



Universiteit
Leiden
The Netherlands

The characteristics of a negotiated assessment procedure to promote teacher learning

Verberg, C.P.M.

Citation

Verberg, C. P. M. (2013, April 18). *The characteristics of a negotiated assessment procedure to promote teacher learning*. Retrieved from <https://hdl.handle.net/1887/20771>

Version: Corrected Publisher's Version

License: [Licence agreement concerning inclusion of doctoral thesis in the Institutional Repository of the University of Leiden](#)

Downloaded from: <https://hdl.handle.net/1887/20771>

Note: To cite this publication please use the final published version (if applicable).

Cover Page



Universiteit Leiden



The handle <http://hdl.handle.net/1887/20771> holds various files of this Leiden University dissertation.

Author: Verberg, Christel

Title: The characteristics of a negotiated assessment procedure to promote teacher learning

Issue Date: 2013-04-18

References

- Abma, T. A. (2005). Responsive Evaluation: Its meaning and special contribution to health promotion. *Evaluation and Program Planning, 28*(3), 279–289.
- Abma, T. A., & Stake, R. E. (2001). Responsive Evaluation, roots and evolution. *New Directions for Evaluation, 92*, 7-22.
- Akkerman, S. F., & Bakker, A. (2011). Boundary crossing and boundary objects. *Review of Educational Research, 81*(2), 132-169.
- Anderson, G., & Boud, D. (1996). Introducing learning contracts: a flexible way to learn. *Innovations in Education and Training International, 33*(4), 221-227.
- Anderson, G., Boud, D., & Sampson, J. (1996). *Learning contracts*. London and New York: RoutledgeFalmer.
- Asselin, M.E. (2011). Using reflection strategies to link course knowledge to clinical practice: The RN-to-BSN student experience. *Journal of Nursing Education, 50*(3), 125-133.
- Atkins, S., & Murphy, K. (2008). Reflection: A review of the literature. *Journal of Advanced Nursing, 18*(8), 1188-1192.
- Baartman, L.K.J., & Bruijn, E. de (2011). Integrating knowledge, skills and attitudes: Conceptualising learning processes towards vocational competence. *Educational Research review, 6*(2), 125-134.
- Baker, M. J. (1999). Argumentation and constructive interaction. In G. Rijlaarsdam, & E. Espéret (Series Eds.) & P. Coirier, & J. Andriessen (Vol. Eds.), *Studies in Writing: Foundations of Argumentative Text Processing* (Vol. 5. pp. 179 – 202). Amsterdam: University of Amsterdam Press.
- Bakker, M., Roelofs, E., Beijaard, D., Sanders, P., Tigelaar, D., & Verloop, N. (2011). Video portfolios: The development and usefulness of a teacher assessment procedure. *Studies in Educational Evaluation, 37*(2-3), 123-133.
- Baur, V., Abma, T. A., & Widdershoven, G. A. M. (2010). Participation of marginalized groups in evaluation: Mission impossible? *Evaluation and Program Planning, 33*(3), 238-245.
- Bergström, P. (2010). Process-based assessment for professional learning in higher education: Perspectives on the student-teacher relationship. *International Review of Research in Open and Distance Learning, 11*(2), 33-48.

- Biemans, H., Wesselink, R., Gulikers, J., Schaafsma, S., Verstegen, J., & Mulder, M. (2009). Towards competence-based VET: dealing with the pitfalls. *Journal of Vocational Education and Training*, 61(3), 267-286.
- Birenbaum, M. (2003). New insights into learning and teaching and their implications for assessment. In M. Segers, F. Dochy, & E. Cascallar (Eds.), *Optimising new modes of assessment: in search of qualities and standards* (pp. 13-36). Dordrecht/Boston/London: Springer.
- Black, P., & William, D. (2003). In praise of educational research: formative assessment. *British Educational Research journal*, 29(5), 623-637.
- Boekaerts, M., & Corno, L. (2005). Self-regulation in the classroom: A perspective on assessment an intervention. *Applied Psychology: An International Review*, 54(2), 199-231.
- Borko, H. (2004). Professional development and teacher learning: mapping the terrain. *Educational Researcher*, 33(8), 3-15.
- Borko, H., Jacobs, J., & Koellner, K. (2010). Contemporary approaches to teacher professional development: Processes and content. In P. Peterson, E. Baker, & B. McGaw (Eds.), *International encyclopedia of education* (Vol. 7, pp. 548-556). Oxford: Elsevier.
- Boud, D. (1992). The use of self-assessment schedules in negotiated learning. *Studies in Higher Education*, 17(2), 185-200.
- Boud, D., Cohen, R., & Sampson, J. (1999). Peer learning and assessment. *Assessment & Evaluation in Higher Education*, 24(4), 413-426.
- Boud, D., Cressy, P., & Docherty, P. (2006). Setting the scene for productive reflection. In: Boud, D., Cressy, P., Docherty, P. (Eds.), *Productive reflection at work*. London: Routledge.
- Bradbury-Jones, C., Coleman, D., Davies, H., Ellison, K., & Leigh, C. (2010). Raised emotions: A critique of the Peshkin Approach to Reflection. *Nurse Education Today*, 30(6), 568-572.
- Brinko, K. T. (1993). The Practice of Giving Feedback to Improve Teaching: What is effective? *Journal of Higher Education*, 64(5), 574-593.
- Brockmann, M., Clarke, L., Méhout, P., & Winch, C. (2008). Competence-based vocational education and training (VET): the cases of England and France in a European perspective. *Vocations and Learning*, 1, 227-244.

- Bruijn, E. de, & Leeman, Y. (2011). Authentic and self-directed learning in vocational education: challenges to vocational educators. *Teaching and Teacher Education, 27*(4), 694-702.
- Butler, D. L., & Winne, P. H. (1995). Feedback and self-regulated learning: a theoretical synthesis. *Review of Educational Research, 65*(3), 245-281.
- Cohen, J. (1968). Weighted kappa: Nominal scale agreement with provision for scaled disagreement or partial credit. *Psychological Bulletin, 70*(4), 213-220.
- Cooney, A. (1999). Reflection demystified: answering some common questions. *British Journal of Nursing, 8*(22), 1530-1534.
- Cotton, A.H. (2002). Private thoughts in public spheres: Issues in reflection and reflective practices in nursing. *Journal of Advanced Nursing, 36*(4), 512-519.
- Clarke, D. J., & Hollingsworth, H. (2002). Elaborating a model of teacher professional growth. *Teacher and Teacher Education, 18*(8), 947-967.
- Darling-Hammond, L., & Snyder, J. (2000). Authentic assessment of teachers in context. *Teaching and Teacher Education, 16*(5-6), 523-545.
- Day, C. (1999). *Developing teachers: The challenges of lifelong learning*. London/Philadelphia: The Falmer Press.
- Day, C., Sammons, P., Stobart, G., Kington, A., & Gu, Q (Eds.). (2007). *Teachers Matter: Connecting lives, work and effectiveness*. Berkshire: Open University Press.
- De Eça, M. T. T. P. (2005). Using Portfolios for External Assessment: An Experiment in Portugal. *International journal of art & design education, 24*(2), 209-218.
- Dekker-Groen, A. M., Schaaf, M. F. van der, & Stokking, K. (2011). Teacher competences required for developing reflection skills of nursing students. *Journal of Advanced Nursing, 67*(7), 1568-1579.
- Delany, C., & Watkin, D. (2008). A study of critical reflection in health professional education: Learning where others are coming from. *Advances in Health Sciences Education, 14*(3), 411-419.
- Dewey, J. (1968). *Democracy and education*. New York: The Free Press.
- Driessen, E. W., Overeem, K., Tartwijk, J. van, Vleuten, C. P. M. van der, & Muijtjens, A. M. M. (2006). Validity of portfolio assessment: which qualities determine ratings? *Medical Education, 40*(9), 862-866.
- Dwyer, C. A. (1994). Criteria for Performance-Based Teacher Assessments: Validity, Standards, and Issues. *Journal of Personnel Evaluation in Education, 8*(2), 135-150.

- Earl, W. L. (1987). Creativity and self-trust: a field study. *Adolescence*, 22(86), 419-432.
- Epp, S. (2008). The value of reflective journaling in undergraduate nursing education: A literature review. *International Journal of Nursing Studies*, 45(9), 1379-1388.
- Eraut, M. (2000). Non-formal learning and tacit knowledge in professional work. *British Journal of Educational Psychology*, 70(1), 113-136.
- Eraut, M. (2007). Learning from other people in the workplace. *Oxford Review of Education*, 33(4), 403-422.
- Fagermoen, M. S. (1997). Professional identity: values embedded in meaningful nursing practice. *Journal of Advanced Nursing*, 25(3), 434-441.
- Fishman, B. J., Marx, R. W., Best, S., & Tal, R. T. (2003). Linking teacher and student learning to improve professional development in systemic reform. *Teaching and Teacher Education*, 19(6), 643-658.
- Fook, J. (2004). Critical reflection and transformative possibilities. In: Davies, L., Leonard, P., (Eds.), *Social work in a corporate era: Practices of power and resistance*. Ashgate: Aldershot.
- Foster, P., & Ohta, A. S. (2005). Negotiation for meaning and peer assistance in second language classrooms. *Applied Linguistics*, 26(3), 402-430.
- Gipps, C. (1994). Developments in Educational Assessment: what makes a good test? *Assessment in Education: Principles, Policy & Practice*, 1(3), 283-291.
- Gosling, D. (2000). Using Habermas to evaluate two approaches to negotiated assessment. *Assessment & Evaluation in Higher Education*, 25(3), 293-304.
- Greene, J. C. (2006). Toward a Methodology of Mixed Methods Social Inquiry. *Research in the schools*, 13(1), 93-98.
- Guba, E. G., & Lincoln, Y. S. (1989). *Fourth generation evaluation*. London: Sage.
- Gulikers, J. T. M., Bastiaens, T. J., & Kirschner, P. A. (2004). A five-dimensional framework for authentic assessment. *Educational Technology Research and Development*, 52(3), 67-86.
- Guskey, T. R. (1986). Staff development and the process of teacher change. *Educational Researcher*, 15(5), 5-12.
- Guskey, T. R. (2002). Professional Development and Teacher Change. *Teachers and Teaching: theory and practice*, 8(3-4), 381-391.
- Hargreaves, A. (2001). The emotional geographies of teachers' relations with colleagues. *International Journal of Educational Research*, 35, 503-527.

- Hargreaves, A., Earl, L. & Schmidt, M. (2002). Perspectives on Alternative Assessment Reform. *American Educational Research Journal*, 39(1), 69-95.
- Hattie, J. & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, 77(1), 81-112.
- Hatton, N., & Smith, D. (1995). Reflection in teacher education: towards definition and implementation, *Teaching and Teacher Education*, 11, 33-49.
- Hobgood, C., Hevia, A., Tamayo-Sarver, J. H., & Weiner, B. (2005). The Influence of the Causes and Contexts of Medical Errors on Emergency Medicine Residents' Responses to Their Errors: An Exploration. *Academic Medicine*, 80(8), 758-764.
- Hull, D. M., & Saxon, T. F. (2009). Negotiation of meaning and co-construction of knowledge: An experimental analysis of asynchronous online instruction. *Computers & Education*, 52, 624-639.
- Johns, C. (1996). Visualizing and realizing caring in practice through guided reflection. *Journal of Advanced Nursing*, 24, 1135-1143.
- Kaisari, M., & Patronis, T. (2010). So we decided to call "straight line" (...): Mathematics students' interaction and negotiation of meaning in constructing a model of elliptic geometry. *Educational Studies in Mathematics*, 75(3), 253-269.
- Kelchtermans, G. (2006). Teacher collaboration and collegiality as workplace conditions. A review. *Zeitschrift für Pädagogik*, 52(2), 220-237.
- Kember, D. (2001). *Reflective teaching and learning in the health professions*. Oxford: Blackwell Science.
- Ketelaar, E., Beijaard, D., Boshuizen, H. P. A., & Den Brok, P. J. (2012). Teachers' positioning towards an educational innovation in the light of ownership, sense-making and agency. *Teaching and Teacher Education*, 28, 273-282.
- Kitzinger, J. (1995). Qualitative research: Introducing focus groups. *BMJ*, 311(7000), 299-302.
- Kluger, A. N., & DeNisi, A. (1996). The Effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological Bulletin*, 119(2), 254-284.
- Kooy, M. (1998). Critical reflection and the making of meaning: Dialogue in teacher education. *The Education Network*, 14, 8-13.
- Korthagen, F. A. J. (1985). Reflective teaching and pre-service teacher education in The Netherlands. *Journal of Teaching Education*, 36(5), 11-15.

- Korthagen, F. A. J. (2001). Helping individual teachers become reflective. In F. A. J. Korthagen (Ed.), *Linking practice and theory: The pedagogy of realistic teacher education* (pp. 108-130). Mahwah, NJ: Lawrence Erlbaum.
- Kuhn, D. (1991). *The skills of argument*. Cambridge: University Press.
- Kwakman, K. (2003). Factors affecting teachers' participation in professional learning activities. *Teaching and Teacher Education, 19*(2), 149-170.
- Lasky, S. (2005). A sociocultural approach to understanding teacher identity, agency and professional vulnerability in a context of secondary school reform. *Teaching and Teacher Education, 21*(8), 899-916.
- Leijen, A., Lam, I., Simons, P. R. J., & Wildschut, L. (2008). Pedagogical practices of reflections in tertiary dance education. *European Physical Education Review, 14*(2), 223-241.
- Levine, T. H., & Marcus, A. S. (2010). How the structure and focus of teachers' collaborative activities facilitate and constrain teacher learning. *Teaching and Teacher Education, 26*(3), 389-398.
- Little, J. W., Gearhart, M., Curry, M., & Kafka, J. (2003). Looking at student work for teacher learning, teacher community, and school reform. *Phi Delta Kappan, 85*, 185-192.
- Lustick, D.S. (2011). Experienced secondary science teachers' perceptions of effective professional development while pursuing National Board certification. *Teacher Development: An international journal of teachers' professional development, 15*(2), 219-239.
- Lustick, D.S., & Sykes, G. (2006). National Board Certification as Professional Development: What Are Teachers Learning? *Education Policy Analysis Archives, 14*. Retrieved August 29, 2012 from <http://www.redalyc.org/src/inicio/ArtPdfRed.jsp?iCve=275020543005>.
- Mann, K., Gordon, J., & MacLeod, A. (2009). Reflection and reflective practice in health professions education: a systematic review [Electronic version]. *Advances in Health Sciences Education, 14*(4), 595-621.
- Mansvelder-Longayroux, D., Beijaard, D., & Verloop, N. (2007). The portfolio as a tool for stimulating reflection by student teachers. *Teaching and Teacher Education, 23*(1), 47-62.
- Mantzoukas, S. (2008). A review of evidence-based practice, nursing research and reflection: levelling the hierarchy. *Journal of Clinical Nursing, 17*(2), 214-223.

- McCotter, S. S. (2001). Collaborative groups as professional development. *Teaching and Teacher Education, 17*(6), 685-704.
- McMahon, T. (2010). Combining peer-assessment with negotiated learning activities on a day-release undergraduate-level certificate course (ECTS level 3). *Assessment & Evaluation in Higher Education, 35*(2), 223-239.
- Meijer, P. C., Verloop, N., & Beijaard, D. (2002). Multi-method triangulation in a qualitative study on teachers' practical knowledge: an attempt to increase internal validity. *Quality & Quantity, 36*(2), 145-167.
- Meirink, J. A., Meijer, P. C., & Verloop, N. (2007). A closer look at teachers' individual learning in collaborative settings. *Teachers and Teaching Theory and Practice, 13*(2), 145-164.
- Metcalf, J., & Greene, M. J. (2007). Metacognition of agency. *Journal of Experimental Psychology: General, 136*(2), 184-199.
- Moon, J. A. (2004). *A handbook of reflective and experiential learning: theory and practice*. New York: RoutledgeFalmer.
- Mulder, M., Weigel, T., & Collins, K. (2007). The concept of competence in the development of vocational education and training in selected EU member states. A critical analysis. *Journal of Vocational Education and Training, 59*(1), 65-85.
- Munneke, L., Andriessen, J., Kanselaar, G., & Kirschner, P. (2007). Supporting interactive argumentation: Influence of representational tools on discussing a wicked problem. *Computers in Human Behavior, 23*(3), 1072-1088.
- Newell, R. (1992). Anxiety, accuracy and reflection: the limits of professional development. *Journal of Advanced Nursing, 17*(11), 1326-1333.
- Niessen, T., Abma, T. A., Widdershoven, G. A. M. & Vleuten, C. P. M. van der. (2008). Learning-in-(inter)action: a dialogical turn to evaluation and learning, (pp. 375-394). In: K. Ryan et.al. (Eds.) *Handbook for Educational Evaluation*, Newbury Park: Sage.
- Oers, B. van (1998). From context to contextualizing. *Learning and Instruction, 8*(6), 473-488.
- Oosterbaan, A. E., Schaaf, M. F. van der, Baartman, L. K. J., & Stokking, K. M. (2010). Reflection during portfolio-based conversations. *International Journal of Educational Research, 49*(4-5), 151-160.

- Platteel, T. L. (2009). *Knowledge development of secondary school L1 teachers on concept-context rich education in an action-research setting*. Unpublished doctoral dissertation, Leiden, The Netherlands: Leiden University.
- Porter, A. C., Youngs, P., & Odden, A. (2001). Advances in teacher assessment and their uses. In V. Richardson (Ed.), *Handbook of research on teaching* (4th ed., pp. 259-297). Washington, DC: American Educational Research Association.
- Pozzi, F., Manca, S., Persico, D., & Sarti, L. (2007). A general framework for tracking and analysing learning processes in computer supported collaborative learning environments. *Innovations in Education and Teaching International*, 44(2), 169-179.
- Procee, H. (2006). Reflection in education: a Kantian epistemology. *Educational Theory*, 56(3), 237-253.
- Pryor, J., & Crossouard, B. (2008). A socio-cultural theorisation of formative assessment. *Oxford Review of Education*, 34(1), 1-20.
- Putnam, R.T., & Borko, H. (2000). What do new views of knowledge and thinking have to say about research on teacher learning? *Educational Researcher*, 29(1), 4-15.
- Ramaprasad, A. (1983). On the definition of feedback. *Behavioral Science*, 28(1), 4-13.
- Roelofs, E., & Sanders, P. (2007). Towards a framework for assessing teacher competence. *European journal of vocational training*, 40(1), 123-139.
- Ross, J., & Bruce, C. (2007). Professional development effects on teacher efficacy: results of randomized field trial. *The Journal of Educational Research*, 101(1), 50-60.
- Ruth-Sahd, L.A. (2003). Reflective practice: A critical analysis of data-based studies and implications for nursing education. *Journal of Nursing Education*, 42, 488-497.
- Sadler, D. R. (1998). Formative assessment: revisiting the territory. *Assessment in Education: Principles, Policy & Practice*, 5(1), 77-84.
- Samaras, A.P., & Gismondi, S. (1998). Scaffolds in the field: Vygotskian interpretation in a teacher education program. *Teaching and Teacher Education*, 14(7), 715-733.
- Sandars, J. (2009). The use of reflection in medical education: AMEE Guide no.44. *Medical Teacher*, 31(8), 685-695.

- Sato, M., Chung Wei, R., & Darling Hammond, L. (2008). Improving teachers' assessment practices through professional development: The case of national board certification. *American Educational Research Journal*, 45(3), 669-700.
- Sayre, M. M., McNeese-Smith, D., Searle Leach, L., & Philips, L.R. (2012). An educational intervention to increase "speaking-up" behaviors in nurses and improve patient safety. *Journal of nursing care quality*, 27(2), 154-160.
- Schaaf, M. van der (2005). *Construct validation of teacher portfolio assessment. Procedures for improving teacher competence assessment illustrated by teaching students research skills*. Unpublished doctoral dissertation, Utrecht University, Utrecht, The Netherlands.
- Schaap, H., Baartman, L., & Bruijn, E. de (2012). Students' learning processes during school-based learning and workplace learning in vocational education: A review. *Vocations and Learning*, 5(2), 99-117.
- Schön, D. (1983). *The Reflective Practitioner. How professionals think in action*. London: Temple Smith.
- Segers, M. (2003). Evaluating the overall test: looking for multiple validity measures. In: M. Segers, F. Dochy & E. Cascallar (Eds.). *Optimising new modes of assessment: in search of qualities and standards* (pp.119-140). Dordrecht/Boston/London: Kluwer Academic Publishers.
- Shute, V. J. (2008). Focus on formative feedback. *Review of Educational Research*, 78(1), 153-189.
- Sim, J. (1998). Collecting and analysing qualitative data: issues raised by the focus group. *Journal of advanced nursing*, 28(2), 345-352.
- Smith, C., & Gillespie, M. (2007). Research on professional development and teacher change: Implications for adult basic education. In J. Coming, B. Garner, & C. Smith (Eds.). *Review of Adult Learning and Literacy*, (Vol 7, pp. 205-244). Mahwah, NJ: Lawrence Erlbaum.
- Stake, R.E. (1975). *Evaluating the arts in education*. Columbus, OH: Merrill.
- Stoof, A., Martens, R. L., Merrienboer, J. G. van, & Bastiaens, T. J. (2002). The boundary approach of competence: A constructivist aid for understanding and using the concept of competence. *Human Resource Development Review*, 1(3), 345-365.
- Strauss, A. L. (1987) *Qualitative analysis for social scientists*. New York: Cambridge University Press.

- Thijs, A., & Van den Berg, E. (2002). Peer coaching as part of a professional development program for science teachers in Botswana. *International Journal of Educational Development*, 22(1), 55-68.
- Thompson L. L. (Ed.) (2006). *Negotiation theory and research*. New York, Hove GB: Psychology Press.
- Tigelaar, D. E. H., Dolmans, D. H. J. M., Wolhagen, I. H. A. P., & Vleuten, C. P. M. van der (2005). Quality issues in judging portfolios: implications for organizing teaching portfolio assessment procedures. *Studies in Higher Education*, 30(5), 595-610.
- Tigelaar, D. E. H., & Tartwijk, J. van. (2010). The evaluation of prospective teachers in teacher education. In P. Peterson, E. Baker & B. McGaw, (Eds.), *International encyclopedia of education* (volume 7, pp. 511- 517). Oxford: Elsevier.
- Timperley, H. (2011). *Realizing the power of professional learning*. Berkshire, England: McGrawHill, Open University Press.
- Topping, K. J. (2009). Peer Assessment. *Theory Into Practice*, 48(1), 20-27.
- Tynjälä, P. (2008). Perspectives into learning at the workplace. *Educational Research Review*, 3(2), 130-154.
- Uhlenbeck, A. M., Verloop, N., & Beijaard, D. (2002). Requirements for an assessment procedure for beginning teachers: implications from recent theories on teaching and assessment. *Teachers College Record*, 104(2), 242-272.
- UNESCO: International Standard Classification of Education ISCED (1997). Retrieved August 24, 2011 from http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm
- Vähäsantanen, K., Hökkä, P., Eteläpelto, A., Rasku-Puttonen, H., & Littleton, K. (2008). Teachers' professional identity negotiations in two different work organisations. *Vocations and Learning*, 1(2), 131-148.
- Van Veen, K., Zwart, R. & Meirink, J. (2012). What makes teacher professional development effective? A literature review. In: M. Kooy & K. van Veen (Eds.), *Teacher learning that matters: International perspectives* (pp. 3-21). New York: Routledge.
- Webb, M. (2010). Beginning teacher education and collaborative formative e-assessment. *Assessment & Evaluation in Higher Education*, 35(5), 597-618.

- Wesselink, R., Jong, C. de, & Biemans, H.J.A. (2010). Aspects of competence-based education as footholds to improve the connectivity between learning in school and in the workplace. *Vocations and Learning, 3*, 19-38.
- Woo, Y., & Reeves, T.C. (2007). Meaningful interaction in web-based learning: A social constructivist interpretation. *Internet and Higher Education, 10*(1), 15-25.
- Zeichner, K., & Wray, S. (2001). The teaching portfolio in US teacher education programs: what we know and what we need to know. *Teaching and Teacher Education, 17*(5), 613-621.

