



Universiteit
Leiden
The Netherlands

Professional learning of vocational teachers in the context of work placement

Zhou, N.

Citation

Zhou, N. (2023, March 1). *Professional learning of vocational teachers in the context of work placement*. ICLON PhD Dissertation Series. Retrieved from <https://hdl.handle.net/1887/3566841>

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/1887/3566841>

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

References



- Abonyi, U. K., Yeboah, R., & Luguterah, A. W. (2020). Exploring work environment factors influencing the application of teacher professional development in Ghanaian basic schools. *Cogent Social Sciences*, 6(1). doi:10.1080/23311886.2020.1778915
- Akkerman, S., & Bakker, A. (2012). Crossing boundaries between school and work during apprenticeships. *Vocations and Learning*, 5(2), 153–173. doi:10.1007/s12186-011-9073-6
- Alhanachi, S., de Meijer, L. A. L., & Severiens, S. E. (2021). Improving culturally responsive teaching through professional learning communities: A qualitative study in Dutch pre-vocational schools. *International Journal of Educational Research*, 105. <https://doi.org/10.1016/j.ijer.2020.101698>
- Anderson, L., & Olsen, B. (2006). Investigating early career urban teachers' perspectives on and experiences in professional development. *Journal of Teacher Education*, 57(4), 359-377. Doi:10.1177/0022487106291565
- Andersson, P., Hellgren, M., & Köpsén, S. (2018). Factors influencing the value of CPD activities among VET teachers. *International Journal for Research in Vocational Education and Training*, 5(2), 140-164.
- Andersson, P., & Köpsén, S. (2015). Continuing professional development of vocational teachers: Participation in a Swedish national initiative. *Empirical Research in Vocational Education and Training*, 7(1), 1-20. Doi:10.1186/s40461-015-0019-3
- Andersson, P., & Köpsén, S. (2018). Maintaining competence in the initial occupation: Activities among vocational teachers. *Vocations and Learning*, 11(2), 317-344. Doi:10.1007/s12186-017-9192-9
- Andersson, P., & Köpsén, S. (2019). VET teachers between school and working life: boundary processes enabling continuing professional development. *Journal of Education and Work*, 32(6-7), 537-551.
- Appova, A., & Arbaugh, F. (2018). Teachers' motivation to learn: Implications for

- supporting professional growth. *Professional Development in Education*, 44(1), 5-21. Doi:10.1080/19415257.2017.1280524
- Australian Skills Quality Authority. (2017). *User's guide to the standards for registered training organisations version 2.0*. Retrieved from. <https://www.asqa.gov.au>.
- Bakkenes, I., Vermunt, J. D., & Wubbels, T. (2010). Teacher learning in the context of educational innovation: learning activities and learning outcomes of experienced teachers. *Learning and Instruction*, 20(6), 533–548. doi:10.1016/j.learninstruc.2009.09.001
- Baldwin, T. T., & Ford, J. K. (1988). Transfer of training: A review and directions for future research. *Personnel Psychology*, 41(1), 63-105. <https://doi.org/10.1111/j.1744-6570.1988.tb00632.x>
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215. Doi:10.1037/0033-295X.84.2.191
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman.
- Barabasch, A., Huang, S., & Lawson, R. (2009). Planned policy transfer: the impact of the German model on Chinese vocational education. *Compare*, 39(1), 5-20. doi:10.1080/03057920802265566
- Bates, R., Holton, E. F., & Hatala, J. P. (2012). A revised learning transfer system inventory: factorial replication and validation. *Human Resource Development International*, 15(5), 549-569. <https://doi.org/10.1080/13678868.2012.726872>
- Beck, J. W., & Schmidt, A. M. (2012). Taken out of context? Cross-level effects of between-person self-efficacy and difficulty on the within-person relationship of self-efficacy with resource allocation and performance. *Organizational Behavior and Human Decision Processes*, 119(2), 195-208. Doi:10.1016/j.obhdp.2012.06.009

- Béduwé, C., Germe, J. F., Leney, T., Planas, J., Poumay, M., & Armstrong, R. (2009). New and emerging issues in vocational education and training research beyond 2010. *Modernising vocational education and training. Fourth report on vocational training research in Europe: background report*, 15-65.
- Bergey, B. W., Parrila, R. K., & Deacon, S. H. (2018). Understanding the academic motivations of students with a history of reading difficulty: An expectancy-value-cost approach. *Learning and Individual Differences*, 67, 41-52.
- Bishop, R., Berryman, M., Wearmouth, J., Peter, M., & Clapham, S. (2012). Professional development, changes in teacher practice and improvements in Indigenous students' educational performance: A case study from New Zealand. *Teaching and Teacher Education*, 28(5), 694-705. <https://doi.org/10.1016/j.tate.2012.02.002>
- Blume, B. D., Ford, J. K., Baldwin, T. T., & Huang, J. L. (2010). Transfer of training: A meta-analytic review. *Journal of Management*, 36(4), 1065-1105. doi:10.1177/0149206309352880
- Blume, B. D., Ford, J. K., Surface, E. A., & Olenick, J. (2019). A dynamic model of training transfer. *Human Resource Management Review*, 29(2), 270-283.
- Bound, H. (2011). Vocational education and training teacher professional development: tensions and context. *Studies in Continuing Education*, 33(2), 107-119. <https://doi.org/10.1080/0158037X.2011.554176>
- Bouwman, M. H. C. F., Runhaar, P. R., Wesselink, R., & Mulder, M. (2019). Leadership ambidexterity: Key to stimulating team learning through team-oriented HRM? An explorative study among teacher teams in VET colleges. *Educational Management, Administration & Leadership*, 47(5), 694-711. <https://doi.org/10.1177/1741143217751078>
- Bradley, G. W. (1978). Self-serving biases in the attribution process: A reexamination of the fact or fiction question. *Journal of Personality and Social Psychology*, 36(1), 56-71. doi:10.1037/0022-3514.36.1.56

- Bråten, I., & Ferguson, L. E. (2015). Beliefs about sources of knowledge predict motivation for learning in teacher education. *Teaching and Teacher Education*, 50, 13-23. Doi:10.1016/j.tate.2015.04.003
- Broad, J. H. (2016). Vocational knowledge in motion: Rethinking vocational knowledge through vocational teachers' professional development. *Journal of Vocational Education & Training*, 68(2), 143-160. Doi:10.1080/13636820.2015.1128962
- Bükki, E., & Fehérvári, A. (2021). How do teachers collaborate in Hungarian VET schools? A quantitative study of forms, perceptions of impact and related individual and organisational factors. *Empirical Research in Vocational Education and Training*, 13(1), 1-26. <https://doi.org/10.1186/s40461-020-00108-6>
- Burke, L. A., & Hutchins, H. M. (2007). Training transfer: An integrative literature review. *Human Resource Development Review*, 6(3), 263-296. <https://doi.org/10.1177/1534484307303035>
- Calafiore, P., & Damianov, D. S. (2011). The effect of time spent online on student achievement in online economics and finance courses. *The Journal of Economic Education*, 42(3), 209-223.
- Castaño-Muñoz, J., Kalz, M., Kreijns, K., & Punie, Y. (2018). Who is taking MOOCs for teachers' professional development on the use of ICT? A cross-sectional study from Spain. *Technology, Pedagogy and Education*, 27(5), 607-624. <https://doi.org/10.1080/1475939X.2018.1528997>
- Chaaban, Y. (2017). Examining changes in beliefs and practices: English language teachers' participation in the School-based Support Program. *Professional Development in Education*, 43(4), 592-611. doi:10.1080/19415257.2016.1233508
- Chatigny, C., Levesque, S., & Riel, J. (2012). Training yourself while training students: The constant challenge of vocational training teachers. *Work*, 41(2), 143-153. <https://doi.org/10.3233/WOR-2012-1279>

- Cheng, E. W. L. (2016). Maintaining the transfer of in-service teachers' training in the workplace. *Educational Psychology*, 36(3), 444-460. <https://doi.org/10.1080/01443410.2015.1011608>
- Cheon, S. H., Reeve, J., Lee, Y., & Lee, J.-W. (2018). Why autonomy-supportive interventions work: Explaining the professional development of teachers' motivating style. *Teaching and Teacher Education*, 69, 43-51. Doi:10.1016/j.tate.2017.09.022
- Ciraso, A. (2012). An evaluation of the effectiveness of teacher training: some results from a study on the transfer factors of teacher training in Barcelona area. *Procedia- Social and Behavioral Sciences*, 46, 1776-1780. doi:10.1016/j.sbspro.2012.05.377
- Clarke, D., & Hollingsworth, H. (2002). Elaborating a model of teacher professional growth. *Teaching and Teacher Education*, 18(8), 947-967.
- Cochrane, T., & Narayan, V. (2011). DeFrosting professional development: reconceptualising teaching using social learning technologies. *Research in Learning Technology*, 19(sup1), 7796. <https://doi.org/10.3402/rlt.v19s1/7796>
- Cole, A. L. (1989). Personal signals in spontaneous teaching practice. *International Journal of Qualitative Studies in Education*, 2(1), 25-39.
- Csíkos, C., Kovács, Z., & Kereszty, O. (2018). Hungarian vocational education teachers' views on their pedagogical knowledge and the information sources suitable for their professional development. *Empirical Research in Vocational Education and Training*, 10(1), 1-15. <https://doi.org/10.1186/s40461-018-0063-x>
- De Jong, L., Meirink, J., & Admiraal, W. (2021). Teacher learning in the context of teacher collaboration: connecting teacher dialogue to teacher learning. *Research Papers in Education*, 1-24. <https://doi.org/10.1080/02671522.2021.1931950>
- De Rijdt, C., Stes, A., van Der Vleuten, C., & Dochy, F. (2013). Influencing variables

- and moderators of transfer of learning to the workplace within the area of staff development in higher education: Research review. *Educational Research Review*, 8(1), 48-74. doi:10.1016/j.edurev.2012.05.007
- de Paor, C. (2018). Supporting change in VET: teachers' professional development and ECVET learner mobility. *Empirical Research in Vocational Education and Training*, 10(1), 1-13. <https://doi.org/10.1186/s40461-017-0062-3>
- der Länder, K. (2018). Rahmenvereinbarung über die Ausbildung und Prüfung für ein Lehramt der Sekundarstufe II [Framework agreement on the training and examination for a teaching post at secondary level II]. Retrived from. https://www.kmk.org/fileadmin/Dateien/veroeffentlichungen_beschluesse/1997/1997_28_02-RV_Lehramtstyp-4.pdf
- Dreer, B., Dietrich, J., & Kracke, B. (2017). From in-service teacher development to school improvement: factors of learning transfer in teacher education. *Teacher Development*, 21(2), 208-224. doi:10.1080/13664530.2016.1224774
- Drennan, J. (2003). Cognitive interviewing: verbal data in the design and pretesting of questionnaires. *Journal of Advanced Nursing*, 42(1), 57-63.
- Dymock, D., & Tyler, M. (2018). Towards a more systematic approach to continuing professional development in vocational education and training. *Studies in Continuing Education*, 40(2), 198-211. doi:10.1080/0158037X.2018.1449102
- Eccles, J.S., Adler, T. F., Futterman, R., Goff, S. B., Kaczala, C. M., Meece, J. L., Midgley, C. (1983). *Expectancies, values and academic behaviours*. In J. T. Spence (Ed.). *Achievement and achievement motives* (pp. 75–146). San Francisco, CA: W. H. Freeman.
- Eccles, J. S., Wigfield, A., Harold, R. D., & Blumenfeld, P. (1993). Age and gender differences in children's self and task perceptions during elementary school. *Child Development*, 64(3), 830-847. Doi:10.1111/j.1467-8624.1993.tb02946.x
- Eccles, J. S., & Wigfield, A. (1995). In the mind of the actor: The structure of

- adolescents' achievement task values and expectancy-related beliefs. *Personality and Social Psychology Bulletin*, 21(3), 215-225. Doi:10.1177/0146167295213003
- Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, 53(1), 109-132. Doi:10.1146/annurev.psych.53.100901.135153.
- Esmond, B. (2021). Vocational teachers and workplace learning: integrative, complementary and implicit accounts of boundary crossing. *Studies in Continuing Education*, 43(2), 156-173.
- Fancera, S. F. (2020). School leadership for professional development: the role of social media and networks. *Professional Development in Education*, 46(4), 664-676.
- Fejes, A., & Köpsén, S. (2014). Vocational teachers' identity formation through boundary crossing. *Journal of Education and Work*, 27(3), 265-283. <https://doi.org/10.1080/13639080.2012.742181>
- Flake, J. K., Barron, K. E., Hulleman, C., McCoach, B. D., & Welsh, M. E. (2015). Measuring cost: The forgotten component of expectancy-value theory. *Contemporary Educational Psychology*, 41, 232-244. Doi:10.1016/j.cedpsych.2015.03.002
- Fisher, J. B., Schumaker, J. B., Culbertson, J., & Deshler, D. D. (2010). Effects of a computerized professional development program on teacher and student outcomes. *Journal of Teacher Education*, 61(4), 302-312. doi:10.1177/0022487110369556
- Flowerday, T., & Shell, D. F. (2015). Disentangling the effects of interest and choice on learning, engagement, and attitude. *Learning and Individual Differences*, 40, 134-140. Doi:10.1016/j.lindif.2015.05.003
- Frisk, T. (2014). *Guide for the implementation of vocational teachers' work placement periods*. The Finnish National Board of Education: Helsinki.

- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59-109.
- Gaines, R. E., Osman, D. J., Maddocks, D. L. S., Warner, J. R., Freeman, J. L., & Schallert, D. L. (2019). Teachers' emotional experiences in professional development: Where they come from and what they can mean. *Teaching and Teacher Education*, 77, 53-65. Doi:10.1016/j.tate.2018.09.008
- Gegenfurtner, A., Veermans, K., & Vauras, M. (2013). Effects of computer support, collaboration, and time lag on performance self-efficacy and transfer of training: A longitudinal meta-analysis. *Educational Research Review*, 8(1), 75-89. <https://doi.org/10.1016/j.edurev.2012.04.001>
- George, A. A., Hall, G. E., & Stiegelbauer, S. M. (2006). *Measuring implementation in schools: The stages of concern questionnaire*. Austin, TX: SEDL.
- Gordan, M., & Amutan, K. (2014). A review of BF Skinner's 'Reinforcement Theory of Motivation'. *International Journal of Research in Education Methodology*, 5(3), 680-688.
- Gorges, J. (2016). Why adults learn: Interpreting adults' reasons to participate in education in terms of Eccles' subjective task value. *International Online Journal of Education and Teaching*, 3(1), 26-41.
- Gorges, J., & Kandler, C. (2012). Adults' learning motivation: Expectancy of success, value, and the role of affective memories. *Learning and Individual Differences*, 22(5), 610-617. Doi:10.1016/j.lindif.2011.09.016
- Goroizidis, G., & Papaioannou, A. G. (2014). Teachers' motivation to participate in training and to implement innovations. *Teaching and Teacher Education*, 39(C), 1-11. Doi:10.1016/j.tate.2013.12.001
- Grangeat, M., & Gray, P. (2007). Factors influencing teachers' professional competence development. *Journal of Vocational Education & Training*, 59(4), 485-501. Doi:10.1080/13636820701650943

- Green, A. (2015). Teacher induction, identity, and pedagogy: hearing the voices of mature early career teachers from an industry background. *Asia-Pacific Journal of Teacher Education*, 43(1), 49-60.
- Grossman, P. L. (1990). *The making of a teacher: Teacher knowledge and teacher education*. New York [etc.] : Teachers College Press, Columbia University.
- Guskey, T. R. (1986). Staff development and the process of teacher change. *Educational Researcher*, 15(5), 5-12.
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice*, 8(3), 381-391.
- Hao, Y. (2019). 高校教师进企业实践的效果评估指标设计 [The design of indicators for evaluating the effect of work placement of teachers in higher education]. *高等工程教育研究* [Research in Higher Education of Engineering], (S1), 258-261.
- Hall, G. E., & Hord, S. M. (2006). *Implementing change: Patterns, principles and potholes* (2nd ed.). Boston: Allyn and Bacon.
- Hardy III, J. H. (2014). Dynamics in the self-efficacy–performance relationship following failure. *Personality and Individual Differences*, 71, 151-158. Doi:10.1016/j.paid.2014.07.034
- Harland, J., & Kinder, K. (2014). Teachers' continuing professional development: framing a model of outcomes. *Professional Development in Education*, 40(4), 669–682. doi:10.1080/19415257.2014.952094
- Harper-Hill, K., Beamish, W., Hay, S., Whelan, M., Kerr, J., Zelenko, O., & Villalba, C. (2022). Teacher engagement in professional learning: what makes the difference to teacher practice?. *Studies in Continuing Education*, 44(1), 105-118.
- Hodes, C. L., Foster, J. C., Pritz, S. G., & Kelley, P. (2011). Structuring professional development with an online community. *Journal of Educational Technology*

- Systems*, 39(3), 295-319. <https://doi.org/10.2190/ET.39.3.f>
- Hoekstra, A., Brekelmans, M., Beijaard, D., & Korthagen, F. (2009). Experienced teachers' informal learning: Learning activities and changes in behavior and cognition. *Teaching and Teacher Education*, 25(5), 663-673. doi:10.1016/j.tate.2008.12.007
- Hoekstra, A., & Crocker, J. R. (2015). ePortfolios: Enhancing professional learning of vocational educators. *Vocations and Learning*, 8(3), 353-372. <https://doi.org/10.1007/s12186-015-9133-4>
- Hoekstra, A., Kuntz, J., & Newton, P. (2018). Professional learning of instructors in vocational and professional education. *Professional Development in Education*, 44(2), 237-253. <https://doi.org/10.1080/19415257.2017.1280523>
- Hoekstra, A., & Newton, P. (2017). Departmental leadership for learning in vocational and professional education. *Empirical Research in Vocational Education and Training*, 9(1), 1-24. <https://doi.org/10.1186/s40461-017-0057-0>
- Holton, E. F. (2005). Holton's evaluation model: New evidence and construct elaborations. *Advances in Developing Human Resources*, 7(1), 37-54. <https://doi.org/10.1177/1523422304272080>
- Holton, E. F., Bates, R. A., & Ruona, W. E. A. (2000). Development of a generalized learning transfer system inventory. *Human Resource Development Quarterly*, 11(4), 333-360. [https://doi.org/10.1002/1532-1096\(200024\)11:4<333::AID-HRDQ2>3.0.CO2-P](https://doi.org/10.1002/1532-1096(200024)11:4<333::AID-HRDQ2>3.0.CO2-P)
- Holton, E. F., Bates, R. A., Seyler, D. L., & Carvalho, M. B. (1997). Toward construct validation of a transfer climate instrument. *Human Resource Development Quarterly*, 8(2), 95-113. <https://doi.org/10.1002/hrdq.3920080203>
- Hordern, J., Shalem, Y., Esmond, B., & Bishop, D. (2022). Editorial for JVET special issue on knowledge and expertise. *Journal of Vocational Education & Training*, 74(1), 1-11.

- Hsieh, F. P., Lin, H. S., Liu, S. C., & Tsai, C. Y. (2021). Effect of peer coaching on teachers' practice and their students' scientific competencies. *Research in Science Education*, 51(6), 1569-1592.
- Hubers, M. D., Endedijk, M. D., & Van Veen, K. (2020). Effective characteristics of professional development programs for science and technology education. *Professional Development in Education*, 1-20. doi:10.1080/19415257.2020.1752289
- Hu, X. (2020). 中职教师企业实践政策执行效果分析——基于上海的典型调查 [The analysis of the effect of policy implementation of secondary vocational teachers' work placement: Based on a survey case of Shanghai]. *职教论坛 [Vocational and Technical Education Forum]*, (4), 70-77.
- Iqbal, N., Khan, M. M., Mohmand, Y. T., & Mujtaba, B. G. (2020). The impact of in-service training and motivation on job performance of technical & vocational education teachers: Role of person-job fit. *Public Organization Review*, 20(3), 529-548. <https://doi.org/10.1007/s11115-019-00455-3>
- Jackson, D., Fleming, J., & Rowe, A. (2019). Enabling the transfer of skills and knowledge across classroom and work contexts.(Report). *Vocations and Learning*, 12(3), 459. <https://doi.org/10.1007/s12186-019-09224-1>
- Jansen in de Wal, J., Den Brok, P. J., Hooijer, J. G., Martens, R. L., & van Den Beemt, A. (2014). Teachers' engagement in professional learning: Exploring motivational profiles. *Learning and Individual Differences*, 36(C), 27-36. Doi:10.1016/j.lindif.2014.08.001
- Jaramillo-Baquerizo, C., Valcke, M., & Vanderlinde, R. (2019). Professional development initiatives for university teachers: Variables that influence the transfer of learning to the workplace. *Innovations in Education and Teaching International*, 56(3), 352-362. <https://doi.org/10.1080/14703297.2018.1479283>
- Jiang, Y., Rosenzweig, E. Q., & Gaspard, H. (2018). An expectancy-value-cost approach in predicting adolescent students' academic motivation and

- achievement. *Contemporary Educational Psychology*, 54, 139-152.
Doi:10.1016/j.cedpsych.2018.06.005
- Jin, X., Tigelaar, D., van der Want, A., & Admiraal, W. (2022). The effects of a teacher development programme in chinese vocational education on the efficacy and professional engagement of novice teachers. *Journal of Education for Teaching*, 1-14.
- Jones, S. H., Johnson, M. L., & Campbell, B. D. (2015). Hot factors for a cold topic: Examining the role of task-value, attention allocation, and engagement on conceptual change. *Contemporary Educational Psychology*, 42, 62-70.
Doi:10.1016/j.cedpsych.2015.04.004
- Judge, T. A., Jackson, C. L., Shaw, J. C., Scott, B. A., & Rich, B. L. (2007). Self-efficacy and work-related performance: The integral role of individual differences. *Journal of Applied Psychology*, 92(1), 107-127.
Doi:10.1037/0021-9010.92.1.107
- Zhang, J. & Song, Y. (2021). 高职院校教师企业实践现状调查研究 [The research on investigating higher vocational teachers' work placement]. *教育与职业 [Education and Vocation]*, (14), 71-76.
- Ke, Z., Yin, H., & Huang, S. (2019). Teacher participation in school-based professional development in China: does it matter for teacher efficacy and teaching strategies? *Teachers and Teaching: Theory and Practice*, 25(7), 821-836. doi:10.1080/13540602.2019.1662777
- Ketelaar, E., Koopman, M., Den Brok, P. J., Beijaard, D., & Boshuizen, H. P. A. (2014). Teachers' learning experiences in relation to their ownership, sense-making and agency. *Teachers and Teaching: Theory and Practice*, 20(3), 314-337.
<https://doi.org/10.1080/13540602.2013.848523>
- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating training programs: The four levels*. Oakland: Berrett-Koehler Publishers, Incorporated.
- Köpsén, S., & Andersson, P. (2017). Reformation of VET and demands on teachers'

- subject knowledge–Swedish vocational teachers' recurrent participation in a national CPD initiative. *Journal of Education and Work*, 30(1), 69–83.
- Kosovich, J. J., Hulleman, C. S., Barron, K. E., & Getty, S. (2015). A practical measure of student motivation: Establishing validity evidence for the expectancy-value-cost scale in middle school. *The Journal of Early Adolescence*, 35(5-6), 790–816. doi:10.1177/0272431614556890
- Koster, B., Dengerink, J., Korthagen, F., & Lunenberg, M. (2008). Teacher educators working on their own professional development: goals, activities and outcomes of a project for the professional development of teacher educators. *Teachers and Teaching: Theory and Practice*, 14(5–6), 567–587. doi:10.1080/13540600802571411
- Kunst, E., Woerkom, M., & Poell, R. (2018). Teachers' goal orientation profiles and participation in professional development activities. *Vocations and Learning*, 11(1), 91–111. doi:10.1007/s12186-017-9182-y
- Kurunsaaari, M., Tynjälä, P., & Piirainen, A. (2018). Graduating Physiotherapy Students' Conceptions of their own Competence. *Vocations and Learning*, 11(1), 1–18.
- Lahiff, A. (2015). Maximizing vocational teachers' learning: The feedback discussion in the observation of teaching for initial teacher training in further education. *London Review of Education*, 13(1), 3. <https://doi.org/10.18546/LRE.13.1.02>
- Landis, J. R., & Koch, G. G. (1977). The measurement of observer agreement for categorical data. *Biometrics*, 159–174.
- Lapointe, É., & Vandenberghe, C. (2017). Supervisory mentoring and employee affective commitment and turnover: The critical role of contextual factors. *Journal of Vocational Behavior*, 98, 98–107.
- Lecat, A., Raemdonck, I., Beusaert, S., & März, V. (2019). The what and why of primary and secondary school teachers' informal learning activities. *International Journal of Educational Research*, 96, 100–110.

doi:10.1016/j.ijer.2019.06.003

- Li, Y., Guo, F., Yao, M., Wang, C., & Yan, W. (2016). The role of subjective task value in service-learning engagement among Chinese college students. *Frontiers in Psychology*, 7, 1-10. doi:10.3389/fpsyg.2016.00954
- Little, J. (1990). The persistence of privacy: Autonomy and initiative in teachers. *Teachers College Record*, 91(4), 509-536.
- Lloyd, C., & Payne, J. (2012). Raising the quality of vocational teachers: Continuing professional development in England, Wales and Norway. *Research Papers in Education*, 27(1), 1-18. Doi:10.1080/02671522.2010.483524
- Louws, M. L., Meirink, J. A., van Veen, K., & van Driel, J. H. (2017a). Exploring the relation between teachers' perceptions of workplace conditions and their professional learning goals. *Professional Development in Education*, 43(5), 770-788. doi:10.1080/19415257.2016.1251486
- Louws, M. L., Meirink, J. A., van Veen, K., & van Driel, J. H. (2018). Understanding teachers' professional learning goals from their current professional concerns. *Teachers and Teaching: Theory and Practice*, 24(1), 63-80. doi:10.1080/13540602.2017.1383237
- Louws, M. L., Meirink, J. A., van Veen, K., & van Driel, J. H. (2017b). Teachers' self-directed learning and teaching experience: What, how, and why teachers want to learn. *Teaching and Teacher Education*, 66, 171-183.
- Louws, M. L., van Veen, K., Meirink, J. A., & van Driel, J. H. (2017c). Teachers' professional learning goals in relation to teaching experience. *European Journal of Teacher Education*, 40(4), 487-504. Doi:10.1080/02619768.2017.1342241
- Luschei, T. F., & Zubaidah, I. (2012). Teacher training and transitions in rural Indonesian schools: A case study of Bogor, West Java. *Asia Pacific Journal of Education*, 32(3), 333-350.

- Macià, M., & García, I. (2016). Informal online communities and networks as a source of teacher professional development: A review. *Teaching and Teacher Education*, 55, 291-307.
- Manuti, A., Pastore, S., Scardigno, A. F., Giancaspro, M. L., & Morciano, D. (2015). Formal and informal learning in the workplace: A research review. *International journal of training and development*, 19(1), 1-17.
- Meirink, J. A., Meijer, P. C., & Verloop, N. (2007). A closer look at teachers' individual learning in collaborative settings. *Teachers and Teaching: Theory and Practice*, 13(2), 145–164. doi:10.1080/13540600601152496
- Messmann, G., Mulder Regina, H., & Gruber, H. (2010). Relations between vocational teachers' characteristics of professionalism and their innovative work behaviour. *Empirical Research in Vocational Education and Training*, 2(1), 21-40. <https://doi.org/10.1007/BF03546487>
- Ministry of Education of the People's Republic of China, National Development and Reform Commission, Ministry of Finance of the People's Republic of China, Ministry of Personnel of the People's Republic of China, Ministry of Human Resources and Social Security of the People's Republic of China, Ministry of Agriculture of the People's Republic of China, & Poverty Alleviation Office under State Council (2004). 教育部等七部门关于进一步加强职业教育工作的若干意见 [Some suggestions on developing work on vocational education]. Retrieved from. http://www.moe.gov.cn/srcsite/A07/moe_737/s3876_qt/200409/t20040914_181883.html.
- Ministry of Education of the People's Republic of China. (2006). 教育部关于建立中等职业学校教师到企业实践制度的意见 [Some suggestions on the implementation of the regulation for work placement of secondary vocational teachers]. Retrieved from. http://www.moe.gov.cn/srcsite/A07/s7055/200609/t20060928_88962.html
- Ministry of Education of the People's Republic of China. (2011). 教育部关于进一步完善职业教育教师培养培训制度的意见 [Some suggestion on promoting

- vocational teachers' education and training*]. Retrieved from. http://www.moe.gov.cn/srcsite/A07/s7055/200609/t20060928_88962.html
- Ministry of Education of the People's Republic of China. (2016). *职业学校教师企业实践规定* [The regulation for vocational teachers' work placement]. Retrieved from. http://www.moe.gov.cn/srcsite/A10/s7011/201605/t20160530_246885.html.
- Ministry of Education of the People's Republic of China. (2021). *国家级职业教育教师企业实践基地首批教师企业实践项目名单* [The first list of national work placement programmes for vocational teachers]. Retrieved from. <http://www.tvet.net.cn/files/upload/files/20210728/1627420372937508.pdf>
- Ministry of Education of the People's Republic of China & Ministry of Finance of the People's Republic of China. (2021). *实施职业院校教师素质提高计划 (2021-2025 年)* [The implementation plan for improving vocational teachers' competence (from 2021 to 2025)]. Retrieved from. http://www.moe.gov.cn/srcsite/A10/s7034/202108/t20210817_551814.html.
- Ministry of Education of the People's Republic of China, Ministry of Finance of the People's Republic of China, Ministry of Human Resources and Social Security of the People's Republic of China. (2019a). *深化新时代职业教育“双师型”教师队伍建设改革实施方案* [The national implementation plan for the reform of deepening new era 'dual qualified teacher' in vocational education]. Retrieved from. http://www.gov.cn:8080/xinwen/2019-10/18/content_5441474.htm.
- Ministry of Education of the People's Republic of China, National Development and Reform Commission, Ministry of Industry and Information Technology of the People's Republic of China, State-owned Assets Supervision and Administration Commission of the State Council. (2019b). *首批全国职业教育教师企业实践基地名单* [The first list of work organisations for vocational teachers' work placement]. Retrieved from. http://www.moe.gov.cn/srcsite/A10/s7034/201910/t20191016_403871.html.
- Ministry of Education of the People's Republic of China, National Development and

- Reform Commission, Ministry of Finance of the People's Republic of China, Ministry of Human Resources and Social Security of the People's Republic of China, Ministry of Agriculture of the People's Republic of China, & Poverty Alleviation Office under State Council. (2014). 现代职业教育体系建设规划（2014-2020 年）[Modern vocational education system construction plan (2014-2020)]. Retrieved from. http://www.gov.cn/gongbao/content/2014/content_2765487.htm.
- Mok, M. M. C., Kennedy, K. J., & Moore, P. J. (2011). Academic attribution of secondary students: Gender, year level and achievement level. *Educational Psychology*, 31(1), 87-104.
- Muis, K. R., Sinatra, G. M., Pekrun, R., Winne, P. H., Trevors, G., Losenno, K. M., & Munzar, B. (2018). Main and moderator effects of refutation on task value, epistemic emotions, and learning strategies during conceptual change. *Contemporary Educational Psychology*, 55, 155-165.
- Murphy, S. M., & Tyler, S. (2005). The relationship between learning approaches to part-time study of management courses and transfer of learning to the workplace. *Educational Psychology*, 25(5), 455-469. <https://doi.org/10.1080/01443410500045517>
- National People's Congress Standing Committee. (1996). 中华人民共和国职业教育法[The Law on Vocational Education of People's Republic of China]. Retrived from http://zwfw-new.hunan.gov.cn/hnvirtualhall/zcwj/detailnew.jsp?laws_id=c81880c9-8e60-4cae-9dec-e4493b603903
- Nikolova, I., Van Ruysseveldt, J., De Witte, H., & Syroit, J. (2014). Work-based learning: Development and validation of a scale measuring the learning potential of the workplace (LPW). *Journal of vocational behavior*, 84(1), 1-10.
- Opfer, D. (2016). *Conditions and practices associated with teacher professional development and its impact on instruction in TALIS 2013*. OECD Education Working Papers, No. 138. OECD Publishing. doi: 10.1787/5jlss4r0lrg5-en

- Opfer, V. D., & Pedder, D. (2011). Conceptualizing teacher professional learning. *Review of Educational Research*, 81(3), 376-407. Doi:10.3102/0034654311413609
- Osman, D. J., & Warner, J. R. (2020). Measuring teacher motivation: The missing link between professional development and practice. *Teaching and Teacher Education*, 92, 103064. Doi:10.1016/j.tate.2020.103064
- Oude Groote Beverborg, A., Sleegers, P. J. C., Endedijk, M. D., & Van Veen, K. (2015). Towards Sustaining Levels of Reflective Learning: How Do Transformational Leadership, Task Interdependence, and Self-Efficacy Shape Teacher Learning in Schools? *Societies*, 5(1), 187-219.
- Oude Groote Beverborg, A., Sleegers, P. J. C., Moolenaar, N. M., & van Veen, K. (2020). Fostering sustained teacher learning: a longitudinal assessment of the influence of vision building and goal interdependence on information sharing. *School Effectiveness and School Improvement*, 31(4), 576-604. <https://doi.org/10.1080/09243453.2020.1754863>
- Oude Groote Beverborg, A., Sleegers, P. J. C., & van Veen, K. (2015a). Fostering teacher learning in VET colleges: Do leadership and teamwork matter? *Teaching and Teacher Education*, 48, 22-33. <https://doi.org/10.1016/j.tate.2015.01.015>
- Oude Groote Beverborg, A., Sleegers, P. J. C., & van Veen, K. (2015b). Promoting VET teachers' individual and social learning activities: the empowering and purposeful role of transformational leadership, interdependence, and self-efficacy. *Empirical Research in Vocational Education and Training*, 7(1), 1-5. <https://doi.org/10.1186/s40461-015-0018-4>
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hofmann, T. C., Mulrow, C. D., ... Moher, D. (2021). *The PRISMA 2020 statement: An updated guideline for reporting systematic reviews*. *BMJ*, 372, n71. <https://doi.org/10.1136/bmj.n71>
- Perez, T., Cromley, J. G., & Kaplan, A. (2014). The role of identity development,

- values, and costs in college STEM retention. *Journal of Educational Psychology*, 106(1), 315-329. Doi:10.1037/a0034027
- Pigott, T. D., Valentine, J. C., Polanin, J. R., Williams, R. T., & Canada, D. D. (2013). Outcome-reporting bias in education research. *Educational Researcher*, 42(8), 424-432.
- Pintrich, P. R., Smith, D., Garcia, T., and McKeachie, W. (1991). *A manual for the use of the motivated strategies for learning questionnaire (MSLQ)*. Ann Arbor, MI: National Centre For Research to Improve Postsecondary Teaching and Learning. University of Michigan
- Postareff, L., Lindblom-Ylänne, S., & Nevgi, A. (2007). The effect of pedagogical training on teaching in higher education. *Teaching and Teacher Education*, 23(5), 557-571. doi:10.1016/j.tate.2006.11.013
- Powers, W. T. (1973). *Behavior: The control of perception*. New York, NY: Hawthorne.
- Reeve, J., & Tseng, C.-M. (2011). Agency as a fourth aspect of students' engagement during learning activities. *Contemporary Educational Psychology*, 36(4), 257-267. Doi:10.1016/j.cedpsych.2011.05.002
- Richardson, P. W., & Watt, H. M. G. (2010). Current and future directions in teacher motivation research. In T. C. Urban. & S. A. Karabenick (Eds.), *The decade ahead: Application and contexts of motivation and achievement. (Advances in motivation and achievement. Vol. 16B)* (pp.139-173). Bingley, U.K.: Emerald.
- Runhaar, P., Sanders, K., & Yang, H. (2010). Stimulating teachers' reflection and feedback asking: An interplay of self-efficacy, learning goal orientation, and transformational leadership. *Teaching and Teacher Education*, 26(5), 1154-1161. <https://doi.org/10.1016/j.tate.2010.02.011>
- Runhaar, P., ten Brinke, D., Kuijpers, M., Wesselink, R., & Mulder, M. (2014). Exploring the links between interdependence, team learning and a shared understanding among team members: the case of teachers facing an educational innovation. *Human Resource Development International*, 17(1),

- 67-87. <https://doi.org/10.1080/13678868.2013.856207>
- Rutherford, T., Long, J. J., & Farkas, G. (2017). Teacher value for professional development, self-efficacy, and student outcomes within a digital mathematics intervention. *Contemporary Educational Psychology*, 51, 22-36. Doi:10.1016/j.cedpsych.2017.05.005
- Sandal, A. K. (2021). Vocational teachers` professional development in assessment for learning. *Journal of Vocational Education & Training*, 1-23. <https://doi.org/10.1080/13636820.2021.1934721>
- Sandford, B. A., Dainty, J. D., Belcher, G. G., & Frisbee, R. L. (2011). Perceptions of the willingness of part-time instructors in community colleges in the U.S. to engage in professional development opportunities and the best method(s) of delivering these experiences. *Journal of Career and Technical Education*, 26(1). <https://doi.org/10.21061/jcte.v26i1.514>
- Sansom, D. W. (2019). Investigating processes of change in beliefs and practice following professional development: multiple change models among in-service teachers in China. *Professional Development in Education*, 46(3), 1-15. doi:10.1080/19415257.2019.1634625
- Saunders, R. (2012). Assessment of professional development for teachers in the vocational education and training sector : an examination of the Concerns Based Adoption Model. *The Australian Journal of Education*, 56(2), 182-204. <https://doi.org/10.1177/000494411205600206>
- Saunders, R. (2013). The role of teacher emotions in change: Experiences, patterns and implications for professional development. *Journal of Educational Change*, 14(3), 303-333. <https://doi.org/10.1007/s10833-012-9195-0>
- Schaap, H., & De Bruijn, E. (2018). Elements affecting the development of professional learning communities in schools. *Learning Environments Research*, 21(1), 109-134. <https://doi.org/10.1007/s10984-017-9244-y>
- Schmidt, T. (2019). Industry currency and vocational teachers in Australia: what is the

- impact of contemporary policy and practice on their professional development? *Research in Post-Compulsory Education*, 24(1), 1–19. doi:10.1080/13596748.2019.1584431
- Serafini, M. (2018). The professional development of VET teachers in Italy: participation, needs and barriers. Statistical quantifications and benchmarking in an international perspective. *Empirical Research in Vocational Education and Training*, 10(1), 1-42.
- Sirk, M., Liivik, R., & Loogma, K. (2016). Changes in the professionalism of vocational teachers as viewed through the experiences of long-serving vocational teachers in Estonia. *Empirical Research in Vocational Education and Training*, 8(1), 1-26. <https://doi.org/10.1186/s40461-016-0039-7>
- Skinner, B. F. (1958). Reinforcement today. *American Psychologist*, 13(3), 94.
- Skinner, E., Furrer, C., Marchand, G., & Kindermann, T. (2008). Engagement and disaffection in the classroom: Part of a larger motivational dynamic? *Journal of Educational Psychology*, 100(4), 765-781. Doi:10.1037/a0012840
- Smets, W., & Struyven, K. (2020). A teachers' professional development programme to implement differentiated instruction in secondary education: How far do teachers reach? *Cogent Education*, 7(1), 1742273. <https://doi.org/10.1080/2331186X.2020.1742273>
- Smith, C., & Gillespie, M. (2007). Research on professional development and teacher change: Implications for adult basic education. *Review of Adult Learning and Literacy*, 7(7), 205-244.
- Smith, G. (2014). An innovative model of professional development to enhance the teaching and learning of primary science in Irish schools. *Professional Development in Education*, 40(3), 467-487. doi:10.1080/19415257.2013.830274
- Suleiman, W., Dassanayake, M. S., & Abang Othman, A. E. (2018). Mediation of transfer motivation on the relationship between trainee characteristics and

- transfer of training: evidence from educational sector in Nigeria. *Human Resource Development International*, 21(5), 552-570. <https://doi.org/10.1080/13678868.2018.1514854>
- Sumaryanta, Mardapi, D., Sugiman, & Herawan, T. (2019). Community-based teacher training: Transformation of sustainable teacher empowerment strategy in Indonesia. *Journal of Teacher Education for Sustainability*, 21(1), 48-66. <https://doi.org/10.2478/jtes-2019-0004>
- Swedish National Agency of Education. (2019). *Statsbidrag för kompetensutveckling inom yrkesämnen 2019 [The government subsidy for skill development in vocational subjects 2019]*. Retrieved from. <https://www.skolverket.se/skolutveckling/statsbidrag/statsbidrag-for-kompetensutveckling-inom-yrkesamnen-2019>.
- Tam, A. C. F. (2014). The role of a professional learning community in teacher change: a perspective from beliefs and practices. *Teachers and Teaching: Theory and Practice*, 21(1), 22-43. <https://doi.org/10.1080/13540602.2014.928122>
- The State Council of the People's Republic of China. (2005). *国务院关于大力发展职业教育的决定[The decision of the State Council for developing vocational education]*. Retrived from: http://old.moe.gov.cn/publicfiles/business/htmlfiles/moe/moe_1084/200511/12744.html.
- The State Council of the People's Republic of China. (2019). *国家职业教育改革实施方案[The implementation plan of national vocational education reform]*. Retrieved from. http://www.gov.cn/zhengce/content/2019-02/13/content_5365341.htm.
- Tigelaar, D., & Sins, P. (2021). Effects of formative assessment programmes on teachers' knowledge about supporting students' reflection. *Journal of Vocational Education & Training*, 73(3), 413-435. <https://doi.org/10.1080/13636820.2020.1726992>
- Tyler, M., & Dymock, D. (2019). Maintaining industry and pedagogical currency in

- VET: practitioners' voices. *International Journal of Training Research*, 17(1), 4-20.
- Tynjälä, P. (2008). Perspectives into learning at the workplace. *Educational Research Review*, 3(2), 130-154. doi:10.1016/j.edurev.2007.12.001
- Toom, A., Pyhältö, K., & Rust, F. O. C. (2015). Teachers' professional agency in contradictory times. *Teachers and Teaching: Theory and Practice*, 21(6), 615-623. Doi:10.1080/13540602.2015.1044334
- Toze, M., & Tierney, S. (2010). *Keeping it real: industry currency of trainers in Queensland*. Department of Education and Training, Brisbane.
- Trautwein, U., Marsh, H. W., Nagengast, B., Lüdtke, O., Nagy, G., & Jonkmann, K. (2012). Probing for the multiplicative term in modern expectancy-value theory: A latent interaction modeling study. *Journal of Educational Psychology*, 104(3), 763-777.
- Tschannen-Moran, M., & Hoy, A. W. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education*, 23(6), 944-956. Doi:10.1016/j.tate.2006.05.003
- Tyler, M., & Dymock, D. (2019). Maintaining industry and pedagogical currency in VET: Practitioners' voices. *International Journal of Training Research*, 17(1), 4-20.
- Vanblaere, B., & Devos, G. (2016). Exploring the link between experienced teachers' learning outcomes and individual and professional learning community characteristics. *School Effectiveness and School Improvement*, 27(2), 205-227. doi:10.1080/09243453.2015.1064455
- Vancouver, J. B., & Kendall, L. N. (2006). When self-efficacy negatively relates to motivation and performance in a learning context. *Journal of Applied Psychology*, 91(5), 1146-1153. Doi:10.1037/0021-9010.91.5.1146
- Vancouver, J. B., Thompson, C. M., & Williams, A. A. (2001). The changing signs in

- the relationships among self-efficacy, personal goals, and performance. *Journal of Applied Psychology*, 86(4), 605-620. Doi:10.1037/0021-9010.86.4.605
- van Griethuijsen, R. A. L. F., Kunst, E. M., van Woerkom, M., Wesselink, R., & Poell, R. F. (2019). Does implementation of competence-based education mediate the impact of team learning on student satisfaction? *Journal of Vocational Education & Training*, 72(4), 516-535. <https://doi.org/10.1080/13636820.2019.1644364>
- Vangrieken, K., Dochy, F., & Raes, E. (2016). Team learning in teacher teams: team entitativity as a bridge between teams-in-theory and teams-in-practice. *European Journal of Psychology of Education*, 31(3), 275-298. <https://doi.org/10.1007/s10212-015-0279-0>
- Verberg, C. P. M., Tigelaar, D. E. H., & Verloop, N. (2013). Teacher learning through participation in a negotiated assessment procedure. *Teachers and Teaching: Theory and Practice*, 19(2), 172-187. <https://doi.org/10.1080/13540602.2013.741842>
- Verberg, C. P. M., Tigelaar, D. E. H., & Verloop, N. (2015). Negotiated assessment and teacher learning: An in-depth exploration. *Teaching and Teacher Education*, 49, 138-148. <https://doi.org/10.1016/j.tate.2015.03.007>
- Vermeulen, R., & Admiraal, W. (2009). Transfer as a two-way process: testing a model. *Journal of European Industrial Training*, 33(1), 52-68.
- Virkkula, E., & Nissilä, S.-P. (2014). In-service teachers' learning through integrating theory and practice. *SAGE open*, 4(4), 215824401455339. <https://doi.org/10.1177/2158244014553399>
- Voerman, L., Meijer, P. C., Korthagen, F., & Simons, R. J. (2015). Promoting effective teacher-feedback: from theory to practice through a multiple component trajectory for professional development. *Teachers and Teaching: Theory and Practice*, 21(8), 990-1009. <https://doi.org/10.1080/13540602.2015.1005868>

- Wang, M.-T., & Eccles, J. S. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction*, 28, 12-23. Doi:10.1016/j.learninstruc.2013.04.002
- Warwas, J., & Helm, C. (2018). Professional learning communities among vocational school teachers: Profiles and relations with instructional quality. *Teaching and Teacher Education*, 73, 43-55. <https://doi.org/10.1016/j.tate.2018.03.012>
- Watzek, V., & Mulder, R. H. (2019). Team learning behaviours and team affective reactions: An empirical study on interdisciplinary work teams. *Vocations and Learning*, 12(1), 1-22. <https://doi.org/10.1007/s12186-018-9205-3>
- Webster, C., Mîndrilă, D., & Weaver, G. (2011). The influence of state motivation, content relevance and affective learning on high school students' intentions to use class content following completion of compulsory physical education. *Journal of Teaching in Physical Education*, 30(3), 231-247.
- Weiner, J. M., & Lamb, A. J. (2020). Exploring the possibilities and limits to transfer and learning: examining a teacher leadership initiative using the theory of action framework. *Journal of Educational Change*, 21(2), 267-297. <https://doi.org/10.1007/s10833-020-09378-z>
- Whitworth, B. A., & Chiu, J. L. (2015). Professional development and teacher change: The missing leadership link. *Journal of Science Teacher Education*, 26(2), 121-137. doi:10.1007/s10972-014-9411-2
- Widmann, A., & Mulder, R. H. (2020). The effect of team learning behaviours and team mental models on teacher team performance. *Instructional Science*, 48(1), 1-21. <https://doi.org/10.1007/s11251-019-09500-6>
- Wigfield, A. (1994). Expectancy-value theory of achievement motivation: A developmental perspective. *Educational Psychology Review*, 6(1), 49-78. Doi:10.1007/BF02209024
- Wigfield, A. & Eccles, J. S. (2000). Expectancy-value theory of achievement

- motivation. *Contemporary Educational Psychology*, 25(1), 68-81.
Doi:10.1016/S1046-5928(02)00669-1
- Wigfield, A., Eccles, J. S., Fredricks, J. A., Simpkins, S., Roeser, R. W., & Schiefele, U. (2015). Development of achievement motivation and engagement. In R. M. Lerner (Ed.), *Handbook of child psychology and developmental science* (pp. 657-700). New York: Wiley.
- Wijnia, L., Kunst, E. M., van Woerkom, M., & Poell, R. F. (2016). Team learning and its association with the implementation of competence-based education. *Teaching and Teacher Education*, 56, 115-126.
<https://doi.org/10.1016/j.tate.2016.02.006>
- Winberg, C., & Pallitt, N. (2016). "I am trying to practice good teaching": Reconceptualizing eportfolios for professional development in vocational higher education. *British Journal of Educational Technology*, 47(3), 543-553.
<https://doi.org/10.1111/bjet.12440>
- Winokur, I. K., & Sperandio, J. (2017). Leadership for effective teacher training transfer in Kuwaiti secondary schools. *Teacher Development*, 21(2), 192-207.
<https://doi.org/10.1080/13664530.2016.1224773>
- Winters, A., Meijers, F., Kuijpers, M., & Baert, H. (2012). Can training teachers stimulate career learning conversations? Analysis of vocational training conversations in Dutch secondary vocational education. *Journal of Vocational Education & Training*, 64(3), 333-350.
<https://doi.org/10.1080/13636820.2012.691536>
- Wolf, S., & Peele, M. E. (2019). Examining sustained impacts of two teacher professional development programs on professional well-being and classroom practices. *Teaching and Teacher Education*, 86, 102873.
doi:10.1016/j.tate.2019.07.003
- Wu, F., & Fan, W. (2017). Academic procrastination in linking motivation and achievement-related behaviours: A perspective of expectancy-value theory. *Educational Psychology*, 37(6), 695-711.

- Xie, K., Kim, M., Cheng, S.-L., & Luthy, N. (2017). Teacher professional development through digital content evaluation. *Educational Technology Research and Development*, 65(4), 1067-1103. Doi:10.1007/s11423-017-9519-0
- Gou, W., & Yang, D. (2019). 职业院校教师企业实践现状调查及建议 [The investigation and suggestions for vocational teachers' work placement]. *职教论坛 [Journal of Vocational Education]*, (10), 73-80.
- Zaid, A., & Champy-Remoussenard, P. (2015). Extended business work placements for teachers: between lived experience and barriers to professionalisation. *European Journal of Teacher Education*, 38(2), 180-198. doi:10.1080/02619768.2015.1022646
- Zeggelaar, A., Vermeulen, M., & Jochems, W. (2018). Exploring what works in professional development: an assessment of a prototype intervention and its accompanying design principles. *Professional Development in Education*, 44(5), 750-768. <https://doi.org/10.1080/19415257.2017.1402806>
- Zeggelaar, A., Vermeulen, M., & Jochems, W. (2020). Evaluating effective professional development. *Professional Development in Education*, 48(5), 806-826.
- Zhang, H., & Fang, J. (2016). 职业院校专业教师企业实践动机, 行为与效果研究——以江苏省为例 [The research in vocational teachers' motivation, behaviour, and effect toward work placement in the context of Jiangsu province]. *职业技术教育 [Vocational and Technical Education]*, (17), 55-58.
- Zhang, S., & Liu, Q. (2019). Investigating the relationships among teachers' motivational beliefs, motivational regulation, and their learning engagement in online professional learning communities. *Computers & Education*, 134(7), 145-155. doi:10.1016/j.compedu.2019.02.013
- Zhang, Y., Hawk, S. T., Zhang, X., & Zhao, H. (2016). Chinese preservice teachers' professional identity links with education program performance: The roles of task value belief and learning motivations. *Frontiers in Psychology*, 7, 573.

doi:10.3389/fpsyg.2016.00573

- Zhao, J. (2010). School knowledge management framework and strategies: The new perspective on teacher professional development. *Computers in Human Behavior*, 26(2), 168-175. doi:10.1016/j.chb.2009.10.009
- Zhou, N., Tigelaar, D. E., & Admiraal, W. (2021). Understanding vocational teachers' professional development in work placement: learning goals, activities, and outcomes. *Studies in Continuing Education*, 1-19.
- Zhou, N., Tigelaar, D. E., & Admiraal, W. (2022a). The relationship between vocational teachers' motivational beliefs and their engagement in work placement. *Journal of Vocational Education & Training*, 1-20.
- Zhou, N., Tigelaar, D. E., & Admiraal, W. (2022b). Factors influencing the impact of work placement on vocational teachers' school practice. *Educational Studies*, 1-20.
- Zhu, M., Liu, Q., Fu, Y., Yang, T., Zhang, X., & Shi, J. (2018). The relationship between teacher self-concept, teacher efficacy and burnout. *Teachers and Teaching: Theory and Practice*, 24(7), 788-801. doi:10.1080/13540602.2018.1483913

