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# Appendices

## Appendix A

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

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

## Appendix B

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

<b>Codes based on reflective phases</b>	<b>Description</b>	<b>Example</b>
<b>Describing</b>	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>
<b>Analysing</b>	Analysing the teaching practice or teachers' learning process, to become aware of essential aspects.	
<b>Critical</b>	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>
<b>Perspective</b>	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>
<b>Learning</b>	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>
<b>Planning</b>	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>
<b>Codes based on argu-mentation theory</b>	<b>Description</b>	<b>Example</b>
<b>Agreement</b>	An argument for a view	<i>Indeed, because...</i>
<b>Disagreement</b>	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>
<b>Asking</b>	The teacher or the assessor asks the other person explicitly to describe, analyse or plan.	<i>How did you take care of...</i>
<b>Definitely</b>	The describing, analysing or planning utterance is expressed in a convincing way	<i>Absolutely Of course...</i>
<b>Explorative</b>	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>

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Assessment Meeting 2	<p>This meeting is used to reflect on the past period. The assessor mentions what the teacher identified 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>
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*Learning objectives*

Let go of the students and make explicit agreements with the students so that it is easier for the teacher to let go.

*Learning activities*

Make explicit agreements with the students

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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

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Learning  
contract

*Learning objectives*

I, as a teacher, am capable within 6 months of helping the student to describe a problem or event, within the teacher competence framework .

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 .

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.

*Learning activities*

To plan two academic learning situations with a student.

To describe beforehand my points for attention, with reference to the framework.

To practice academic learning situations.

To write reflection reports according to the determined criteria.

To discuss the reflection reports with the assessor.

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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)

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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.</p> <p>"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

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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.

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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.

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Assessment Meeting 2	<p>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.</p> <p>The assessor: ok ,then we let go of this. (23+25) The teacher confirms this. (26)</p> <p>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)</p> <p>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)</p> <p>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 continues on this for a while. The assessor compliments the teacher on her non-verbal attitude. (165)</p> <p>The assessor asks the teacher “What reflection skills do you have?” (173) The teacher mentions asking open questions (176), non-verbal. (178)</p> <p>Then the assessor asks “What hurdles have you encountered? (185) and what could you do about that? (187)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>The assessor asks the teacher if she has any other questions. (266)</p> <p>The teacher asks very directly for a book suggestion about reflecting. (267)</p> <p>The assessor indicates that she knows of a book, but does not want to suggest this necessarily.</p> <p>The teacher will read the book because she has the book herself at home. (281)</p>
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*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.

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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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