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The characteristics of a negotiated assessment procedure to promote teacher learning

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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.

Tigelaar, E. H., Dekker-Groen, A., Van Diggelen, M., Verberg, C., & Bakker, M. (2008). Studenten leren reflecteren in MBO Zorg en Welzijn opleidingen: welke aanpak is het meest geschikt om docenten hierin te professionaliseren? Scholen en docenten gezocht voor deelname aan onderzoek. *Onderwijs en Gezondheidszorg*, 32(1), 15-18.

Paper presentations

Verberg, C. P. M., Tigelaar, E. H., & Verloop, N. (2012, April). *Stimulating reflection in students: how teachers develop their role by negotiated assessment.*

Paper presented at the American Educational Research Association (AERA), Vancouver, Canada.

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

Verberg, C. P. M., Tigelaar, E. H., Van Tartwijk, J., & Verloop, N. (2008, June). *Effecten van onderhandelend beoordelen op de professionele ontwikkeling van docenten*. Poster presentation at the Onderwijs Research Dagen (ORD), Eindhoven, The Netherlands.

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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ICLON PhD dissertation series

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