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Lost in translation : congruency of teacher and student perceptions of assessment as a predictor of intrinsic motivation in ethnodiverse classrooms

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interpersonal competence for Dutch secondary multicultural classrooms.
Teachers and Teaching, 12, 407–433.

Biography

Ron Pat-El was born on July 26, 1980 in Leidschendam, the Netherlands. He started his academic career at the 'Onze Blijde Wereld'-primary school in Voorburg at age 5. At age 12, he started his secondary school career at the Dalton-college in Voorburg and ended it successfully at College 't Loo in Voorburg. In 2000, he started studying Psychology at Leiden University from which he received his master's-degree in 2006 in Social and Organizational Psychology with an additional specialization in Statistics and Research Methodology. His thesis was about achievement-motivation of women in relation to perceived stigmatization of women at work. During his studies, he tutored in statistics and performed with his accordion. In the final stages of his studies, he found student- and research-assistant positions to fulfil. His PhD research at the Institute of Educational Studies at Leiden University focused on the motivation of pre-vocational high-school students and how it is influenced by the correspondence between student and teacher perceptions of assessment practices. His research interests include perceptions of feedback and assessment practices, social-cognitive classroom processes and classroom diversity.