

Finding valuable direction for teaching and learning in campus-integrated Medical Massive Open Online Courses Hendriks, R.A.

Citation

Hendriks, R. A. (2022, October 11). Finding valuable direction for teaching and learning in campus-integrated Medical Massive Open Online Courses. Retrieved from https://hdl.handle.net/1887/3479687

Version: Publisher's Version

Licence agreement concerning inclusion of doctoral

License: thesis in the Institutional Repository of the University

of Leiden

Downloaded from: https://hdl.handle.net/1887/3479687

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

Finding valuable direction for teaching and learning in campus-integrated Medical Massive Open Online Courses

Renée Anne Hendriks

Lay-out: Dennis Hendriks || ProefschriftMaken.nl

Printed: ProefschriftMaken.nl

ISBN: 978-94-6423-903-4

Cover design and chapter images by Lars Rietkerk and Renée Hendriks

This thesis was printed with financial support from Leiden University Medical Center and the Netherlands Association of Medical Education (NVMO).

© Renée Hendriks, 2022

All rights reserved. No part of this thesis may be reproduced, stored in a retrieval system, or transmitted in any other form or by any other means (e.g. mechanically, by photocopy, by recording, or otherwise), without permission from the author.

Finding valuable direction for teaching and learning in campus-integrated Medical Massive Open Online Courses

Proefschrift

ter verkrijging van
de graad van doctor aan de Universiteit Leiden,
op gezag van rector magnificus prof.dr.ir. H. Bijl,
volgens besluit van het college voor promoties
te verdedigen op dinsdag 11 oktober 2022
klokke 10.00 uur

door

Renée Anne Hendriks geboren te Amersfoort in 1990

Promotores

prof.dr. M.E.J. Reinders prof.dr. W.F. Admiraal

Copromotor

dr. ir. P.G.M. de Jong

Promotiecommissie

prof.dr. M. Specht, University of Technology Delft

prof.dr. H.M. Jarodzka, Open Universiteit

prof.dr. N. Saab prof.dr. F.W. Dekker

Table of contents

Chapter 1	General introduction	7
Chapter 2	Teaching modes and social-epistemological dimensions in medical Massive Open Online Courses: Lessons for integration in campus education. Medical Teacher, 2019	21
Chapter 3	Instructional design quality in medical massive open online courses for integration into campus education. Medical Teacher, 2020	39
Chapter 4	Development and application of a massive open online course to deliver innovative transplant education. Transplant Immunology, 2021	55
Chapter 5	Twelve tips for integrating massive open online course content into classroom teaching. Medical Teacher, 2019	69
Chapter 6	Protocol: Uncovering motivation and self-regulated learning skillsin integrated medical MOOC learning: a mixed methods research protocol. BMJ Open, 2020	79
Chapter 7	Students learning in MOOC integration designs are self-determined learners, grade hunters or teacher trusters Submitted	99
Chapter 8	Assigned Learning Goal Acceptance Theory: a model to understand learning goal acceptance processes of undergraduate students Submitted	119
Chapter 9	General discussion	145
	Summary	170
	Nederlandse samenvatting	176
	Supplements	184
	References	216
	List of scientific contributions	236
	Dankwoord (Acknowledgements)	242
	Curriculum Vitae	246