

Cover Page



Universiteit Leiden



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**Title:** The role of research in university teaching : a comparison of Chinese and Dutch teachers

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# Appendices

## Appendix 1

### The three main sections of the survey on the role of research in university teaching

#### *Section 1 Institutional research culture and research support*

| Item   | Scale |
|--|-------|
| 1. We have opportunities to learn about current research (through official publications, journals, books, conference papers, websites etc.). | RSu   |
| 2. The management encourages us to become involved in research.  | RSu   |
| 3. The common belief is that research competencies help students to become better employees later.   | RC    |
| 4. We are supported to attend research activities such as conferences, symposiums  | RSu   |
| 5. Most of us consider research important.   | RC    |
| 6. The general opinion is that research can enhance the credibility of an institution.   | RC    |
| 7. We are given support to improve our research competencies (through workshops, seminars etc.).   | RSu   |
| 8. Conducting research is viewed as important in our institute.  | RC    |
| 9. In our institute, it is generally believed that including research in university education is important.                                  | RC    |

*Note.* RSu = research support; RC = research culture. Each item is rated on a five-point Likert scale ranging from 1 = 'almost never' to 5 = 'almost always'.

## *Section 2 Goals of including research in teaching*

| Item   | <i>Ideally</i> in my teaching I would... |                          |                          |                          |                          | In my <i>actual</i> teaching practice I... |                          |                          |                          |                          | Scale |
|--|--|--------------------------|--------------------------|--------------------------|--------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|-------|
|  | Almost<br>never                          |                          |                          | Almost<br>always         |                          | Almost<br>never                            |                          |                          | Almost<br>always         |                          |       |
| ... stimulate students to learn about research findings.                           | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RoR   |
| ... value students' contribution to research.                                      | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SaP   |
| ... motivate students to learn more about the discipline.                          | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SRI   |
| ... develop students' critical attitude.   | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | CritD |
| ... increase students' ability to analyze complex situations.                      | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RSk   |
| ... teach students to pay attention to the way research is carried out.            | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RoR   |
| ... consider students' participation in research important.                        | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SaP   |
| ... increase students' enthusiasm about the scientific world.                      | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SRI   |
| ... stimulate students not to be easily satisfied with an explanation.             | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | CritD |
| ... increase students awareness of the need to be creative.                        | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | CreaD |
| ... make the scientific research process an essential part of the curriculum.      | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RoR   |
| ... ask students to make a contribution to research.                               | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SaP   |
| ... increase students' awareness of the research issues currently being discussed. | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | CR    |
| ... encourage students' interest for research.                                     | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SRI   |
| ... stimulate students to read scientific literature critically.                   | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | CritD |
| ... foster students' sense of innovation.  | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | CreaD |
| ... develop students' research skills.   | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RSk   |
| ... pay attention to research methodology.   | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RoR   |
| ... involve students in scientific studies.  | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SaP   |
| ... show students the kind of studies carried out in areas related to languages.   | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | CR    |
| ... stimulate students to ask critical questions about their work.                 | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | CritD |
| ... make links to the current research practices.                                  | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | CR    |
| ... encourage students to have opinions of their own.                              | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | CreaD |
| ... increase students' ability to conduct research.                                | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RSk   |

*Note.* RoR = reflection on research; SaP = students as participants; SRI = student research interests; CritD = critical disposition; RSk = research skills; CreaD = creative disposition; CR = current research in the domain.

***Section 3 Beliefs about teaching***

| Item   | Scale |
|--|-------|
| 1. I design my teaching with the assumption that most of the students have very little prior useful knowledge of the topics.   | ITTF  |
| 2. I feel it is important that course content should be described completely in terms of specific objectives relating to what students have to know for formal assessment. | ITTF  |
| 3. In my interactions with students I try to develop a conversation with them about the topics we are studying.  | CCSF  |
| 4. I feel it is important to present a lot of facts to students so that they know what they have to learn.   | ITTF  |
| 5. I feel that the assessment should be an opportunity for students to reveal their changed conceptual understanding of the subject.                                       | CCSF  |
| 6. I set aside some teaching time so that the students can discuss among themselves the difficulties that they encounter in studying the subject.                          | CCSF  |
| 7. I concentrate on covering the information that might be available from a good textbook.   | ITTF  |
| 8. I encourage students to adopt new ways of thinking about the subject.   | CCSF  |
| 9. In the teaching sessions I use challenging examples in order to provoke debate.   | CCSF  |
| 10. I structure my course in such a way as to help students to pass the formal assessment.   | ITTF  |
| 11. I think an important reason for running teaching sessions is to give students a good set of notes.   | ITTF  |
| 12. I only provide the students with the information they will need to pass the formal assessments.  | ITTF  |
| 13. I feel that I should know the answers to any questions students may put to me.   | ITTF  |
| 14. I offer students opportunities to discuss their changing understanding of the subject.   | CCSF  |
| 15. I feel that it is better for students to generate their own notes rather than always copy mine.  | CCSF  |
| 16. I feel a lot of teaching time should be used to discuss students' ideas.   | CCSF  |

*Note.* ITTF = information transmission /teacher focused; CCSF = conceptual change /student focused. Questions in this section were adapted from the Approaches to Teaching Inventory by Trigwell and Prosser (2004). Each item is rated on a five-point Likert scale ranging from 1 = 'only rarely' to 5 = 'almost always'.

## Appendices

### Appendix 2

#### *Coding scheme and examples for intended learning outcomes identified by supervisors of master's theses*

| Core category              | Description   | Sample quote  |
|----------------------------|---|---|
| Research competencies      | These codes are assigned when supervisors mention research competencies such as the ability to choose a research topic, critically read the academic literature, acquire research skills, design and conduct research, analyse the data, write and present findings, develop thinking and/or research interests.  | Most importantly, students need to develop their own way of thinking. This means that, given a problem, the student should first decide whether it is a problem, then whether it is worth researching and from which aspects to start with. C4                |
| General competencies       | These codes are assigned when supervisors talk about general competencies which students need to acquire during the process of writing a thesis: general knowledge, language abilities, social and communication abilities, logical thinking, a general critical attitude and so forth. Some of the competencies (e.g., a general critical attitude) can transfer from research competencies. | Students have to know how to search for information via the internet. This will be a necessary ability in the future. If a graduate student cannot effectively screen information, then I did not achieve my supervising goal. C1                             |
| Value of student research  | This code is assigned when supervisors mention that they would like their students to make a research contribution, to make their research or thesis meaningful and to publish good-quality papers.   | I encourage them to publish in good quality journals, and it must be journals on the CSSCI [China Social Science Citation Index] list. C9   |
| Student well-being         | This code is assigned when supervisors mention wanting their students to be happy and satisfied with the thesis or thesis process; wanting to build student confidence, self-esteem and sense of achievement; wanting to develop the potential of students; and so forth.   | They have a talent or abilities and that they can develop those talents here, to their best. And that they are not frustrated because they have the feeling that they could have done much more or much better and that we prevented them from doing that. D4 |
| Preparation for future job | This code is assigned when the teacher mentions the intention or expectation that they prepare students for a future career.  | It is still worth encouraging students to attend conferences. There are many potential job opportunities. C3  |

### Appendix 3a

*Coding scheme and examples for tangible support identified by supervisors of master's theses*

| Subcategory       | Description  | Sample quote   |
|-------------------|--|--|
| Teacher resources | This code is assigned when the teacher shares resources or ideas which belong to the teacher or are only accessible to the teacher. For example, a teacher may directly give students materials or recommend materials and research topics; find research questions for students; offer their expertise; and revise student texts. Supervisors may also put students in contact with another expert. | I will provide them with lots of databases from foreign countries. C9  |
| Tell or lecture   | This code is assigned when supervisors tell students how to read, write or conduct research. It is about instructions and prescriptions.   | I tell them 'When you read literature, those short academic papers, you should study how they wrote the articles. C7   |
| Teacher modelling | This code is assigned when supervisors make themselves examples and/or show students how to do research, how to write, how to analyse data, and so forth. This code is also sometimes assigned for mention of modelling from research articles, journal papers or previous theses.   | Of course you have to 'teach by words and influence by deeds'. You have to make example for them, showing them how to collect literature in various ways. C2   |
| Discussion        | This code is assigned when supervisors mention discussion, chatting or other types of interaction with students during the process of thesis supervision.  | I'll look at it and then we'll discuss it together. And we also, once they have produced two or three pieces, discuss how it fits together into the final product. D3  |
| Posing questions  | This code is assigned when supervisors mention asking questions to— for example — help students cope with difficulties or keep on track.   | So I help them a lot with the research section, like what is the question, how are you going to analyse it, how are you going to do this. D6   |
| Student tasks     | This code is assigned when supervisors mention giving students tasks, assignments or something else in relation to the writing of the master's thesis. Often a certain type of output or product is required from the student(s) by the teacher in such cases.   | The first thing is for students to find relevant materials according to their needs, including treatises, magazines and journal articles. For example, I also let students read publications from abroad. That is to let them read extensively. C8 |

## Appendices

### Appendix 3b

#### *Coding scheme and examples for intangible support identified by supervisors of master's theses*

| Subcategory                            | Description   | Sample quote   |
|--|---|--|
| Assessment and control                 | This code is assigned when the supervisors mention their methods of assessment or making sure that students are doing what they should, in the right way or in the way that the supervisor or student wants it done. The code is also assigned when adherence to the time frame, schedule or planning is mentioned.   | Do not let me find out that they did not find every reference. I will be very angry then. If I sense that they did not find all of the literature...the basis is not sufficient, then they will have to redo it. C10   |
| Adaptive supervision (differentiation) | This code is assigned when supervisors mention adapting their supervision to student's motivation, abilities, progress, circumstances, interests and teacher's own expertise.   | As a teacher, one has to be very sensitive to students interests. For many, academic achievement can bring them lots of pleasure and they will participate more in the process. I probably take note of these characteristics and let him do more things. C9 |
| Emotional support                      | This code is assigned when supervisors mention trying to ease student worries, encouraging them and demonstrating confidence in them. It is also assigned when supervisors show understanding for their students (e.g., for student concerns, pressures, reasons for doing things in a particular manner). The code often applies to teacher actions aimed at affecting student feelings. | Rather than tell them 'oh that's all wrong', I say 'Good! Just collect more on this, collect more on that, collect more on that, and then you later need to try to put it together. D6   |
| Teacher dedication                     | This code is assigned when supervisors mention devoting extra time to thesis supervision, close involvement with student research and enthusiasm about student research.  | Because it takes too much time. I only have... I don't know how much time I officially have for supervising a thesis, but not that much. So if you want to do it, I want them to learn something from it. D2   |

## Publications and presentations

### *Scientific publications*

Hu, Y., van der Rijst, R. M., van Veen, K., & Verloop, N. (2014). 'And never the two shall meet'? Comparing Chinese and Dutch university teachers about the role of research in teaching. *Higher Education*. doi: 10.1007/s10734-014-9734-0.

Hu, Y., van der Rijst, R. M., van Veen, K., & Verloop, N. (in press). The role of research in teaching: A comparison of teachers from research universities and those from universities of applied sciences. *Higher Education Policy*.

### *Manuscripts submitted for publication*

Hu, Y., van der Rijst, R. M., van Veen, K., & Verloop, N. (under review). What does it mean to supervise a master's thesis? A comparison of Chinese and Dutch practices.

Hu, Y., van der Rijst, R. M., van Veen, K., & Verloop, N. (under review). The role of research in teaching: A case study of Chinese university teachers.

### *Symposia and individual paper presentations*

Hu, Y., van der Rijst, R. M., van Veen, K., & Verloop, N. (2012, November). *Chinese and Dutch university teachers' beliefs about the role of research in their teaching*. Paper presented at the ICO Fall School 2012, Girona, Spain.

Hu, Y., van der Rijst, R. M., van Veen, K., & Verloop, N. (2012, December). *Chinese and Dutch university teachers' beliefs about the role of research in their teaching*. Paper presented at the Newer Researchers Conference of Society for Research into Higher Education (SRHE), New port, UK.

Hu, Y., van der Rijst, R. M., van Veen, K., & Verloop, N. (2013, August). *How research and teaching are related in master thesis supervision? Comparing Chinese and Dutch supervisors*. Paper presented at the Junior Researchers (JURE) pre-conference, Munich, Germany.

Hu, Y., van der Rijst, R. M., van Veen, K., & Verloop, N. (2013, November). *How research and teaching are related in master thesis supervision? Comparing Chinese and Dutch supervisors*. Paper presented at the ICO National Fall School, Maastricht, the Netherlands.

Hu, Y., van der Rijst, R. M., van Veen, K., & Verloop, N. (2014, April). Asian and Western university teachers' beliefs about the role of research in teaching. In M. Mulder & A. Kezar (Chairs), *Barriers and facilitators of integrating research in higher education*. Symposium conducted at the annual meeting of American Educational Research Association (AERA), Philadelphia, USA.

van der Rijst, R. M., Hu, Y., van Veen, K., & Verloop, N. (2014, April). University teachers' goals and approaches to foster students' development of critical thinking. In J. M. Elen (Chair), *Critical thinking and research integration: A fruitful marriage?* Symposium conducted at the annual meeting of American Educational Research Association (AERA), Philadelphia, USA.

***Poster presentation***

Hu, Y., van der Rijst, R. M., van Veen, K., & Verloop, N. (2013, August). *How research and teaching are related in master thesis supervision? Comparing Chinese and Dutch supervisors.* Poster presented at the biennial meeting of European Association for Research on Learning and Instruction (EARLI), Munich, Germany.

## **Curriculum Vitae**

Yanjuan Hu was born on 8<sup>th</sup> August 1983 in Sichuan, China. After taking the National College Entrance Examination in 2003, she entered Chongqing University. She obtained a bachelor's degree in English and a second bachelor's degree in Business Administration in 2007. She then continued with a master's study in Applied Linguistics and obtained this in 2010 from Chongqing University. In this same year, she was awarded a CSC grant to pursue a PhD at ICLON, Leiden University, the Netherlands. In her doctoral research, she compared Chinese and Dutch university teachers with regard to the role of research in their teaching. She attended master classes provided by ICO, the Dutch Interuniversity Centre for Educational Research, including classes on Teaching and Teacher Education, Qualitative Research Methodology and Research into Higher Education. She has presented her work at national and international ICO Fall Schools and at several international conferences (SRHE, EARLI, AERA).



## Afterword

Nearing the end of the journey, I have many, many people to thank. My sincere gratitude first goes to my supervisors Dr. Roeland van der Rijst, Professor Klaas van Veen and Professor Nico Verloop. You provided the greatest support for me to experience and explore the world which I had recently entered. I have greatly appreciated all your effort and will continue to do so in the future.

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I want to thank Dick Smakman in particular for giving me the opportunity to attend your class. I was immensely surprised by the rapport you established in your class, the way you deal with critical students and how you tackle delicate matters with humour. Thank you, also, for so generously offering to help contact your colleagues to participate in my research.

I am equally grateful to all of the participants in my research for taking the time and effort to complete the questionnaire and share your experiences and insight into the supervision of student research. Your contributions have not only made this dissertation possible, but also provoked me to think about the essence of education and how even this may be culturally embedded. So many great ideas came out of your contributions! To mention just a few: *teach by words, influence by deeds; teach without teaching; answer with a question; the student has actually learned to say: okay even though Albert Einstein says it, I disagree, and this is why.*

I want to thank Ben for your extensive help with the data analysis and the horribly complex coding scheme; also for expanding and deepening my knowledge of statistics. And thank you for arranging all of the paper work related to various regulations and the many other documents throughout the four years of my PhD journey.

I am grateful to all my former and current colleagues at ICLON for their critical feedback, discussion of my research findings, backing me up during presentations, cheering me up when I received bad news and patting me on the back when I got good news. I really enjoyed all our social talks, PhD dinners, crazy jokes and many other interactions. I really appreciate the pleasant and cooperative learning environment at ICLON and every colleague being ready to help.

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## Afterword

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Thanks to each and every one of you who helped me along this journey in your own special way at some point. I cannot name you all here but, without your generous help, this dissertation would not exist!

Yanjuan Hu  
Leiden, May 2014

### PhD dissertation series

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- van Kan, C.A. (2013). *Teachers' interpretations of their classroom interactions in terms of their pupils' best interest: A perspective from continental European pedagogy.*
- Dam, M. (2014). *Making educational reforms practical for teachers: Using a modular, success-oriented approach to make a context-based educational reform practical for implementation in Dutch biology education.*
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