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Author: Jong, Romi de

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Publications

SCIENTIFIC PUBLICATIONS

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- Jong, R.J. de, Tartwijk, J. van, Verloop, N., Veldman, I., & Wubbels, T. (2013). Persoonlijkheid, self-efficacy, disciplineringsstrategieën en de leerkracht-leerlingrelatie bij leerkrachten in opleiding. *Pedagogische Studiën*, 90, 21-39.

MANUSCRIPTS SUBMITTED FOR PUBLICATION

- Jong, R.J. de, Tartwijk, J. van, Wubbels, T., Veldman, I., & Verloop, N. (resubmitted). Student teachers' discipline strategies: Relations with self-images, anticipated student responses and pupil control orientation.
- Jong, R.J. de, Mainhard, T., Tartwijk, J. van, Veldman, I., Verloop, N., Wubbels, T. (resubmitted). How pre-service teachers' personality traits, self-efficacy and discipline strategies contribute to the teacher-class relationship.
- Jong, R.J. de, Tartwijk, J. van, Wubbels, T., Veldman, I., & Verloop, N. (submitted). Student teachers' interpersonal profiles and self-images at the beginning and end of the internship.

PAPERS

- Jong, R.J. de, Tartwijk, J. van, Wubbels, Th., Veldman, I., & Verloop, N. (2008, June). *Teachers' prototypical interpersonal scripts about teacher-*

- students interactions in the classroom.* Paper presented at the Onderwijs Research Dagen (ORD), Eindhoven, the Netherlands.
- Jong, R.J. de, Tartwijk, J. van, Wubbels, Th., Veldman, I., & Verloop, N. (2009, May). *Teachers' expectancy patterns of student reactions.* Paper presented at the Onderwijs Research Dagen (ORD), Leuven, Belgium.
- Jong, R.J. de, Tartwijk, J. van, Wubbels, Th., Veldman, I., & Verloop, N. (2010, April). *Complementarity of teachers' interpersonal scripts on teacher-class interactions.* Paper presented at the Interpersonal Conference on Interpersonal Relationships in Education (ICIRE), Boulder, Colorado, USA.
- Jong, R.J. de, Tartwijk, J. van, Wubbels, Th., Veldman, I., & Verloop, N. (2010, May). *Teachers' Expectations about Teacher-Students Interactions.* Paper presented at the 2010 Annual Meeting of the American Educational Research Association (AERA), Denver, Colorado, USA.
- Jong, R.J. de, Tartwijk, J. van, Wubbels, Th., Veldman, I., & Verloop, N. (2010, June). *Leerkracht cognities over leerkracht-leerling interacties: Algemene en context-specifieke interpersoonlijke scripts.* Paper presented at the Onderwijs Research Dagen (ORD), Enschede, the Netherlands.
- Jong, R.J. de, Tartwijk, J. van, Wubbels, Th., Veldman, I., & Verloop, N. (2011, June). *De relatie tussen persoonlijke kenmerken, interpersoonlijk gedrag en disciplineringsstrategieën van DiO's.* Paper presented at the Onderwijs Research Dagen (ORD), Maastricht, the Netherlands.
- Jong, R.J. de, Tartwijk, J. van., Wubbels, Th., Veldman, I., & Verloop, N. (2012, April). *Classroom management: How pre-service teachers' thinking and their discipline strategies are connected.* Paper presented at the Interpersonal Conference on Interpersonal Relationships in Education (ICIRE), Vancouver, Canada.
- Jong, R.J. de, Tartwijk, J. van, Wubbels, Th., Veldman, I., & Verloop, N. (2012, June). *Samenhang tussen overtuigingen en disciplinerings-*

strategieën van leerkrachten in opleiding. Paper presented at the Onderwijs Research Dagen (ORD), Wageningen, the Netherlands.

Curriculum Vitae

Romi de Jong was born in The Hague, the Netherlands on March 18th 1975. After completing pre-university education at the Herman Jordan Lyceum (1987-1993), she attended the Bernard Lievegoed College for Liberal Arts. From 1995-1999 she attended the HAN University of Applied Sciences, concluded with a Bachelor's degree in Social Work. Straight after, she attended the Radboud University Nijmegen where she earned a Master's degree in Philosophy of Education in 2003.

After graduating she worked from 2003-2005 as a lecturer at the Child and Family Studies department of Radboud University Nijmegen, with a half year break in which she participated as a gender and education specialist on a development project in West-Bengal, India. She worked from 2005-2006 as a cognitive-behavioural trainer with clients with Substance Use Disorders (SUD's), after which she worked again as a lecturer at the Child and Family Studies department of Leiden University (2006-2010).

In 2007 she started her PhD-project "Student teachers' practical knowledge, discipline strategies, and the teacher-class relationship" at the ICLON Leiden University Graduate School of Teaching, in close cooperation with Professor Nico Verloop, and Professor Theo Wubbels and Professor Jan van Tartwijk at Utrecht University.

In 2009 she paid a two month visit to the Stanford University School of Education as a guest of Professor Pam Grossman. She frequented various master classes, among which the Teacher Professional development course of Professor Hilda Borko and the Scientific Educational Research course of Professor Richard Shavelson. In the Netherlands, she attended master classes and courses at the ICO Research School (among which Qualitative Research; Teaching and Teacher Education; Analysis of Measurement Instruments; Designing and implementing randomized field trial at the school level).

Since 2010 she was based at Leiden University as well as at Utrecht University. Alongside her PhD-project, Romi continued working as a lecturer

at the department of Child and Family Studies of Leiden University and also conducted several courses at the teacher education programme of the ICLON Graduate School of Teaching. She presented her research at several national (ORD) and international (AERA, ICIRE) conferences.

Currently Romi works in Phnom Penh, Cambodia, as research consultant and education specialist.

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“They are one person, they are two alone, they are three together, they are for eachother.”

Crosby, Stills and Nash.Helplessly Hoping.

PHD DISSERTATION SERIES

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- Jong, R. J., de (2013). *Student teachers' practical knowledge, discipline strategies, and the teacher-class relationship.*

Appendix:

Teacher Interpersonal Schema Questionnaire

Teacher behaviour Vignettes		
Section	No.	Description
Dominant	V1	You position yourself in front of the classroom and indicate you would like to start the lesson.
	V2	A student did not perform well. You tell him/her that you expect him/her to try harder next time.
	V3	To make something clearer, you tell the students about your own experiences.
	V6	A couple of students arrive in class late. You resolutely confront them with the rules regarding attendance.
	V15	This lesson is about a particular topic. You enthusiastically explain a particular part of it.
	V17	You explain an assignment that has to be carried out in the lesson. While distributing it, you tell the students they have to work individually and in silence.
Friendly	V5	It is the beginning of the lesson, the students are all seated and getting ready. You ask how they are doing.
	V7	The last couple of lessons you taught some difficult topics. At the end of the final lesson, you ask the students if there is anything they still need regarding these topics.
	V8	You gave your students a difficult and demanding task. While distributing the task, you also said you were fully confident in them.
	V9	Students have been working well. You show your appreciation.
	V16	Students are allowed to work for themselves. You remain present so they can ask for help whenever they have any questions or problems.
Submissive	V4	In the previous lesson, you made a mistake in your explanation of a particular topic. In this lesson you again pay attention to this explanation, and you have just admitted that you have made this mistake.

	V13	The lesson is almost finished, you have told the students they may do something for themselves for the last ten minutes.
	V10	In your view, students have shown a lack of effort. In the lesson you show them your dissatisfaction.
	V11	Three students are not paying attention. You react in an irritated way.
	V12	Two students are playing with a mobile phone or something, and because of that are not paying attention to the lesson. You give them both a straight look, without saying anything.
Hostile	V14	You tell students the consequences of not abiding by the rules.
	V18	You are a bit ill-tempered today. A student makes the wrong remark at the wrong time. You react somewhat snappily.
	V19	A group of girls is talking and giggling. You look sternly in their direction and call out their names one by one.
	V20	Students' results are disappointing. You are quite certain they did not work hard enough and you show you are displeased.