



Universiteit
Leiden
The Netherlands

Teachers' teaching and learning motivation in China

Zhang, X.

Citation

Zhang, X. (2021, July 6). *Teachers' teaching and learning motivation in China*. ICLON PhD Dissertation Series. Retrieved from <https://hdl.handle.net/1887/3195071>

Version: 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/1887/3195071>

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

Cover Page



Universiteit Leiden



The handle <https://hdl.handle.net/1887/3195071> holds various files of this Leiden University dissertation.

Author: Zhang, X.

Title: Teachers' teaching and learning motivation in China

Issue Date: 2021-07-06

Curriculum Vitae

Xin Zhang was born on July 3th, 1990 in Jiangsu province and grew up in Ningbo city, China. After finishing secondary education at Siming High School in 2008, he started his higher education and finished his Bachelor's Degree in Tourism Management at Zhejiang Normal University in 2013. In 2016, he earned his Master Degree in Adult Education at East China Normal University. In that same year, he received a scholarship from the China Scholarship Council (CSC) and started his PhD study at ICLON, Leiden University. In his doctoral research, he examined the relationship between teachers' teaching and learning motivation in a Chinese context. During his PhD study, he attended courses and master classes in his research topic provided by ICO, the Dutch Interuniversity Centre for Educational Sciences, as well as several international conferences.

Publications and presentations

Articles in peer-reviewed journals

Zhang, X., Admiraal, W. & Saab, N. (2020). University-school partnership in China: Teachers' personal factors, working conditions, and principal leadership that explain their development in teaching. *Frontiers of Education in China*, 15, 621-646. doi: 10.1007/s11516-020-0029-1.

Zhang, X., Admiraal, W. & Saab, N. (2021). (in press) Teachers' motivation to participate in continuous professional development: Relationship with factors at personal and school levels. *Journal of Education for Teaching*.

Manuscripts under review/in preparation

Zhang, X., Admiraal, W. & Saab, N. (Minor Revision). Teacher autonomous motivation for continuous professional development: the relationship with perceived workplace conditions. Manuscript submitted for publication.

Zhang, X., Admiraal, W. & Saab, N. (Under Review). Student perceptions of their teachers' teaching: relationship with teacher characteristics and school environment. Manuscript submitted for publication.

Zhang, X., Admiraal, W. & Saab, N. (Under Review). Teachers' self-efficacy in teaching: Relationship with teachers' personal factors, school working conditions and principal leadership. Manuscript submitted for publication.

Zhang, X., Admiraal, W. & Saab, N. (Under Review). Students' and supervisors' evaluations of teaching in primary education. Manuscript submitted for publication.

Conference contributions

Zhang, X., Admiraal, W. & Saab, N. (2020, Apr 17 - 21) *Different Perspectives on Instruction: The Comparison of Perceptions From Instructional Supervisors and Students* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/r4wtbmp>

Zhang, X., Admiraal, W. & Saab, N. (2020, Apr 17 - 21) *Chinese Principals' Dilemmas in the Teachers to Further Develop Teaching Quality* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/rml67md>

Acknowledgements

I thought that when I am done with my thesis, my life would be better, but it is not. However, would I not do it if I had my time again? No way. The PhD journey is long, hard, wonderful, and exciting.

Much like whom I want to begin with, my PhD is also a matter of choice to begin with. Firstly, it seduces me with promises of a doctor before my name, instant respect, good reputation, or maybe an upgrade on a flight. After a tough study, I finally realized that the reason why I want to do a PhD research is that I want to find something which is special, valuable, and meaningful not just for the examiners, but to the community at large. I want my words to be heard.

I owe thanks to Professor Wilfried Admiraal - my superb promoter. He always asks me a lot of questions. 'explain your methodology better' 'wider reading in literature', 'show me the evidence'. A harsh, but also an excellent, humour, patient guide. Without your continuous guidance and support, I could not smoothly have come to this successful end.

I owe my appreciation to Professor Nadira Saab - my amazing supervisor. She not only cares about my academic study, but my social life, and helps me to get to know the Dutch culture and people. She also shows me how to run a successful family. It enriches and colours my life. Thank you for everything you did to make my PhD trajectory experience wonderful.

Many thanks to ICLONERS for their academic, social, and emotional support through my studies. It was so pleasing to experience the wonderful moments with you when I stay in the Netherlands. I also want to thank Xiaomei and Alma for coordinating my research-related activities.

I also own my appreciation to my parents. They are the source of my hope, courage and inspiration. Thank you for encouraging me in all of my pursuits and inspiring me to follow my dream, and supported me emotionally and financially. Without your support, this PhD process would be very difficult and probably impossible. Special thanks to my girlfriend, thank you for listening, offering me advice, and supporting me through this process. You make me smile, happy and encouraged.

And of course, I thank everyone who in one way or another is part of my success. I cannot mention all here but your contribution is highly valued and appreciated.

Xin Zhang

Ningbo, 2021



Leiden University Graduate School of Teaching

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 collabora-*

tion 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 L1 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.*
- Dobber, M. (2011). *Collaboration in groups during teacher education.*
- Wongsopawiro, D. (2012). *Examining science teachers pedagogical content knowledge in the context of a professional development program.*
- Belo, N.A.H. (2013). *Engaging students in the study of physics: An investigation of physics teachers' belief systems about teaching and learning physics.*
- De Jong, R.J. (2013). *Student teachers' practical knowledge, discipline strategies, and the teacher-class relationship.*

- Verberg, C.P.M. (2013). *The characteristics of a negotiated assessment procedure to promote teacher learning.*
- 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.*
- Hu, Y. (2014). *The role of research in university teaching: A comparison of Chinese and Dutch teachers.*
- Vink, C.C. (2014). *Mapping for meaning: Using concept maps to integrate clinical and basic sciences in medical education.*
- De Hei, M.S.A. (2016). *Collaborative learning in higher education: design, implementation and evaluation of group learning activities.*
- Louws, M.L. (2016). *Professional learning: what teachers want to learn.*
- Moses, I. (2017). *Student-teachers' commitment to teaching.*
- Veldman, I. M.J. (2017). *Stay or leave? Veteran teachers' relationships with students and job satisfaction.*
- Chen, D. (2017). *Intercultural identities of English language teachers: An exploration in China and the Netherlands.*
- Vereijken, M.W.C. (2018). *Student engagement in research in medical education.*
- Stollman, S.H.M. (2018). *Differentiated instruction in practice: A teacher perspective.*
- Day, I.N.Z. (2018). *Intermediate assessment in higher education.*
- Huisman, B.A. (2018). *Peer feedback on academic writing.*

- Tran, T.T.Q. (2018). *Cultural differences in Vietnam: Differences in work-related values between Western and Vietnamese culture and cultural awareness at higher education.*
- Van Ginkel, G.V.M. (2018). *Making mentoring match: Mentor teachers' practical knowledge of adaptive mentoring.*
- Wieringa, N. (2019). *Teacher knowledge and lesson design: Understanding and supporting biology teachers' decision-making while designing context-based lessons.*
- Vossen, T.E. (2019). *Research and design in STEM education: What do students and teachers think about the connection?*
- Van Kampen, E. (2019). *What's CLIL about bilingual education? A window on Content and Language Integrated Learning pedagogies.*
- Den Ouden, J.A.J. (2020). *Zachtjes schudden aan de boom: Een onderzoek naar rationales en kernpraktijken van eerstegraads docenten Godsdienst/Levensbeschouwing gericht op de levensbeschouwelijke identiteitsontwikkeling van hun leerlingen.*
- Vogelzang, J. (2020). *Scrum in secondary chemistry education: A methodology to support teachers and to scaffold students.*
- Kop, P.M.G.M. (2020). *Graphing formulas by hand to promote symbol sense: Becoming friends with algebraic formulas.*
- Lamers-Reeuwijk, A.M. (2020). *Teaching and professional development in transnational education in Oman.*
- De Vrind, E. (2020). *The SpeakTeach method: Towards self-regulated learning of speaking skills in foreign languages in secondary schools: an adaptive and practical approach.*
- De Jong, L.A.H. (2021). *Teacher professional learning and collaboration in secondary schools.*
- Zhang, X. (2021). *Teachers' teaching and learning motivation in China.*