



Universiteit  
Leiden  
The Netherlands

## Collaboration in groups during teacher education

Dobber, M.

### Citation

Dobber, M. (2011, June 21). *Collaboration in groups during teacher education*. Retrieved from <https://hdl.handle.net/1887/17720>

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/1887/17720>

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



## References

- Achinstein, B. (2002). Conflict amid community: The micropolitics of teacher collaboration. *Teachers College Record*, 104(3), 421-455.
- Admiraal, W., Akkerman, S. F., & De Graaff, R. (in press). An expert study on a descriptive model of teacher communities. *Learning Environments Research*.
- Admiraal, W., Lockhorst, D., & Van der Pol, J. (in press). How to foster collaborative learning in communities of teachers and student teachers? *Learning Environments Research*.
- Admiraal, W., Lockhorst, D., Beishuizen, J., & Pilot, A. (2007). Supporting the development of social competencies of teachers through computer supported collaborative learning. *British Journal of Educational Psychology, Monograph Series* 2(5), 59-69.
- Akkerman, S., Admiraal, W., Brekelmans, M., & Oost, H. (2008). Auditing quality of research in social sciences. *Quality & Quantity*, 42(2), 257-274.
- Akkerman, S.F., Admiraal, W., Simons, R.J., & Niessen, T. (2006). Considering diversity: Multivoicedness in international academic collaboration. *Culture & Psychology*, 12(4), 461-485.
- Akkerman, S.F., Petter, C., & De Laat, M. (2008). Organizing communities-of-practice: Facilitating emergence. *Journal of Workplace Learning*, 20(6), 383-399.
- Anderson, G.L. (1998). Toward authentic participation: Deconstructing the discourses of participatory reforms in education. *American Educational Research Journal*, 35(4), 571-603
- Atay, D. (2008). Teacher research for professional development. *ELT Journal*, 62(2), 139-147.
- Barab, S.A., & Duffy, T.M. (2000). From practice fields to communities of practice. In D. Jonassen and S. Land (Eds.) *Theoretical Foundations of Learning Environments* (pp. 25-55). Mahwah, NJ: Lawrence Erlbaum Associates.
- Barab, S.A., Barnett, M., & Squire, K. (2002). Developing an empirical account of a community of practice: Characterizing the essential tensions. *Journal of the Learning Sciences*, 11(4), 489-542.
- Beck, C., & Kosnik, C. (2001). From cohort to community in a preservice teacher education program. *Teaching and Teacher Education*, 17(8), 925-948.
- Bellah, R., Madsen, R., Sullivan, W., Swidler, A., & Tipton, S. (1985). *Habits of the heart: Individualism and commitment in American life*. Berkeley and Los Angeles, CA: University of California Press.

- Bianchini, J. A., & Cavazos, L. M. (2007). Learning from students, inquiry into practice, and participation in professional communities: Beginning teachers' uneven progress toward equitable science teaching. *Journal of Research in Science Teaching*, 44(4), 586-612.
- Bielaczyc, K., & Collins, A. (1999). Learning communities in classrooms: A reconceptualization of educational practice. In C. Reigeluth (Ed.), *Instructional design theories and models* (pp. 269-292). Mahwah, NJ: Lawrence Erlbaum Associates.
- Boal, K., & Hooijberg, R. (2000). Strategic leadership research – Moving on. *Leadership Quarterly*, 11(4), 515-549.
- Brody, C.M. (2004). The instructional design of cooperative learning in teacher education. In E.G. Cohen, C.M. Brody, & M. Sapon-Shevin (Eds.) *Teaching cooperative learning. The challenge for teacher education* (pp. 129-142). Albany, NY: State University of New York Press.
- Brouwer, P. Brekelmans, M., Nieuwenhuis, L., & Simons, R.J. (in press). Fostering teacher community development. A review of design principles and a case study of an innovative team. *Learning Environments Research*.
- Brown, A.L., & Campione, J.C. (1994). Guided discovery in a community of learners. In K. McGilly (Ed.), *Classroom lessons: Integrating cognitive theory and classroom practice* (pp. 229-270). Cambridge, UK: MIT Press.
- Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Education Researcher*, 18(1), 32–42.
- Bruseberg, A., & McDonagh-Philp, D. (2001). New product development by eliciting user experience and aspirations. *International Journal of Human-Computer Studies*, 55(4), 435–452.
- Bullock, P., Park, V., Snow, J., & Rodriguez, E. (2002). Redefining interdisciplinary curriculum: A journey of collaboration and change in secondary teacher education. *Interchange*, 33(2), 159-182.
- Bulterman-Bos, J.A. (2008). Will a clinical approach make education research more relevant for practice? *Educational Researcher*, 37(7), 412-420.
- Burn, K. (2007). Professional knowledge and identity in a contested discipline: Challenges for student teachers and teacher educators. *Oxford Review of Education*, 33(4), 445-467.
- Calderhead, J. (1981). Stimulated recall: A method for research on teaching. *British Journal of Educational Psychology*, 51(2), 211-217.
- Campbell, A., MacNamara, O., & Gilroy, P. (2004). *Practitioner research and professional development in education*. London, UK: Sage.
- Castle, K. (2006). Autonomy through pedagogical research. *Teaching and Teacher Education*, 22(8), 1094-1103.

- Chamberlain-Quinlisk, C. (2010). Cooperative learning as method and model in second-language teacher education. *Intercultural Education*, 21(3), 243-255.
- Cobb, P., McClain, K., de Silva Lamberg, T., & Dean, C. (2003). Situating teachers' instructional practices in the institutional setting of the school and district. *Educational Researcher*, 32(6), 13-24.
- Cochran-Smith, M., & Lytle, S.L. (1999). The teacher research movement: A decade later. *Educational Researcher*, 28(7), 15-25.
- Cochran-Smith, M., & Lytle, S.L. (2009). *Inquiry as stance: Practitioner research for the next generation*. New York, NY: Teachers College Press.
- Cochran-Smith, M., Barnatt, J., Friedman, A., & Pine, G. (2009). Inquiry on Inquiry: Practitioner research and students' learning. *Action in Teacher Education*, 31(2), 17-32.
- Collins, A., Joseph, D., & Bielaczyc, K. (2004). Design experiments: Theoretical and methodological issues. *Journal of the Learning Sciences*, 13(1), 15-42.
- Cooper, B., & Cowie, B. (2010). Collaborative research for assessment for learning. *Teaching and Teacher Education*, 26(4), 979-986.
- Creswell, J.W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.
- Damşa, C., Kirschner, P., Andriessen, J., Erkens, G., & Sins, P. (2010). Shared epistemic agency: An empirical study of an emergent construct. *Journal of the Learning Sciences*, 19(2), 143-186.
- Darling-Hammond, L., & Hammerness, K. (with Grossman, P., Rust, F., & Shulman, L.) (2005). The design of teacher education programs. In L. Darling-Hammond, & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 390-441). San Francisco, CA: Jossey-Bass.
- Davis, M., Kiely, R., & Ashkam, J. (2009). InSITEs into practitioner research: Findings from a research-based ESOL teacher professional development programme. *Studies in the Education of Adults*, 41(2), 118-137.
- Denyer, D., Tranfield, D., & Van Aken, J.E. (2008). Developing design propositions through research synthesis. *Organization Studies*, 29(3), 393-413.
- diSessa, A.A., & Cobb, P. (2004). Ontological innovation and the role of theory in design experiments. *Journal of the Learning Sciences*, 13(1), 77-103.
- Ellis, V. (2010). Impoverished experience: The problem of teacher education in England. *Journal of Education for Teaching*, 36(1), 105-120.
- Fawcett, L.M., & Garton, A.F. (2005). The effect of peer collaboration on children's problem-solving ability. *British Journal of Educational Psychology*, 75 (2), 157-169.

- Flores, M.A., & Day, C. (2006). Contexts which shape and reshape new teachers' identities: A multi-perspective study. *Teaching and Teacher Education*, 22(2), 219-232.
- Frankham, J., & Howes, A. (2006). Talk as action in 'collaborative action research': Making and taking apart teacher/researcher relationships. *British Educational Research Journal*, 32(4), 617-632.
- Furlong, J., & Salisbury, J. (2005). Best practice research scholarships: An evaluation. *Research Papers in Education*, 20(1), 45-83.
- Gellert, U. (2008). Routines and collective orientations in mathematics teachers' professional development. *Educational Studies in Mathematics*, 67(2), 93-110.
- Goodlad, J. (1990). *Teachers for our nation's schools*. San Francisco, CA: Jossey-Bass.
- Goodlad, J. (1994). Curriculum as a field of study. In T. Husén, & T. Postlethwaite (Eds.), *The international encyclopedia of education* (pp. 1262-1276). Oxford, UK: Pergamon Press.
- Grossman, P., Wineburg, S., & Woolworth, S. (2000). *What makes teacher community different from a gathering of teachers?* Seattle, WA: Center for the Study of Teaching and Policy, University of Washington.
- Grossman, P., Wineburg, S., & Woolworth, S. (2001). Toward a theory of teacher community. *Teachers College Record*, 103(6), 942-1012.
- Hall, E. (2009). Engaging in and with research: teacher inquiry and development. *Teachers and Teaching: Theory and Practice*, 15(6), 669-681.
- Hammerness, K., Darling-Hammond, L., & Bransford, J. (with Berliner, D., Cochran-Smith, M., McDonald, M., & Zeichner, K.) (2005). How teachers learn and develop. In L. Darling-Hammond, & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 358-389). San Francisco, CA: Jossey-Bass.
- Hannah, S., Avolio, B., Luthans, F., & Harms, P. (2008). Leadership efficacy: Review and future directions. *The Leadership Quarterly*, 19(6), 669-692.
- Hiebert, J., Morris, A.K., Berk, D., & Jansen, A. (2007). Preparing teachers to learn from teaching. *Journal of Teacher Education*, 58(1), 47-61.
- Hoffman-Kipp, P., Artiles, A.J., & Lopez-Torres, L. (2003). Beyond reflection: Teacher learning as praxis. *Theory into Practice*, 42(3), 248-255.
- Järvenoja, H., & Järvelä, S. (2009). Emotion control in collaborative learning situations: Do students regulate emotions evoked by social challenges? *British Journal of Educational Psychology*, 79(3), 463-481.
- Jay, J. K., & Johnson, K. L. (2002). Capturing complexity: A typology of reflective practice for teacher education. *Teaching and Teacher Education*, 18(1), 73-85.
- Jermann, P., & Dillenbourg, P. (2008). Group mirrors to support interaction regulation in collaborative problem solving. *Computers & Education*, 51(1), 279-296.

- Johnson, B. (2003). Teacher collaboration: Good for some, not so good for others. *Educational Studies*, 29(4), 337-350.
- Kaasila, R., & Lauriala, A (2010). Towards a collaborative, interactionist model of teacher change. *Teaching and Teacher Education*, 26(4), 854-862.
- Kim, M., Andrews, R., & Carr, D. (2004). Traditional versus integrated preservice teacher education curriculum: A case study. *Journal of Teacher Education*, 55(4), 341-356.
- Koper, R., & Olivier, B. (2004). Representing the learning design of units of learning. *Educational Technology and Society*, 7(3), 97-111.
- Korthagen, F., Loughran, J., & Russell, T. (2006). Developing fundamental principles for teacher education programs and practices. *Teaching and Teacher Education*, 22(8), 1020-1041.
- Krippendorff, K. (2004). *Content analysis: An introduction to its methodology* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Kuiper, E., Volman, M., & Terwel, J. (2009). Developing web literacy in collaborative inquiry activities. *Computers & Education*, 52(3), 668-680.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. New York, NY: Cambridge University Press.
- Lieberman, A. (2000). Networks as learning communities: Shaping the future of teacher development. *Journal of Teacher Education*, 51(3), 221-227.
- Little, J. W. (2002). Locating learning in teachers' communities of practice: Opening up problems of analysis in records of everyday work. *Teaching and Teacher Education*, 18(8), 917-946.
- Little, J.W. (2003). Inside teacher community: Representations of classroom practice. *Teachers College Record*, 105(6), 913-945.
- Lockhorst, D., Admiraal, W., Pilot, A., & Veen, W. (2002). Design elements for a CSCL environment in a teacher training programme. *Education and Information Technologies*, 7(4), 377-384.
- Lortie, D.C. (1975). *Schoolteacher: A sociological study*. Chicago, IL: University of Chicago Press.
- Lunenberg, M., Ponte, P., & Van de Ven, P.H. (2007). Why shouldn't teachers and teacher educators conduct research on their own practices? An epistemological exploration. *European Educational Research Journal*, 6(1), 13-23.
- Maandag, D., Deinum, J.F., Hofman, A., & Buitink, J. (2007). Teacher education in schools: An international comparison. *European Journal of Teacher Education*, 30(2), 151-173.
- Malderez, A., Hobson, A., Tracey, L., & Kerr, K. (2007). Becoming a student teacher: Core features of the experience. *European Journal of Teacher Education*, 30(3), 225-248.

- Matusov, E. (2001). Intersubjectivity as a way of informing teaching design for a community of learners classroom. *Teaching and Teacher Education*, 17(4), 383-402.
- McLaughlin, M.W., & Talbert, J.E. (2001). *Professional communities and the work of high school teaching*. Chicago, IL: The University of Chicago Press.
- Meirink, J.A., Meijer, P.C., & Verloop, N. (2007). A closer look at teachers' individual learning in collaborative settings. *Teachers & Teaching: Theory and Practice*, 13(2), 145-164.
- Miles, M. B., & Huberman, A. (1994). *Qualitative data analysis* (2nd ed.). Thousand Oaks, CA: Sage.
- Mitchell, S.N., Reilly, R.C., & Logue, M.E. (2009). Benefits of collaborative action research for the beginning teacher. *Teaching and Teacher Education*, 25(2), 344-349.
- Nasser-Abu Alhija, F., & Fresko, B. (2010). Socialization of new teachers: Does induction matter? *Teaching and Teacher Education*, 26(8), 1592-1597.
- Nelson, T. H. (2009). Teachers' collaborative inquiry and professional growth: Should we be optimistic? *Science Education*, 93(3), 548-580.
- Newmann, F.M., & Wehlage, G.G. (1995). *Successful school restructuring: A report to the public and educators*. Madison, WI: Center on Organization and Restructuring of Schools.
- Parkinson, P. (2009). Field-based preservice teacher research: Facilitating reflective professional practice. *Teaching and Teacher Education*, 25(6), 798-804.
- Paulus, T.M., Woodside, M., Ziegler, M.F. (2010), "I tell you, it's a journey, isn't it?" Understanding collaborative meaning making in qualitative research. *Qualitative Inquiry*, 16(10), 852-862.
- Penuel, W., Riel, M., Krause, A., & Frank, K. (2009). Analyzing teachers' professional interactions in a school as social capital: A social network approach. *Teachers College Record*, 111(1), 124-163.
- Pintrich, P. (1999). The role of motivation in promoting and sustaining self-regulated learning. *International Journal of Educational Research*, 31(6), 459-470.
- Pontecorvo, C. (2007). On the conditions for generative collaboration: Learning through collaborative research. *Integrative Psychology and Behavioral Science*, 41(2), 178-186.
- Pounder, D. G. (1998). Teacher teams: Redesigning teachers' work for collaboration. In D. G. Pounder (Ed.), *Restructuring schools for collaboration: Promises and pitfalls* (pp. 65-88). New York, NY: State University of New York Press.
- Richards, J. (2008). Second language teacher education today. *RELC Journal*, 39(2), 158-177.



- Rojas-Drummond, S., & Mercer, N. (2003). Scaffolding the development of effective collaboration and learning. *International Journal of Educational Research*, 39(1-2), 99-111.
- Roth, W.M., & Lee, J.W. (2006). Contradictions in theorizing and implementing communities in education. *Educational Research Review*, 1(1), 27-40.
- Ruys, I., Van Keer, H., & Aelterman, A. (2010). Collaborative learning in pre-service teacher education: An exploratory study on related conceptions, self-efficacy and implementation. *Educational Studies*, 36(5), 537-553.
- Saunders, L. (2004). Doing things differently? *Teacher Development*, 8(2 & 3), 117-126.
- Saunders, M. (2006). From 'organisms' to 'boundaries': The uneven development of theory narratives in education, learning, and work connections. *Journal of Education and Work*, 19(1), 1-27.
- Scardamalia, M., & Bereiter, C. (1994). Computer support for knowledge-building communities. *Journal of the Learning Sciences*, 3(3), 265-283.
- Slavit, D., & Nelson, T. H. (2010). Collaborative teacher inquiry as a tool for building theory on the development and use of rich mathematical tasks. *Journal of Mathematics Teacher Education*, 13, 201-221.
- Slostad, F., Baloché, L., & Darigan, D. (2004). The integrated semester. Building preservice teachers' commitments to the use of cooperative learning as essential pedagogy. In E.G. Cohen, C.M. Brody, & M. Sapon-Shevin (Eds.) *Teaching cooperative learning. The challenge for teacher education* (pp. 129-142). Albany, NY: State University of New York Press.
- So, W.W.m., Pow, J.W.c., & Hung, V.H.k. (2009). The interactive use of a video database in teacher education: Creating a knowledge base for teaching through a learning community. *Computers & Education*, 53(3), 775-786.
- Sperling, M., & Dipardo, A. (2008). English education research and classroom practice: New directions for new times. *Review of Research in Education*, 32, 62-108.
- Stichting Beroepskwaliteit Leraren [Foundation professional quality teachers] (2004). *Bekwaamheidseisen vo/be*. Retrieved from <http://www.bekwaamheidsdossier.nl/cms/bijlagen/VOBVE20mei.doc> (accessed February, 2011).
- Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. (2006). Professional learning communities: A review of the literature. *Journal of Educational Change*, 7(4), 221-258.
- Swennen, A., Volman, M., & Van Essen, M. (2008). The development of the professional identity of two teacher educators in the context of Dutch teacher education. *European Journal of Teacher Education*, 31(2), 169-184.
- Talbert, J.E., & McLaughlin, M.W. (2002). Professional communities and the artisan model of teaching. *Teachers and Teaching: Theory and Practice*, 8(3/4), 325-434.

- Taylor, S. (2001). Locating and conducting discourse analytic research. In M. Wetherell, S. Taylor and S. Yates (Eds.), *Discourse as data: A guide for analysis* (pp. 5-48). London, UK: Sage.
- The Design-Based Research Collective (2003). Design-based research: An emerging paradigm for educational inquiry. *Educational Researcher*, 32(1), 5–8.
- Timošćuk, I., & Ugaste, A. (2010). Student teachers' professional identity. *Teaching and Teacher Education*, 26(8), 1563-1570.
- Tom, A. (1997). *Redesigning teacher education*. Albany, NY: SUNY Press.
- Van den Akker, J. (1998). The science curriculum: Between ideals and outcomes. In B. Fraser, & K. Tobin (Eds.) *International Handbook of Science Education*, 421-447. London, UK: Kluwer.
- Van den Akker, J. (1999). Principles and methods of development research. In J. van den Akker, R. Branch, K. Gustafson, N. Nieveen, & T. Plomp (Eds.), *Design approaches and tools in education and training* (pp. 1–14). Dordrecht, The Netherlands: ICO, Kluwer Academic Publishers.
- Van den Akker, J. (2003). Curriculum perspectives: An introduction. In J. van den Akker, W. Kuiper & U. Hameyer (Eds.), *Curriculum landscape and trends* (pp. 1-10). Dordrecht, The Netherlands: Kluwer Academic Publishers.
- Vandyck, I., De Graaff, R., Pilot, A., & Beishuizen, J. (in press). Community building of (student) teachers and a teacher educator in a school-university partnership. *Learning Environments Research*.
- Van Eekelen, I.M., Boshuizen, H.P.A., & Vermunt, J.D. (2005). Self-regulation in higher education teacher learning. *Higher Education*, 50(3), 447-471.
- Van Huizen, P., Van Oers, B., & Wubbels, T. (2005). A Vygotskian perspective on teacher education. *Journal of Curriculum Studies*, 37(3), 267-290.
- Van Velzen, C., & Volman, M. (2009). The activities of a school-based teacher educator: A theoretical and empirical exploration. *European Journal of Teacher Education*, 32(4), 345-367.
- Veenman, S., Van Benthum, N., Bootsma, D., Van Dieren, J., & Van der Kemp, N. (2002). Cooperative learning and teacher education. *Teaching and Teacher Education*, 18(1), 87-103.
- Vermunt, J.D., Endedijk, M. D. (in press). Patterns in teacher learning in different phases of the professional career. *Learning and Individual Differences*, doi:10.1016/j.lindif.2010.11.019.
- Visscher-Voerman, I., & Gustafson, K.L. (2004). Paradigms in the theory and practice of education and training design. *Educational Technology Research and Development*, 52(2), 69-89.

- Volet, S., Summers, M., & Thurman, J. (2009). High-level co-regulation in collaborative learning: How does it emerge and how is it sustained? *Learning and Instruction*, 19(2), 128-143.
- Volet, S., Vauras, M., & Salonen, P. (2009). Self- and social regulation in learning contexts: An integrative perspective. *Educational Psychologist*, 44(4), 215-226.
- Volman, M. L. L. (2006). *Jongleren tussen traditie en toekomst. De rol van docenten in leer-gemeenschappen. (Juggling between tradition and future. The role of teachers in learning communities)*. Inaugural lecture. Amsterdam, The Netherlands: Vrije Universiteit Amsterdam.
- Webb, N. M. (2009). The teacher's role in promoting collaborative dialogue in the classroom. *British Journal of Educational Psychology*, 79(1), 1-28.
- Wegerif, R. (2008). Dialogic or dialectic? The significance of ontological assumptions in research on educational dialogue. *British Educational Research Journal*, 34(3), 347-361.
- Wells, G. (2001) The case for dialogic inquiry. In G. Wells (Ed.) *Action Talk and Text: Learning and Teaching Through Inquiry* (pp. 171-194). New York, NY: Teachers College Press.
- Wenger, E. (1998). *Communities of practice: Learning, meaning and identity*. Cambridge, UK: Cambridge University Press.
- Wenger, E., McDermott, R., & Snyder, W.M. (2002). *Cultivating communities of practice: A guide to managing knowledge*. Boston, MA: Harvard Business School.
- Westheimer, J. (1999). Communities and consequences: An inquiry into ideology and practice in teachers' professional work. *Educational Administration Quarterly*, 35(1), 71-105.
- Westheimer, J. (2008). Learning among colleagues: Teacher community and the shared enterprise of education. In M. Cochran-Smith, S. Feiman-Nemser, D. J. McIntyre, & K. E. Demers (Eds.), *Handbook of research on teacher education: Enduring questions and changing contexts* (3rd ed.) (pp. 756-784). New York, NY: Routledge.
- Whitford, B. L., & Metcalf-Turner, P. (1999). Of promises and unresolved puzzles: Reforming teacher education with professional development schools. In G. Griffin (Ed.), *The education of teachers: 98th NSSE Yearbook (Part I)* (pp. 257-278). Chicago, IL: NSSE.
- Whitty, G., & Willmott, E. (1995). Competence-based teacher education: Approaches and issues. In T. Kerry & A. S. Mayes (Eds.), *Issues in mentoring* (pp. 208-218). London, UK: Routledge.
- Williams, P., & Sheridan, S. (2010). Conditions for collaborative learning and constructive competition in school. *Educational Research*, 52(4), 335-350.

- Wilson, B., Ludwig-Hardman, S., Thornam, C., & Dunlap, J. (2004). Bounded community: Designing and facilitating learning communities in formal courses. *The international Review of Research in Open and Distance Learning*, 5(3). Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/204/286> (accessed February 2011).
- Zeichner, K.M., & Noffke, S.E. (2001). Practitioner research. In V. Richardson (Ed.), *The Handbook for Research on Teaching* (4<sup>th</sup> ed.) (pp. 298-332). Washington, DC: American Educational Research Association.
- Zeichner, K.M. (2003). Teacher research as professional development for P-12 educators in the USA. *Educational Action Research*, 11(2), 301-325.
- Zittoun, T., Baucal, A., Cornish, F., & Gillespie, A. (2007). Collaborative research, knowledge and emergence. *Integrative Psychology and Behavioral Science*, 41(2), 208-217.

## **Publications**

### ***Scientific publications***

Dobber, M., Akkerman, S.F., Verloop, N., Admiraal, W., & Vermunt, J.D. (in press). Developing designs for community development in four types of student teacher groups. *Learning Environments Research*.

### ***Manuscripts submitted for publication***

Dobber, M.\*, Vandyck, I.\*, Akkerman, S.F., De Graaff, R., Beishuizen, J., Pilot, A., Verloop, N., & Vermunt, J.D. (submitted). The development of community competence in the teacher education curriculum. \*both authors should be considered first author.

Dobber, M., Akkerman, S.F., Verloop, N., & Vermunt, J.D. (submitted). Regulation of collaboration in teacher education.

Dobber, M., Akkerman, S.F., Verloop, N., & Vermunt, J.D. (submitted). Student teachers' collaborative inquiry: Small-scale research projects during teacher education.

### ***Other publications***

Lockhorst, D., Brouwer, P., Dobber, M., & Vandyck, I. (2008). Facilitating online learning conversations: Exploring tool affordances in higher education. [Book review: van der Pol, J. (2007). *Facilitating Online Learning Conversations: Exploring tool affordances in higher education*. Doctoral dissertation, Utrecht University, the Netherlands.] *Pedagogische Studiën*, 85 (6), 480-482.

Brouwer, P., Dobber, M., Vandyck, I. (2009). Contribution 'Ict & onderwijs' to conference report Licht op Leren, De 35ste Onderwijs Research Dagen, 18-20 juni 2008 te Eindhoven. *Pedagogische Studiën*, 86 (3).

### *Conference papers*

- Dobber, M., Akkerman, S., Verloop, N., & Vermunt, J. (2007, June). *Behoeften, problemen en wensen in de initiële lerarenopleiding [Needs, problems and wishes within initial teacher education]*. Paper presented at the Onderwijs Research Dagen (ORD), Groningen, The Netherlands.
- Dobber, M.\*, Vandyck, I.\*, Akkerman, S., Graaff, R. de, Beishuizen, J., Pilot, A., Verloop, N., & Vermunt, J. (2009, April). *The Development of Cooperation and Social Competence in Teacher Education*. Paper presented at the 2009 Annual meeting of the American Educational Research Association (AERA), San Diego, CA. \*both authors should be considered first author.
- Dobber, M., Akkerman, S., Verloop, N., & Vermunt, J. D. (2009, August). *Moving beyond one type of community*. Paper presented at the 13th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Amsterdam, The Netherlands.
- Dobber, M.\*, Vandyck, I.\*, Akkerman, S., De Graaff, R., Beishuizen, J., Pilot, A., Verloop, N., & Vermunt, J. (2009, August). *The Development of Collaboration and Social Competence in Teacher Education*. Paper presented at the 13th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), Amsterdam, The Netherlands. \*both authors should be considered first author.
- Dobber, M., Akkerman, S., Verloop, N., & Vermunt, J. (2009, May). *Taking group differences into account while developing arrangements for communities in teacher education*. Paper presented at the Onderwijs Research Dagen (ORD), Leuven, Belgium.
- Dobber, M., Akkerman, S., Verloop, N., & Vermunt, J. (2010, April-May). *Developing Groups within Teacher Education with a Community Perspective*. Paper presented at the 2010 Annual meeting of the American Educational Research Association (AERA), Denver, CO.
- Dobber, M., Akkerman, S.F., Verloop, N., & Vermunt, J.D. (2011, April). *Optimizing Communities in Teacher Education*. Paper presented at the 2011 Annual meeting of American Educational Research Association (AERA), New Orleans, LA.

**Roundtable presentation**

Dobber, M., Akkerman, S.F., Verloop, N., & Vermunt, J.D. (2008, July). *Stimulating the development of social competence of student teachers using CSCL*. Roundtable at the 2008 Annual Conference of the Junior Researchers of the European Association for Research on Learning and Instruction (JURE-EARLI), Leuven, Belgium.

**Poster presentations**

Brouwer, P., Dobber, M., Vandyck, I., Akkerman, S., Brekelmans, M., De Graaff, R., Beishuizen, J., Nieuwenhuis, L., Pilot, A., Simons, R.J., Verloop, N., & Vermunt, J. (2008, June). *Creatief met concepten: De relaties tussen communities, samenwerking en sociale competenties [Creative with concepts: The relationships between communities, collaboration and social competence]*. Presented at the Onderwijs Research Dagen (ORD), Eindhoven, The Netherlands.

Dobber, M., Akkerman, S., Verloop, N., & Vermunt, J. (2010, September). *Designing learning communities within different types of groups in teacher education*. Poster presented at the biennial meeting of EARLI SIG 10 Social Interaction in Learning and Instruction and SIG 21 Learning and Teaching in Culturally Diverse Settings, Utrecht, The Netherlands.





## **Curriculum Vitae**

Marjolein Dobber was born in Den Helder, the Netherlands on March 10<sup>th</sup> 1982. She attended secondary education at the Etty Hillesum College in the same city, where she graduated from in 2001. That same year she started the Master Educational Sciences at VU University Amsterdam. Marjolein's master's these centered on gender sensitivity of science teachers in secondary education. Following her 2005 graduation, she worked as a research assistant on several projects, including a project that saw her implementing, evaluating and redesigning a quality instrument for school teams.

Marjolein started as a PhD candidate in October 2006 at ICLON, Leiden University Graduate School of Teaching. Her dissertation project focused on collaboration in different types of student teacher groups during teacher education. This project was a part of a collaborative project which was involved in research on the development of communities of (student) teachers in different working and learning contexts. During this PhD project, she followed master classes on teaching and teacher education, qualitative analysis and educational design and curriculum development. She presented her research at national (ORD) as well as international conferences (EARLI, JURE, AERA). Furthermore, she was a member of the board of the division Teacher Education and Teacher Behavior of the Netherlands Educational Research Association.

Currently, Marjolein works as a teacher and researcher at the department Theory and Research in Education of VU University Amsterdam. Her research interests are communities (of learners) and dialogicality in collaboration.



## Dankwoord

Het onderzoek dat beschreven staat in dit proefschrift gaat over de sociale contexten waarbinnen mensen leren. Ook mijn leren heeft plaatsgevonden binnen verschillende sociale contexten. Daardoor waren er bij de totstandkoming van dit proefschrift veel mensen betrokken, die elk op hun eigen unieke manier hebben bijgedragen aan groeiende inzichten, een goede voortgang en een mooi eindproduct. Nu, aan het eind van dit proces, besef ik pas hoeveel verschillende mensen mij en mijn onderzoek verder hebben geholpen. Vandaar dat ik niet iedereen bij naam ga noemen, dat zou teveel ruimte innemen. Een paar mensen wil ik wel op deze plek noemen.

Ten eerste mijn (co)promotoren, Sanne Akkerman, Nico Verloop en Jan Vermunt, die mij in mijn leerproces steeds met raad en/of daad hebben bijgestaan en daarmee voor een belangrijk deel hebben bijgedragen aan de ontwikkeling van dit proefschrift en mijzelf als onderzoeker. Daarnaast mijn medeonderzoekers Inne en Patricia, wij zijn samen aan een avontuur begonnen en ik ben dankbaar voor alles wat we samen hebben meegemaakt en wat ik van jullie heb mogen leren. Verder wil ik de opleiders en dio's die meegewerkt hebben aan mijn onderzoek noemen, zonder wie dit onderzoek letterlijk niet uitgevoerd had kunnen worden en van wie ik veel geleerd heb. Vervolgens dank ik alle onderzoekers van het voormalig IVLOS en ICLON. In elk van deze communities heb ik me thuis gevoeld en beide hebben op geheel eigen wijze bijgedragen aan de totstandkoming van mijn proefschrift. Andere collega's binnen deze twee instituten hebben ook op allerlei verschillende manieren een positieve invloed gehad op mijn onderzoek. Verder is de bredere community van onderwijsonderzoekers in Nederland, die ik tegenkwam binnen onder andere ICO en VOR, een voedingsbodem geweest voor mijn leerproces. Ook wil ik familie en vrienden noemen, die mij op onnoemelijk veel manieren hebben gesteund in het onderzoek en zorgden voor de broodnodige ontspanning daarbuiten. Tot slot noem ik André, die ik vooral wil bedanken voor zijn bijdrage aan het niet met mijn proefschrift bezig zijn. Voor al deze mensen heb ik maar één boodschap:

**BEDANKT!**



### PhD dissertation series

Hoeflaak, A. (1994). *Decoderen en interpreteren: een onderzoek naar het gebruik van strategieën bij het beluisteren van Franse nieuwsteksten.*

Verhoeven, P. (1997). *Tekstbegrip in het onderwijs klassieke talen.*

Meijer, P. C. (1999). *Teachers' practical knowledge: Teaching reading comprehension in secondary education.*

Zanting, A. (2001). *Mining the mentor's mind: The elicitation of mentor teachers' practical knowledge by prospective teachers.*

Uhlenbeck, A. M. (2002). *The development of an assessment procedure for beginning teachers of English as a foreign language.*

Oolbekkink-Marchand, H.W. (2006). *Teachers' perspectives on self-regulated learning: An exploratory study in secondary and university education.*

Henze-Rietveld, F. A. (2006). *Science teachers' knowledge development in the context of educational innovation.*

Mansvelder-Longayroux, D. D. (2006). *The learning portfolio as a tool for stimulating reflection by student teachers.*

Meirink, J.A. (2007). *Individual teacher learning in a context of collaboration in teams.*

Nijveldt, M.J. (2008). *Validity in teacher assessment: An exploration of the judgement processes of assessors.*

Bakker, M.E.J. (2008). *Design and evaluation of video portfolios: Reliability, generalizability, and validity of an authentic performance assessment for teachers.*

Oonk, W. (2009). *Theory-enriched practical knowledge in mathematics teacher education.*

- Visser-Wijnveen, G.J. (2009). *The research-teaching nexus in the humanities: Variations among academics.*
- Van der Rijst, R.M. (2009). *The research-teaching nexus in the sciences: Scientific research dispositions and teaching practice.*
- Platteel, T.L. (2010). *Knowledge development of secondary school LI teachers on concept-context rich education in an action-research setting.*
- Kessels, C.C. (2010). *The influence of induction programs on beginning teachers' well-being and professional development.*
- Min-Leliveld, M.J. (2011). *Supporting medical teachers' learning: Redesigning a program using characteristics of effective instructional development.*