviews, halverwege en aan het eind van de procedure, de mening van de docenten en assessoren over onderhandelen bevestigd.

Uit de analyse van interacties bleek dat docenten en assessoren wel tegengestelde standpunten naar voren brachten, maar dat dit niet vaak gebeurde (in minder dan 0,7 % van het totaal aantal gecodeerde uitspraken tijdens de geanalyseerde gesprekken). Ook bleek dat veel uitingen van tegenovergestelde standpunten geïsoleerd bleven in de dialoog. Dit betekent dat men doorgaans meteen overging naar een ander onderwerp of dat er geen verdere argumenten *voor* of *tegen* een bepaald standpunt werden uitgewisseld. In de negen geanalyseerde gesprekken konden in totaal slechts zeven reeksen van interacties als werkelijke onderhandeling worden gekarakteriseerd

Een reden voor het zeer geringe voorkomen van onderhandelingen kan misschien gevonden worden in de houding van zowel de docenten als de assessoren ten opzichte van het onderhandelen. De assessoren gaven aan dat zij het moeilijk vonden om te onderhandelen met een collega, onder andere doordat ze het lastig vonden om een collega te beoordelen en te confronteren met tegenstrijdigheden in gedrag van de docent. Deze bevindingen stemmen overeen met andere onderzoeksresultaten over het samenwerken van docenten. Tijdens samenwerking steunen docenten elkaar, maar geven ze elkaar zelden kritische en constructieve feedback.

Ondanks het feit dat er in de training voor de docenten en assessoren veel aandacht is geweest voor onderhandelen, kritische feedback en het relationele aspect tussen assessor en docent, zijn deze aspecten tijdens de procedure zelf niet goed tot uiting gekomen.

Studie 3: Agency

De docenten kunnen in een onderhandelende beoordelingsmethode veel initiatief tonen en de ervaring hebben dat zij hun leerproces zelf in handen hebben. In het Engels wordt daar de term 'agency' voor gebruikt. Agency manifesteert zich op twee manieren. Enerzijds betreft het een gevoel van controle hebben en anderzijds betreft het de mate waarin docenten daadwerkelijk actief betrokken zijn en initiatief nemen in hun eigen leerproces, door leerdoelen te formuleren en activiteiten te ondernemen.

Hoofdstuk 4 beschrijft de derde studie, die als doel had het begrip ‘agency’ in een procedure voor onderhandelend beoordelen te verkennen. Hierbij werden de volgende onderzoeksvragen geformuleerd: a) *Welke leerdoelen en leeractiviteiten hebben docenten nagestreefd?* b) *In welke mate hebben docenten een gevoel van agency ervaren tijdens de procedure voor onderhandelend beoordelen?* en c) *In welke mate is agency zichtbaar in de interacties tussen assessor en docent over de leerdoelen en leeractiviteiten van de docent?*

Om de eerste twee vragen te beantwoorden zijn gedurende twee interviews (halverwege en aan het eind van de procedure) drie docenten bevroegd over hun gevoel van agency. Daarnaast zijn de docenten gevraagd om aan te geven aan welke leerdoelen en leeractiviteiten ze hebben gewerkt. Om de derde vraag te beantwoorden zijn van drie docenten hun drie beoordelingsgesprekken geanalyseerd om te achterhalen hoe de leerdoelen en leeractiviteiten to stand kwamen tijdens die dialogen. De resultaten laten zien dat de docenten een hoge mate van agency hebben ervaren, hoewel dit niet altijd even goed zichtbaar was tijdens de beoordelingsbijeenkomsten zelf. Een verklaring hiervoor kan zijn dat agency niet direct gerelateerd is aan specifieke elementen van de procedure (zoals de beoordelingsbijeenkomsten) of het nemen van initiatieven in het formuleren en aanpassen van leerdoelen en leeractiviteiten, maar dat het vooral gaat om het gevoel van keuzevrijheid.

Studie 4: Bereikte leeropbrengsten

De laatste studie was gericht op het verkrijgen van inzicht met betrekking tot de vraag of onderhandelend beoordelen wel of niet bijdraagt aan het leren van docenten volgens de betrokken docenten zelf. **Hoofdstuk 5** beschrijft de leeropbrengsten die de deelnemende docenten bereikten. Hierbij werden de volgende onderzoeksvragen geformuleerd: a) *Hoe zinvol vinden leerkrachten de verschillende elementen van de procedure voor onderhandelend beoordelen voor hun professioneel leren?* en b) *Welke leeropbrengsten (in termen van verandering) rapporteren docenten als resultaat van hun deelname aan de procedure?*

In deze studie werden achttien docenten en negen assessoren betrokken. De resultaten tonen aan dat het merendeel van de docenten de formatieve beoordelingsgesprekken met hun assessor (zeer) nuttig vond voor hun professioneel leren, in het bijzonder de vragen en de feedback van de assessoren. Over het geheel genomen gaven de docenten aan dat de verschillende elementen van de procedure hadden bijgedragen aan hun leerproces. De docenten gaven aan dat ze verschillende veranderingen zagen bij zichzelf. Dit betrof vooral veranderingen op het gebied van kennis, overtuigingen en houdingen, zoals het bewust worden van hun eigen onderwijspraktijk en veranderingen in hun eigen onderwijspraktijk, vooral het toepassen van andere soorten van vragen in gesprekken met studenten. Verandering in studentresultaten werd minder genoemd.

In **hoofdstuk 6** worden de belangrijkste conclusies, discussiepunten en beperkingen van het onderzoek besproken. Hierin worden de belangrijkste conclusies, discussies, beperkingen en implicaties van het onderzoek besproken. Ook worden aanbevelingen gedaan voor vervolgonderzoek.

Een aanname was, dat docenten bij onderhandelend beoordelen ruimte krijgen om zelf invulling te geven aan hun eigen leerproces, waardoor ze een hoge mate van controle kunnen ervaren en zelf initiatieven ondernemen. De algemene discussie is gericht op de drie elementen van deze aanname: onderhandelingen, agency, en het leerproces van docenten.

Wat betreft de geringe hoeveelheid onderhandelingen tijdens de formatieve beoordelingsgesprekken werden verschillende mogelijkheden bediscussieerd. Alhoewel het onderhandelen een belangrijk onderdeel van de training was, leek het erop dat de docenten vergeten waren hoe te onderhandelen of zich onvoldoende bewust waren van hun mogelijkheden. Dit kan te maken hebben met het feit dat er een ruime tijd tussen de beoordelingsgesprekken zat. De assessoren daarentegen waren zich goed bewust van de mogelijkheid om te onderhandelen. Maar ook zij negeerden verschillende mogelijkheden. Ze vonden het moeilijk hun collega kritische feedback te geven en te beoordelen. Dit kan mede veroorzaakt worden door de schoolcultuur, want op de meeste scholen

is het niet gebruikelijk dat docenten kritisch zijn naar elkaar. Ook het feit dat de meeste docenten een verpleegkundige achtergrond hebben kan hierbij een rol hebben gespeeld. Uit onderzoek is gebleken dat verpleegkundigen moeite hebben om kritisch te zijn en in conflictueuze situaties vermijdend gedrag laten zien. Dit zou het voor docenten met een verpleegkundige achtergrond nog moeilijker kunnen maken dan voor andere docenten om kritisch naar elkaar te zijn. Ook de manier waarop het concept onderhandelen is gedefinieerd in dit onderzoek kan bepalend zijn geweest voor het geringe voorkomen van onderhandelingen.

Ondanks het feit dat er zeer weinig onderhandeld werd, hebben de docenten toch een sterk gevoel van agency ervaren. Dit kan veroorzaakt zijn doordat er in de training veel nadruk werd gelegd op de eigen onderwijspraktijk. Ook werd benadrukt dat het overzicht van docentcompetenties als uitgangspunt en leidraad gebruikt kon worden en niet als keurslijf moest worden opgevat. Het nemen van initiatief was wisselend zichtbaar tijdens de gesprekken. Uit de gespreksanalyses werd, door het op dat moment ontbreken van aanvullende informatie, niet duidelijk of docenten wel of niet bewust een suggestie van de assessor over hun onderwijspraktijk of competentie negeerden.

Alhoewel de docenten zelf van mening zijn dat hun deelname aan de procedure voor onderhandelend beoordelen heeft bijgedragen aan hun leerproces, is het toch evident dat de docenten leermogelijkheden onbenut hebben gelaten doordat ze te weinig werkelijk onderhandeld hebben en een te weinig kritische houding ten opzichte van elkaar aannamen.

Dit onderzoek kent een aantal beperkingen. Een beperking is dat de meeste data betrekking hebben op de percepties van de docenten en niet op externe observaties van hun lespraktijk. Een tweede beperking is dat in dit onderzoek niet de studentresultaten betrokken zijn en een derde beperking is het geringe aantal respondenten.

De resultaten van dit onderzoek dragen bij aan de huidige kennis over onderhandelend beoordelen als methode om het leren van docenten te bevorderen.

Aanvullend onderzoek is nodig om te achterhalen hoe onderhandelingen tijdens beoordelingsgesprekken gestimuleerd kunnen worden. Ook kunnen andere keuzen worden gemaakt wat betreft de inrichting van procedures voor onderhandelend beoordelen. Gedacht kan worden aan meer frequente gesprekken tussen docent en assessor, een korter tijdsbestek van de procedure of ook een summatief doel bij de beoordelingsgesprekken. Onderzocht zou kunnen worden of een andere inrichting van de procedure andere effecten heeft op het leren van docenten en op het onderhandelingsproces. Daarnaast kan het gebruik van verschillende procedures voor onderhandelend beoordelen ook in andere schoolcontexten onderzocht worden. Op deze manier wordt de wetenschappelijke kennis op het gebied van assessment in het algemeen en van onderhandelend beoordelen in het bijzonder vergroot. Bovendien zouden er dan meer concrete en gefundeerde adviezen voor de toepasbaarheid en effectiviteit van onderhandelend beoordelen voor de onderwijspraktijk gegeven kunnen worden.

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Appendices

Appendix A

Criteria and standards of the teaching competence framework designed to stimulate students' reflection skills

	Level 1 Too much or too little support (non-constructive)	Level 2 Occasional support (non-constructive)	Level 3 Regular support (constructive)	Level 4 Excellent support (constructive)
Primary teaching process of stimulating reflection skills	<p>The teacher uses interventions that do not give the students the opportunity to improve their reflective thinking activities or that are counterproductive</p> <p>And/or</p> <p>The teacher misses almost every opportunity to stimulate students' thinking activities.</p>	<p>The teacher occasionally uses interventions that give the students the opportunity to improve their reflective thinking activities.</p> <p>And/or</p> <p>The teacher misses a lot of opportunities to stimulate students' thinking activities</p>	<p>The teacher uses interventions that give the students the opportunity to improve their reflective thinking activities.</p> <p>And/or</p> <p>The teacher misses some opportunities to stimulate students' thinking activities.</p>	<p>The teacher uses interventions that give the students the opportunity to get the best out of themselves while performing their reflective thinking activities.</p> <p>And/or</p> <p>The teacher misses practically no opportunities to stimulate students' thinking activities.</p>
Creating safe classroom environment	<p>The teacher does not use interventions constructively to create a safe environment</p> <p>And/or</p> <p>The teacher misses almost every opportunity to create a safe environment.</p>	<p>The teacher occasionally uses interventions constructively to create a safe environment</p> <p>And/or</p> <p>The teacher misses a lot of opportunities to create a safe environment.</p>	<p>The teacher uses interventions constructively to create a safe environment</p> <p>And/or</p> <p>The teacher misses some opportunities to create a safe environment.</p>	<p>The teacher uses a lot of interventions constructively to create a safe environment</p> <p>And/or</p> <p>The teacher misses practically no opportunities to create a safe environment.</p>
Teacher as professional	<p>The teacher uses no strategies to develop his or her competences in reflection skills education</p> <p>And/or:</p> <p>The teacher misses almost every opportunity to develop his or her competences in reflection skills education.</p>	<p>The teacher occasionally uses strategies to develop his or her competences in reflection skills education</p> <p>And/or:</p> <p>The teacher misses a lot of opportunities to develop his or her competences in reflection skills education.</p>	<p>The teacher uses strategies to develop his or her competences in reflection skills education</p> <p>And/or:</p> <p>The teacher misses some opportunities to develop his or her competences in reflection skills education.</p>	<p>The teacher uses a lot of strategies to develop his or her competences in reflection skills education</p> <p>And/or:</p> <p>The teacher misses practically no opportunities to develop his or her competences in reflection skills education.</p>

Appendix B

Description of the coding categories for the interactions in the assessment meetings

Codes based on reflective phases	Description	Example
Describing	Describing the teaching practice (student and teacher related) and/or describing the teachers' learning process.	<i>How did you prepare yourself for this student-teacher conversation?</i>
Analysing	Analysing the teaching practice or teachers' learning process, to become aware of essential aspects.	
Critical	Critical analysis of the described situation, teacher's behaviour, and so on. Giving or asking a judgement / opinion / motivation / feeling.	<i>Looking back on the situation, what is your opinion about ...? Please explain to me why...</i>
Perspective	To ask or offer another or multiple perspectives on the described situation, teacher's behaviour, and so on.	<i>If I was that student, I ... In my opinion, ...</i>
Learning	Explaining or asking what the experiences mean for the learning process or future actions.	<i>I learned a lot of ... What is the use for you?</i>
Planning	Creating alternative methods of action, or planning future action.	<i>How shall you go about it? What will you do next time you see this student?</i>
Codes based on argu-mentation theory	Description	Example
Agreement	An argument for a view	<i>Indeed, because...</i>
Disagreement	An argument against a view.	<i>I wonder if that's the best way to handle it, because ... I don't think so, because... However,...because ...</i>
Asking	The teacher or the assessor asks the other person explicitly to describe, analyse or plan.	<i>How did you take care of...</i>
Definitely	The describing, analysing or planning utterance is expressed in a convincing way	<i>Absolutely Of course...</i>
Explorative	The describing, analysing or planning utterance is expressed in more explorative way.	<i>Maybe...</i>

Appendix C

Note: Quotations and contributions from teachers and assessors are attributed to particular assessment meetings, with the number of the interaction in brackets after each quotation. This is to provide a verifiable check of the range of transcript material on which the analysis draws.

Sarah Element of NA procedure	Learning objectives and learning activities
Learning contract	<p><i>Learning objectives</i> Provide the students with a safe environment by giving them enough scope to figure out a solution themselves. Do not be too quick to come up with a solution yourself.</p> <p><i>Learning activities</i> Provide enough scope by not reacting too fast. Take account of different reactions from different students.</p>
Assessment meeting 1	<p>The learning objectives and learning activities are discussed. The assessor asks the teacher if a specific learning objective needs to be discussed. The teacher indicates that asking questions, continuing to ask questions and asking about emotions comes naturally to her. She is direct, solution-oriented and steering. The assessor agrees that her tendency to come out with things and to steer also emerged from the evidence (45-55) plus the evidence shows that the teacher asks a lot of closed questions and often uses three questions in one. Next they talk about the underlying reason for the steering by the teacher.</p> <p>The assessor asks what the teacher needs to steer less. (175)The teacher indicates that she needs to be more aware and she needs to work on this constantly. She draws a comparison with a private context. (176) The assessor keeps asking in-depth questions to figure out the teacher's underlying convictions. The assessor asks what learning objectives the teacher wants to set for herself based on the discussion. (217) The teacher indicates that she can add the learning objective about open questions and no 3- in-1 questions. (218) The assessor asks the teacher what she plans to do to work on the learning objectives (365). The teacher indicates that she will practise, by starting conversations with the students and preparing specifically for them. (367-374) The teacher asks the assessor what evidence material she needs to bring. (380) The assessor replies by saying that she can decide this herself. (381) 411: The assessor says that he hopes that she..... the teacher completes the sentence by saying:” will do something with the learning objectives.” (412)</p> <p><i>Learning objectives</i> Less steering of the student/ let the student talk/ do not fill in the words. Do not ask three questions in one. Ask more open questions.</p> <p><i>Learning activities.</i> Be a bit more aware, work on it constantly. Act normal during conversations with the student. Ask the students for feedback. Prepare specifically.</p>

Assessment Meeting 2	<p>This meeting is used to reflect on the past period. The assessor mentions what the teacher indentified as her learning objectives: steer less, do not ask 3-in 1 questions. (1)</p> <p>The learning objectives are discussed using the material provided by the teacher and the experiences related by the teacher.</p> <p>At the beginning the teacher indicates that she does not know if her way of asking questions has changed, because that way of asking questions comes naturally to her. She indicates that she has been working on the steering of the students. But immediately continues by saying that this is in contrast with what she described in the material she submitted. She wrote in there that as a teacher you have to steer. (4) The assessor asks her to talk more about why she thinks that way. The assessor asks the teacher what she would like to do with regard to the learning objective. (11) The teacher answers: Make clearer agreements with the students. (12)</p> <p>The assessor regularly asks in-depth questions to determine the teachers' underlying convictions.</p> <p>The assessor asks the teacher how the past year has been to her benefit with regard to her learning objectives. (151) At first the teacher indicates that she did not learn much new . The assessor asks the teacher to connect it to the learning objective to steer the students less. (155) Later on he asks again what the teacher has learned. (173) She answers that she learned how to let go, but immediately adds that she has a hard time doing that, that she first of all needs to get to know the students. (176+178) A little later during the conversation the assessor concludes that the teacher has still not let go completely. (195) The teacher agrees with that and adds that she does not like to let go. (196) Subsequently the conversation continues about whether the teacher is able to let go or not. The teacher thinks she is and gives some examples. The assessor indicates that he will return to that subject at the next meeting. (233)</p> <p><i>Learning objectives</i></p> <p>Let go of the students and make explicit agreements with the students so that it is easier for the teacher to let go.</p> <p><i>Learning activities</i></p> <p>Make explicit agreements with the students</p>
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Assessment Meeting 3	<p>The teacher gave the assessor a description of the case instead of a recording because she had voice problems. The assessor asks the teacher how she handled the situation with this specific student. (5)</p> <p>The assessor asks what learning objective she had in mind during the conversation with the student. (11) The teacher says that she did not have her own learning objective in mind. (14-18) In reply the assessor identifies her learning objective and asks if this worked in her conversation. (19+21) The teacher indicates that “do not fill in” is in the back of her mind, and the reason for that is the training (NA procedure). (22)</p> <p>The assessor mentions the objectives regarding being less steering and not asking 3-in-1 questions and asks the teacher to look back over the past 2 years (53). The teacher indicates that she sees the tap on the shoulder as a benefit “do not fill in” during the conversation with the students. (54) She realizes that she gets more out of the students. (60)</p> <p>The not filling in has a positive effect according to the teacher. In regard to less steering, the teacher indicates that you have to steer second-year students .</p> <p>The assessor asks more in-depth questions such as: how did you handle this? (85) How do you approach such a conversation? (89)</p> <p>How do you prepare such a conversation, so that it develops in a way that you work on your learning objectives? (91) The teacher says that she always focuses on the student and not her own learning objective during such a conversation. (94)</p> <p>Learned from this trajectory (NA procedure): teacher says that she is more conscious of keeping her mouth shut, and not filling in for the student, but leaves it to the student to talk. (106+112+114)</p> <p>The assessor asks more about this specific student. He asks the teacher how she is going to prepare the next conversation with this student, how she is going to create the sense of security in that conversation, and what it does to her as a teacher.</p> <p>In response to the question about what the teacher would like to work on (149), she answers that she would like to continue with this. (150) The teacher indicates that she then will need more time with the students. (154)</p> <p>The assessor returns again to the influence of the trajectory on the teacher. (193) The teacher again gives the description. (194+196) The assessor mentions that he has the idea that it is something minor, that the teacher thinks about it every once in a while, but that it sometimes gets forgotten. (197) The teacher does not agree with that. She says that she is working on it. (198)</p>
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Howard	Learning objectives and learning activities
Element of NA procedure	
Learning contract	<p data-bbox="297 329 506 353"><i>Learning objectives</i></p> <p data-bbox="297 354 1196 404">I, as a teacher, am capable within 6 months of helping the student to describe a problem or event, within the teacher competence framework .</p> <p data-bbox="297 405 1196 455">I, as a teacher, am capable within 12 months of helping the student to describe a problem or event and analyse it within a safe environment .</p> <p data-bbox="297 456 1196 529">I, as a teacher, am capable within 18 months of helping the student to describe a problem or event, to analyse it and formulate a plan of action, within a safe environment according to the teacher competence framework.</p> <p data-bbox="297 560 493 584"><i>Learning activities</i></p> <p data-bbox="297 586 896 609">To plan two academic learning situations with a student.</p> <p data-bbox="297 611 1160 635">To describe beforehand my points for attention, with reference to the framework.</p> <p data-bbox="297 637 731 660">To practice academic learning situations.</p> <p data-bbox="297 662 971 686">To write reflection reports according to the determined criteria.</p> <p data-bbox="297 687 832 711">To discuss the reflection reports with the assessor.</p>

Assessment meeting 1

First of all the motivation for the trajectory is discussed, both of the teacher and the assessor. The assessor mentions that the teacher can also give feedback on her behaviour as the assessor, so that she can also learn from this. (18)

The teacher then asks how the assessor likes doing it. (19) The learning objectives and activities of the learning contract are discussed. The assessor takes the initiative in this. (30)

The wording of the learning objectives are adapted based upon the teacher competence framework. The assessor proposes to, for example, split one learning objective into two. (64) The teacher indicates that he had thought about that (65) and then the assessor gives her reason (66) saying: "that is why I am saying: what would it be like to make a separate objective out of that...." (68) The teacher agrees with that and gives examples of corresponding interventions. (69+71) To which the assessor says "only, well, it is, it is your...." (72) Every once in a while during the conversation there is reference to the material provided by the teacher (video recording of the teacher-student conversation and feedback from the teacher on reflection reports from the students). The assessor asks in-depth questions to determine the underlying motivation of the teacher (for example 100). The assessor makes suggestions to the teacher about adjusting the learning objectives, but leaves it to the teacher to work with this. (For example, "see if you think it is worth making it a learning objective". (102) + "How many (learning objectives) do you have right now?"(154)

The assessor summarizes the learning objectives and suggests that the teacher makes them more concrete. (174) The assessor asks the teacher which interventions he would like to put in and which evidence. (176) The teacher summarizes what was talked about concerning the learning contract. (194) The teacher asks the assessor when they will be talking again about finishing the contract. The assessor suggests finishing it by email before the break. (202)

After discussing the learning contract, the material is discussed separately. The assessor mentions what she thought to be obvious (teacher is non-verbal, very open, but asks question twice and gives an example of that). (226) The assessor asks if the teacher recognizes this in himself. (232) The teacher does not recognize this but is pleased to be told. (233) The assessor thinks that during the conversation there was a sense of calm.

She even sensed that the teacher sometimes offers a kind of a solution in the question, so that the student is able to give a socially desirable answer. (236) She asks the teacher to take a look at that to see if he recognizes it and wants to discuss it at the next meeting. (238) The assessor compliments the teacher about the structure of the conversation, his making enquiries, open questions, and his summarizing. (240)

The assessor says that she herself looks at things from a particular perspective and advises the teacher to take a (264+266) look at the provided material himself. They discuss the conversation at the end. The teacher indicates that he thought the assessor was steering in her approach but that this is allowed in this phase. (311+315) He indicates that next time it can stay more with him. (315) "Otherwise the effect is that you are taking the responsibility for my learning contract, no, that is with me at a certain moment." (317) What is striking is that the teacher is asking the assessor what it was like to do this. (337)

Learning objectives

Have the students describe a problem/event, analyse it and formulate a plan of action.
 Create a safe environment.
 Work on your own professional development.
 Be more concrete by:
 asking more unambiguous questions
 paying attention to preparation for a conversation, which questions and how.

Learning activities

Prepare the conversation, prepare what questions to be asked.
 Record several conversations to use during conversations with students, .
 Watch the evidence yourself (DVD)

Assessment Meeting 2	<p>The assessor asks the teacher what progress he has noticed in himself. (37)</p> <p>The teacher mentions that he did pay attention to asking questions and that he has noticed improvement in asking unambiguous questions. (38) The assessor adds that she has noticed more improvements (in reference to the evidence provided).(49) The teacher is asking fewer open questions. (51) On looking back at the video, the teacher is struck by the fact that he still comes up with the solution and if the student is silent he is going to help. (64)</p> <p>The assessor goes into allowing the silent moments in more depth. “What would happen if the silence stayed silence?” The assessor asks how the teacher would feel. (69+79) The teacher admits “maybe you could leave the silence more often.....”.(80) The assessor adds” certainly with her (the student) you could try, what if I keep quiet a little longer?”.(81) The assessor and the teacher discuss moments in the conversation with the student in which certain opportunities were left open. (127) The teacher admits that he could be a bit more direct with this student, less careful in his approach. (188+197+199) The assessor asks if the teacher could learn to be a bit more direct from someone else, for example a colleague. (200+202) The assessor continues by asking about the teacher’s motives for being that careful.</p> <p>The assessor asks the teacher to look again at his directness: when is he direct and how does he feel then? (214+232+272)</p> <p>The assessor asks the teacher: can I ask you to look again at what being direct is about? When am I direct and what happens then? What, what do I feel at that moment? (300) The teacher indicates that he would be happy to do that. (301)</p> <p>The assessor summarizes the progress and points for improvement. (350+381+383)</p> <p>The teacher takes notes. (382)</p> <p>Both evaluate the conversation at the end. The teacher indicates that he enjoyed it. To poke through to the layer beneath. (400)</p> <p><i>Learning objectives</i></p> <p>Using silence</p> <p>Asking direct and to the point questions</p> <p><i>Learning activities</i></p> <p>Actually using this during conversations with students.</p>
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Assessment Meeting 3	<p>The assessor and teacher make clear what objectives the teacher had, namely silences and asking direct questions. (1-12) The assessor mentions that she watched the video of a student-teacher conversation beforehand and also read a reflection report on another conversation of the teacher. The assessor mentions that it would have been nice if the teacher had also written a reflection report on the conversation on the video. (29) The teacher says that he watched the DVD and took notes but did not make a report. (36)</p> <p>The teacher indicates that by watching the recording again, he has seen crucial moments in which he was very strong, but also saw crucial moments in which he should have asked more in-depth questions. (966)</p> <p>The assessor asks the teacher if he can give a specific example. (75) They talk about a moment and at a given point the teacher indicates that during the conversation with the students he identifies the situation, and that he should do that more often. (106)</p> <p>The teacher and assessor continue about the specific student. What would happen if you asked him a more specific question? (115) The teacher discusses the possible reaction of the student. (116) Later on the assessor asks how the teacher is going to do the next conversation. (183) The teacher gives some examples of interventions. (188+190+204) Assessor: maybe it is an option to make an appointment beforehand with J (the student's other mentor).(207)</p> <p>Coach again gives a suggestion but indicates that the teacher needs to determine himself what he can do with it, if it is possible. (235+257) The assessor gives further suggestions, which the teacher agrees with. (317)</p> <p>The assessor confirms what the teacher has said and done with the student.(331)</p> <p>The assessor brings another aspect into the conversation, namely the attitude of the teacher during the video recording. (335) "It struck me, Howard, I do not know you like this". (349+351) "No, I was completely surprised. I thought do you know you are doing that?"</p> <p>The teacher confirms this (352) and the assessor says "well obviously you do...". (252)</p> <p>The assessor asks "Do you have the idea, gosh, in another conversation with him, I will for example start differently, or I am going to do this and that". (365)</p> <p>The teacher indicates what he is going to do next time. He indicates that it was very educational to look back and discuss. (366)</p> <p>The assessor indicates that she has noticed a lot of improvement in the teacher, and the teacher continues with this. (368) He reflects on whether he does or does not confront.</p> <p>The assessor indicates that this is a point, the not being able to be confronting. (391-394)</p> <p>The assessor asks the teacher if he wants to mention anything else. (465) The teacher answers</p> <p>"Well I thought this was an, eh, fascinating conversation. Absolutely. That is what I like to give back". (466) He compliments the assessor on his preparation and approach.</p> <p>The assessor offers to continue giving feedback after finishing of the trajectory. "While I have a thing like, gosh, Howard, if you encounter a thing like this again, I would think you would say take a look at this again".(477) The teacher indicates that he likes the offer (480) and then offers that the assessor could also discuss her video with him. (508) The assessor indicates that she is afraid of doing this (519) but that that she could learn a lot. (521)</p> <p>The assessor asks if the teacher would like to say anything else to her (579), to which the teacher says that he thinks that the assessor has also grown (580) and explains why. (582)</p>
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Giulia Learning objectives and learning activities

Element of
NA procedure

Learning
contract

Learning objectives.

I have enlarged my knowledge about letting participants reflect and am able to use this knowledge effectively in my practice with participants whose achievements in the subjects of anatomy/ physiology /pathology are unsatisfactory.

Learning activities

I collect and study material about letting reflect (colleagues, publisher, possibly the internet).

I start conversations with participants who are performing badly in “my” subject and try to improve this through reflecting.

I develop resources to have the students reflect in writing about their learning capacity.

I use these resources in the above conversations.

I follow participants’ learning capacity in order to check if reflecting had any effect.

I ask participants to indicate whether they think that the conversations had any effect, why yes /no (feedback).

I ask colleagues for feedback (record conversations/ let them attend) and I use this feedback to formulate new learning objectives.

Assessment meeting 1 The assessor asks the teacher what she would like to start with. (3) They start with discussing the video recording and the situation of the specific student. The assessor asks what else the teacher would like to do with this student. (109) The teacher indicates that normally she is not doing this (114), but that she ought to do this more often (116) and follow through. (118+120) The teacher explains her plan. (122 ff.) The assessor indicates that this is interesting. (133) The teacher describes further interventions: make a questionnaire for the students and that she would like to read about reflection (145) and that she wants to take a closer look at herself. (147) Next they discuss her learning objective. "I enlarged my knowledge about reflecting and am able to use the knowledge in practice. (166+168) After this they discuss the level of the students, then the learning contract, i.e. the learning activities. The assessor specifies the activities mentioned in the learning contract (for example 230+242+246+268+276). In between she mentions "reflecting is naturally, open to discussion, not everybody believes in the method". (226) The teacher reacts to this by saying "is that so?" (227) and after that "I don't know about that, I will read about it all". (229) On the activity to collect material, the teacher adds "well I don't just collect it, I'm also going to read it. I did not put it down, I see". (231) The assessor asks if it needs to be added. The assessor asks the teacher about her point of view about the method (248) and gives her own preference. The teacher answers "first of all I will collect material and study and after that I will see what the possibilities are....I can always discuss it with my colleagues". (259) The assessor likes how the learning contract looks (278) and asks if the teacher would like to say more about it. (286) The teacher indicates that she wants to talk about the criteria for the framework. (287 ff.) The assessor indicates that she cannot determine where the teacher is, that she can take a look at it together with the teacher. (304) The assessor says something about her way of giving feedback. (314 ff.) The assessor suggests looking together at a video recording of the teacher (334) in a careful way. "What, what I actually think is that by, eh, maybe looking at the video recording together, that you have easier entrance to look together what was there and what was not there, or what would have been a better strategy here." The teacher reacts with "Yes, but I do not have to do that with you, he?" (335) I can do that with someone else. (337) The teacher: "So that is an objective, to just look to see that maybe I do not see things at all. That is possible isn't it?" (339) They talk for a little while about a safe environment and way of learning. Soon after that the assessor ends the conversation. First she asks what the teacher thought about the conversation. (374) and if she got any benefit from it. (378). The teacher enjoyed the conversation (375) and indicates that she thinks she is on the right track. (379)

Learning objectives

To enlarge the knowledge about having participants reflect and use this knowledge in my practice with participants whose achievements in the subjects anatomy/ physiology/ pathology are unsatisfactory.

Learning activities.

To collect and study material about letting students reflect.
 Having conversations with students
 Develop material
 To track the students' learning capacity.
 Ask colleagues for feedback.

Assessment Meeting 2 The teacher indicates that she has changed direction because she has become a mentor of a group. (8) That is why she adjusted her learning objectives (15+17) “asking the right questions to get the students to reflect” and possible use of material, The learning objective to develop a questionnaire and track the students was an objective of a previous plan.
 The assessor: ok ,then we let go of this. (23+25) The teacher confirms this. (26)
 Together the teacher and assessor watch a recording of a lesson. The assessor raises the non-verbal attitude for discussion (41), gives compliments about asking open questions, safe environment (51), and the teacher’s attitude. (55) The assessor continues asking: what would you like to achieve for the students with this way of reflecting? (65) and repeats this. (73+83) She asks the teacher to think about possibilities; what would happen if you also stick to this for me and keep an eye on it? (91)
 The assessor jumps to the next lesson. (105) The teacher indicates that she would like to look back at the lesson with the students. (106+116)
 It becomes clear in the meeting that the teacher had asked the assessor beforehand to pay attention to asking open and closed questions. (131) First of all the assessor asks the teacher what she thinks of it herself. (133) The teacher indicates that she asks a lot of leading questions. (134) The assessor asks for an example. (135) They continue on this for a while. The assessor compliments the teacher on her non-verbal attitude. (165)
 The assessor asks the teacher “What reflection skills do you have?” (173) The teacher mentions asking open questions (176), non-verbal. (178)
 Then the assessor asks “What hurdles have you encountered? (185) and what could you do about that? (187)
 The teacher indicates that she ought to delve more into the theory and find out if she can find something that will help her. (188)
 The teacher indicates that she sees improvements (233+235), namely asking fewer leading questions and drawing fewer conclusions. The assessor calls that very steering behaviour. (236) The teacher agrees with this. (237)
 The assessor summarizes and asks how she would like to do it. (238) The teacher indicates that she likes the recording part and later on watching it with someone else. (239+241)
 The assessor asks: “You would like to do it with other colleagues?” (248) and the teacher explains why. (251) The assessor says: “I would like to support you in this, if you then do it for me”. (252) The teacher agrees to this. (253) The assessor indicates that she also finds responding to reflection difficult.(256)
 The assessor asks the teacher if she has any other questions. (266)
 The teacher asks very directly for a book suggestion about reflecting. (267)
 The assessor indicates that she knows of a book, but does not want to suggest this necessarily.
 The teacher will read the book because she has the book herself at home. (281)

Learning objectives.

Asking the right questions in order to get the students to reflect correctly + potentially use material.

Asking fewer leading questions.

Interrogate more.

Ask fewer closed questions

To delve into the theory on reflecting

Learning activities

Record a lesson and discuss.

Read Korthagen’s book.

Assessment Meeting 3	<p>The assessor received the preparation from the teacher and reads that the teacher has read Korthagen and worked on asking the students the right questions. (9)</p> <p>Previously the assessor had watched the video recording. She compliments the teacher about the way she handled things (15) “ and what attracted my attention was that your learning objective, to ask the right questions, eh, in particular, the in-depth questioning, clarifies the learning problem”. (23) The teacher does not agree with that. (24) The assessor asks the teacher how she sees it (25) and what her opinion is based upon. (27) The teacher explains how she sees it, and the assessor gives her view. (28+29)</p> <p>The teacher and the assessor evaluate the video and the assessor compliments the teacher and cites an example of a good question. The assessor immediately continues by asking “What are your intentions with that? “(43) She urges the teacher to think.</p> <p>The assessor makes the link to the book which the teacher has been reading and asks about how she put it into practice for this particular student. (67) The teacher describes her idea with regard to the student. The assessor says “For me the question remains whether she recognized the problem for herself, but she understood that you - the teacher - had a problem with it”. (79)The teacher affirms that. (104)</p> <p>The assessor indicates which of the teacher’s interventions (107) were good and asks if the teacher would like to say anything more about the video. No. (110)</p> <p>Then they evaluate the trajectory as a whole. The assessor asks “What did you like about it?” (115) The teacher remarks that she has noticed a similar attitude in herself as she has seen in her students (116); “Well, I eh, notice that I clearly, have an attitude, which I also notice in my students. If there is no pressure, then you don’t do it, and when we started it, I thought I’m going to do this and that, but you are so busy with other things that every once in a while you think, oh yes, ICLON, ICLON, what was I planning to do? So, eventually it, it, the achievements for me are minimal.” The assessor asks if the time trajectory was a reason. (117) The teacher indicates that this is maybe so and that Korthagen did not yield anything new. (118)</p> <p>The teacher indicates that she has devised more questions for the students (that was an agreed learning activity). (122) She admits that she has found out that the students are not able to reflect (124+ 128): “But with a first-year student it is useless. Because they are 16 years old, not able to, to do that yet. So I think, I developed that, then I think yes, I actually thought beforehand that they would not be able to do that. So I did not get a lot of benefit from this”. The assessor confirms that a thing like this is not encouraging. (129) Then they briefly discuss the reflection method. (133+138)</p> <p>The teacher again mentions what the benefits are for her. “Maybe we ought to pay more attention to it. But if you say what were the benefits for you. Yes actually a confirmation of what I already knew. Yes and I believe I said that before huh.”(156).</p> <p>+ 158 “ You are then, at the point that you are going to reflect, you are working on it more deliberately. You know that the camera is on you, so you are working on it more consciously than when you are just having a conversation with somebody in-between. But what were the benefits for me? I cannot imagine that I made any progress. No”.</p> <p>The teacher indicates that she is working on it more consciously, but that she can’t detect any development... remarkable! The assessor says (159) “Well yes, that is not for me to judge, because that was indeed my question. A question of, eh, what did you plan to achieve, what did you achieve? Well the hurdles are very clear, do you have any resources, that, that helped you, resources in yourself, that you think, that helped me? During the journey?” The teacher answers that she thinks that her teaching style is to blame. (161) The assessor summarizes the various elements.</p>
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Publications

Scientific publications

Tillema, H. & Verberg, C. (2002). Recognizing competence- Evaluation of an alternative teacher licensing assessment program. *Studies in Educational Evaluation* 28, 297-313.

Verberg, C. P. M., Tigelaar, E. H. & Verloop, N. (2012). Teacher learning through participation in a negotiated assessment procedure. *Teachers and Teaching: Theory and Practice*. DOI: 10.1080/13540602.2013.741842. (To be published in print: Volume 19, issue 2; April 2013).

Manuscripts submitted (or for submission) for publication

Verberg, C. P. M., Tigelaar, E. H., Abma, T. A. & Verloop, N. Competences for promoting reflection skills in vocational education: a responsive evaluation approach in the context of nursing education.

Verberg, C. P. M., Tigelaar, E. H., & Verloop, N. Negotiated assessment and teacher learning: a detailed exploration of the negotiation processes.

Verberg, C. P. M., Van Veen, K., Tigelaar, E. H., & Verloop, N. Teacher agency within the context of formative teacher assessment.

Other publications

Tigelaar, E. H., Dekker-Groen, A., van Diggelen, M., Verberg, C., & Sins, P. (2010). Begeleiding bij reflectie in MBO Zorg opleidingen: hoe docenten zich professionaliseren. *Onderwijs en Gezondheidszorg*, 34(2), 3-7.

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- Verberg, C. P. M., Tigelaar, E. H., & Verloop, N. (2011, September). *Teacher learning within the context of a negotiated assessment procedure*. Paper presented at the European Conference on Educational Research (ECER), Berlin, Germany.
- Verberg, C. P. M., Tigelaar, E. H., & Verloop, N. (2011, June). *Hoe leren docenten van onderhandelend beoordelen*. Paper presented at the Onderwijs Research Dagen (ORD), Maastricht, The Netherlands.
- Verberg, C. P. M., Tigelaar, E. H., & Verloop, N. (2009, August). *The use of a responsive approach to evaluation to define teaching competences for stimulating reflections by students in secondary vocational education*. Paper presented at the European Association for Research and Instruction (EARLI) conference, Amsterdam, The Netherlands.
- Verberg, C. P. M., Tigelaar, E. H., & Verloop, N. (2009, August). *What do teachers learn from coaching dialogues in an negotiated assessment procedure?* Paper presented at the Round table at the JURE conference, Amsterdam, The Netherlands.
- Verberg, C. P. M., Tigelaar, E. H., & Verloop, N. (2009, July). *What should a negotiated assessment procedure look like in order to stimulate teachers' professional development?* Paper presented at the Conference of International Study Association on Teachers and Teaching (ISATT), Rovaniemi, Finland.
- Verberg, C. P. M., Tigelaar, E. H., & Verloop, N. (2009, May). *Het gebruik van een responsieve evaluatiemethode voor het definiëren van docentcompetenties met betrekking tot het stimuleren van reflectievaardigheden bij studenten in het middelbaar beroepsonderwijs*. Paper presented at the Onderwijs Research Dagen (ORD), Leuven, Belgium.

Poster presentation

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Curriculum Vitae

Christel Verberg was born in Leiden, the Netherlands on September 24, 1969. She completed secondary education in 1988 at Visser 't Hooft Lyceum in Leiden. Christel was educated as a nurse anaesthetist at Leiden University Medical Centre (1993), and completed her teacher education at the Free University of Amsterdam in 1996. From 1995-1998 she worked as a teacher in health care education, and she restructured the nurse anaesthetist curriculum at the ROC Albeda (formerly known as the School voor Gezondheidszorg Rotterdam-Zuid) in Rotterdam. Until 2000, she also worked as a nurse anaesthetist at Leiden University Medical Centre.

She graduated in Educational Science at Leiden University in 2004. During her study she was a student researcher in several projects, e.g. "Evaluation of an alternative teacher licensing assessment program" (led by H. Tillema PhD); and "Organizational culture of the Social Service Organization of the City of Amsterdam" and "Effects of transitions on learning by higher educated refugees" (both led by F. Glastra PhD).

She then worked at ICLON Leiden University Graduate School of Teaching: first with responsibility for the internal and external communications of the Transition and Orientation Program for prospective students, and second, as a policy advisor on student diversity. In September 2007, Christel started her PhD research at ICLON. She followed master's classes and courses on "Teaching and teacher education", "Qualitative research analysis", "Multilevel analysis", and "Distributed leadership". She has presented her research at both national (ORD) and international conferences (AERA, EARLI, ECER, ISATT). Alongside her PhD project, Christel was a PhD student coordinator for the ICO theme group "Teaching and teacher education". For two years (until 2012), she was a board member of a primary school in charge of personnel affairs.

Currently, Christel is working at the Academic Medical Centre in Amsterdam as an assistant professor, focusing on professional development of medical teachers and educational policy.

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