



Universiteit
Leiden
The Netherlands

Teachers' perspectives on self-regulated learning : an exploratory study in secondary and university education

Oolbekkink-Marchand, H.W.

Citation

Oolbekkink-Marchand, H. W. (2006, November 9). *Teachers' perspectives on self-regulated learning : an exploratory study in secondary and university education*. ICLON PhD Dissertation Series. Retrieved from <https://hdl.handle.net/1887/4976>

Version: Corrected 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/1887/4976>

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

References

- Aguirre, J.M., Haggerty, S.M., & Linder, C.J. (1990). Student-teachers' conceptions of science, teaching and learning: A case study in pre-service science education. *International Journal of Science Education*, 12, 381-390.
- Bakkenes, I., Hoekstra, A., Meirink, J., & Zwart, R. (2004, June). *Leren van docenten in de beroepspraktijk* (Teachers learning in practice). Paper presented at the Onderwijs Research Dagen, Utrecht, the Netherlands.
- Becher, T., & Trowler, P.R. (2001). *Academic tribes and territories: Intellectual enquiry and the cultures of disciplines*. Buckingham: Society for Research into Higher Education and the Open University Press.
- Biglan, A. (1973a). The characteristics of subject matter in different academic areas. *Journal of Applied Psychology*, 57, 195-203.
- Biglan, A. (1973b). Relationships between subject matter characteristics and the structure and output of university departments. *Journal of Applied Psychology*, 57, 204-213.
- Boekaerts, M., & Simons, P.R.J. (1995). *Leren en instructie: Psychologie van de leerling en het leerproces*. (Learning and instruction: Psychology of the learner and the learning process). Assen: Van Gorcum.
- Bolhuis, S. (2000). *Naar zelfstandig leren: wat doen en denken docenten?* (Towards self-directed learning; What do teachers do and think?) Leuven / Apeldoorn: Garant.
- Bolhuis, S., & Voeten, M. (2004). Teachers' conceptions of student learning and own learning. *Teachers and Teaching: Theory and Practice*, 10, 77-98.
- Boulton-Lewis, G. M., Smith, D.J.H., McCrindle, A.R., Burnett, P.C., & Campbell, K.J. (2001). Secondary teachers' conceptions of teaching and learning. *Learning and Instruction*, 11, 35-51.
- Boulton-Lewis, G.M. (2004). Conceptions of teaching and learning at school and university: Similarities, differences, relationships and contextual factors. *European Journal of School Psychology*, 2, 19-38.
- Braxton, J.M., & Hargens, L.L. (1996). Variation among academic disciplines: analytical frameworks and research. In J. Smart (Ed.), *Higher Education: Handbook of Theory and Research* (pp. 1-46). New York: Agathon Press.
- Bullough, R. V., & Stokes, D.K. (1994). Analyzing personal teaching metaphors in preservice teacher education as a means for encouraging professional development. *American Educational Research Journal*, 31, 197-224.

References

- Calderhead, J. (1996). Teachers: Beliefs and knowledge. In D. Berliner & R. Calfee (Eds.), *Handbook of Educational Psychology* (pp. 709-725). New York: Simon and Schuster Macmillan.
- Campbell, P. N. (1975). Metaphor and linguistic theory. *The Quarterly Journal of Speech*, 61, 1-12.
- Campbell, J., Smith, D., Boulton-Lewis, G., Brownlee, J., Burnett, P.C., Carrington, S., & Purdie, N. (2001). Students' perceptions of teaching and learning: The influence of students' approaches to learning and teachers' approaches to teaching. *Teachers and Teaching: Theory and Practice*, 7, 173-187.
- Carter, K. (1990). Teachers' knowledge and learning to teach. In W.R. Houston, M. Haberman, & J.P. Sikula (Eds.), *Handbook of Research on Teacher education* (pp. 291-310). New York: Macmillan.
- Collins, J.B., Jarvis Selinger, S., & Pratt, D.D. (submitted). How do perceptions of teaching vary across disciplinary majors among students enrolled in teacher preparation?
(<http://teachingperspectives.com/pdf/howdoteachers.pdf>).
- De Brabander, C. (1993). Subject conceptions of teachers and school culture. In F.K. Kieviet & R. Vandenberghe (Eds.), *School culture, school improvement and teacher development* (pp. 77-108). Leiden: DSWO Press.
- De Heus, P., Van der Leeden, R., & Gazendam, B. (1995). *Toegepaste Data-Analyse: Technieken voor niet-experimenteel onderzoek in de sociale wetenschappen* (Applied Data-Analysis: Techniques for non-experimental research in the social sciences). Utrecht: Lemma.
- De Kock, A., Slegers P., & Voeten, M.J.M. (2005). New learning and choices of secondary school teachers when arranging learning environments. *Teaching and Teacher Education*, 21, 799-816.
- Dillman, D.A. (1978). *Mail and telephone surveys: the total design method*. New York: John Wiley & Sons.
- Dunkin, M. J., & Precians, R. P. (1992). Award-winning university teachers' concepts of teaching. *Higher Education*, 24, 483-502.
- Ebbens, S. O. (1994). *Op weg naar zelfstandig leren, effecten van nascholing* (Towards self-regulated learning: Effects of an in-service training). Unpublished doctoral dissertation, Catholic University of Nijmegen, the Netherlands.
- Eggen, T. J. H. M., & Sanders, P.F. (1993). *Psychometrie in de praktijk* (Psychometrics in practice). Arnhem: Cito.

References

- Entwistle, N., & Walker, P. (2000). Strategic alertness and expanded awareness within sophisticated conceptions of teaching. *Instructional Science*, 28, 335-361.
- Fang, Z. (1996). A review of research on teacher beliefs and practices. *Educational Research*, 38, 47-65.
- Fox, D. (1983). Personal theories of teaching. *Studies in Higher Education*, 8, 151-163.
- Fullan, M.G. (1991). *The new meaning of educational change*. London: Cassell.
- Gao, L., & Watkins, D. (2001). Identifying and assessing the conceptions of teaching secondary school physics teachers in China. *British Journal of Educational Psychology*, 71, 443-469.
- Gao, L., & Watkins, A. (2002). Conceptions of teaching held by school science teachers in P.R. China: Identification and cross-cultural comparisons. *International Journal of Science Education*, 24, 61-79.
- Gurney, B. F. (1995). Tugboats and tennis games: Pre-service conceptions of teaching and learning revealed through metaphors. *Journal of Research in Science Teaching*, 32, 569-683.
- Green, T.F. (1971). *The activities of teaching*. New-York: McGraw Hill.
- Grossman, P.L., & Stodolsky, S. (1994). Considerations of content and the circumstances of secondary school teaching. *Review of Educational Research*, 20, 179-221.
- Grossman, P.L., & Stodolsky, S. (1995). Content as context: the role of school subjects in secondary school teaching. *Educational Researcher*, 24, 5-11.
- Hattie, J., Biggs, J., & Purdie, N. (1996). Effects of learning skills interventions on student learning: A meta-analysis. *Review of Educational Research*, 66, 99-136.
- Henze, I., Van Driel, J., & Verloop, N. (2005). De praktijkkennis van ervaren bètadocenten in de context van de invoering van het vak Algemene Natuurwetenschappen (experienced science teachers' knowledge in the context of a new syllabus on Public Understanding of Science). *Pedagogische Studieën*, 82, 59-75.
- Hofer, B.K., Yu, Sh.L., & Pintrich, P.R. (1998). Teaching college students to be self-regulated learners. In D.H. Schunk and B.J. Zimmerman (Eds.), *Self-regulated learning: From teaching to self-reflective practice* (pp. 57-85). New York / London: The Guilford Press.

References

- Hounsell, D. (1979). Learning to learn: Research and development in student learning. *Higher Education*, 8, 453-469.
- Hulshof, H., & Verloop, N. (2002). The use of analogies in language teaching: Representing the content of teachers' practical knowledge. *Journal of Curriculum Studies*, 34, 77-90.
- Kagan, D. (1990). Ways of evaluating teacher cognition: Inferences concerning the goldilocks principle. *Review of Educational Research*, 60, 419-469.
- Kagan, D.M. (1992). Implications of Research on Teacher Belief. *Educational Psychologist*, 27, 65-90.
- Kane, R., Sandretto, S., & Heath, C. (2002). Telling half the story: A critical review of research on the teaching beliefs and practices of university academics. *Review of Educational Research*, 72, 177-228.
- Karpiak, I. (2000). The 'Second Call': Faculty renewal and recommitment at midlife. *Quality in Higher Education*, 6, 125-134.
- Kember, D. (1997). A reconceptualisation of the research into university academics' conceptions of teaching. *Learning and Instruction*, 7, 255-275.
- Kember, D., & Kwan, K.P. (2000). Lecturers' approaches to teaching and their relationships to conceptions of good teaching. *Instructional Science*, 28, 469-490.
- Koballa, Th., Graber, W., Coleman, D.C., & Kemp, A.C. (2000). Prospective gymnasium teachers' conceptions of chemistry learning and teaching. *International Journal of Science Education*, 22, 209-224.
- Krippendorff, K. (1980). *Content analysis*. London: Sage Publications.
- Lakoff, G., & Johnson, M. (1980). *Metaphors we live by*. Chicago: The University of Chicago Press.
- Larsson, S. (1983). Paradoxes in teaching. *Instructional Science*, 12, 355-365.
- Lindblom-Ylänne, S., Trigwell, K., Nevgi, A., & Ashwin, P. (2006). How approaches to teaching are affected by discipline and teaching context. *Studies in Higher Education*, 31, 285-298.
- Lueddeke, G.R. (2003). Professionalising teaching practice in higher education: A study of disciplinary variation and 'teaching-scholarship'. *Studies in Higher Education*, 28, 213-228.
- Marton, F., & Booth, Sh. (1997). *Learning and awareness*. Mahwah, New Jersey: Lawrence Erlbaum.

References

- Martinez, M. A., Sauleda, N., & Huber, G.L. (2001). Metaphors as blueprints of thinking about teaching and learning. *Teaching and Teacher Education*, 17, 965-977.
- Mathijssen, I.C.H. (2006). *Denken en handelen van docenten* (Teachers' cognitions and actions). Unpublished doctoral dissertation, Utrecht University, the Netherlands.
- Menges, R.J., & Austin, A.E. (2001). Teaching in higher education. In V. Richardson (Ed.), *Handbook of Research on Teaching* (pp.1122-1156). Washington: American Educational Research Association.
- Miles, M.B., & Huberman, A.M. (1994). *Qualitative data analysis*. Thousand Oaks: Sage Publications.
- Morine-Dersheimer, G., & Tarpley Reeve, P. (1994). Studying teachers' thinking about instruction: Issues related to analysis of metaphoric language. In I. Carlgren, & Handal, G. (Eds.), *Teachers' minds and actions: Research on teachers' thinking and practice* (pp. 150-164). London: The Falmer Press.
- Muhr, T. (1997). Atlas.ti: The knowledge workbench: Visual qualitative data analysis, management, model building: Short user's manual. Berlin: Scientific Software Development.
- Munby, H., & Russell, T. (1990). Metaphor in the study of teachers' professional knowledge. *Theory into Practice*, 29, 116-121.
- Munby, H., Russell, T., & Martin, A.K. (2001). Teachers' knowledge and how it develops. In V. Richardson (Ed.), *Handbook of Research on Teaching*. Washington D.C.: American Educational Research Association.
- Neumann, R. (2001). Disciplinary differences and university teaching. *Studies in Higher Education*, 26, 135–146.
- Neumann, R., Parry, S., & Becher, T. (2002). Teaching and learning in their disciplinary contexts: A conceptual analysis. *Studies in Higher Education*, 27, 405-417.
- Oolbekkink-Marchand, H.W., Van Driel, J., & Verloop, N. (2006). Secondary and university teachers' perspectives on self-regulated learning. In F. Oser, F. Achtenhagen, & U. Renold (Eds.), *Competence oriented teacher training: Old research demands and new pathways* (pp. 219-236). Rotterdam: Sense Publishers.

References

- Oolbekkink-Marchand, H.W., Van Driel, J., & Verloop, N. (2006). A breed apart? A comparison of secondary and university teachers' perspectives on self-regulated learning. *Teachers and Teaching; Theory and Practice*, 12, 593-614.
- Ortony, A. (1975). Why metaphors are necessary and not just nice. *Educational Theory*, 25, 45-53.
- Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, 62, 307-332.
- Pintrich, P.R. (2004). A conceptual framework for assessing motivation and self-regulated learning in college students. *Educational Psychology Review*, 16, 385-407.
- Platteel, T., Hulshof, H., & Van Driel, J. (2005, May). *Taalconcepten in context: Onderzoek naar de ontwikkeling van een kennisbasis voor contextgericht onderwijs Nederlands in de tweede fase havo/vwo* (Language concepts in context: Research on the development of a knowledge base for context oriented education in upper secondary education in the Netherlands). Paper presented at the Onderwijs Research Dagen, Gent, Belgium.
- Ponte, P. (2002). *Actie-onderzoek door docenten: uitvoering en begeleiding in theorie en praktijk* (Action-research by teachers: realization and supervision in theory and practice). Leuven: Garant, 2002.
- Pratt, D. D. (1992). Conceptions of teaching. *Adult Education Quarterly*, 42, 203-220.
- Pratt, D.D. (1997). Reconceptualizing the evaluation of teaching in higher education. *Higher Education*, 34, 23-44.
- Pratt, D. D. (1998). *Five perspectives on teaching in adult and higher education*. Krieger: Malabar, Fla.
- Pratt, D.D. (2002). Good teaching: One size fits all? *New directions for adult and continuing education*, 93, 5-16.
- Prosser, M., Trigwell, K., & Taylor, Ph. (1994). A phenomenographic study of academics' conceptions of science learning and teaching. *Learning and Instruction*, 4, 217-231.
- Rasku-Puttonen, H., Eteläpelto, A., Arvaja, M., & Häkkinen, P. (2003). Is successful scaffolding an illusion? Shifting patterns of responsibility and control in teacher-student interaction during a long-term learning project. *Instructional Science*, 31, 377-393.
- Rathod, P. (1982). The Grid method: Methodology and application. Unpublished doctoral dissertation, Leiden University, the Netherlands.

References

- Rokeach, M. (1968). *Beliefs, attitudes and values*. San Francisco, Jossey-Bass.
- Samuelowicz, K., & Bain, J.D. (1992). Conceptions of teaching held by academic teachers. *Higher Education*, 24, 93-111.
- Samuelowicz, K., & Bain, J.D. (2001). Revisiting academics' beliefs about teaching and learning. *Higher Education*, 41, 299-325.
- Schunk, D.H., & Zimmerman, B.J. (1998). *Self-regulated learning, from teaching to self-reflective practice*. New York/London: The Guilford Press.
- Simons, P.R.J., & Ruijters, M.C.P. (2004). Learning professionals: towards an integrated model. In H.P.A. Boshuizen, R.Bromme, & H. Gruber (Eds.), *Professional learning: gaps and transitions on the way from novice to expert* (pp. 207-229). Dordrecht: Kluwer Academic Publishers.
- Simons, R.J., Van der Linden, J., & Duffy, T. (2000). *New learning*. Dordrecht: Kluwer Academic Publishers.
- Singer, E. (1996). Espoused teaching paradigms of college faculty. *Research in Higher Education*, 37, 659-679.
- Stofflett, R. T. (1996). Metaphor development by secondary teachers enrolled in graduate teacher education. *Teaching and Teacher Education*, 12, 577-589.
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research*. Newbury Park: Sage Publications.
- Stuurgroep profiel tweede fase voortgezet onderwijs, (1993). *Tweede Fase (Second Phase)*. Den Haag: Stuurgroep profiel tweede fase.
- Tabachnick, B.G., & Fidell, L.S. (2001). *Using Multivariate Statistics*. Boston: Allyn & Bacon.
- Taconis, R., & Holleman, W. (1998). *Van VWO naar WO; aansluitprocessen en -problemen in de propedeuse* (From secondary to higher education; Transition processes and problems in the first year of study). Utrecht University: IVLOS.
- Tobin, K., & Tippins, D.J. (1996). Metaphors as seeds for conceptual change and the improvement of science teaching. *Science Education*, 80, 711-730.
- Trigwell, K., & Prosser, M. (2004). Development and use of the approaches to teaching inventory. *Educational Psychology Review*, 16, 409-424.
- Trigwell, K., Prosser, M., & Waterhouse, F. (1999). Relations between teachers' approaches to teaching and students' approaches to learning. *Higher Education*, 37, 57-70.

References

- Tweede Fase Adviespunt (2005). *Zeven jaar Tweede Fase: een balans (Seven years 'second phase': a balance)*. Den Haag: Drukkerij Ando.
- Van der Zouwen, J., & Dijkstra, W. (2002). Testing questionnaires using interaction coding. In D.W. Maynard, H. Houtkoop-Steenstra, N.C. Schaeffer, & J. van der Zouwen (Eds), *Standardization and Tacit Knowledge: Interaction and practice in the survey interview*. New York: John Wiley & Sons.
- Van der Zouwen, J., & Smit, J.H. (2002, november). *The diagnostic approach: Evaluating survey questions by analyzing patterns of behavior codes and transcripts of question-answer sequences*. Paper presented at the meeting of the QDET (Questionnaire Development, Evaluation, and Testing Methods) conference, South Carolina, USA.
- Van Driel, J.H., Verloop, N., Van Werven, I., & Dekkers, H. (1997). Teachers' craft knowledge and curriculum innovation in higher engineering education. *Higher Education*, 34, 105-122.
- Van Veen, K. (2003). *Teachers' emotions in the context of reforms*. Unpublished doctoral dissertation, Catholic University of Nijmegen, the Netherlands.
- Van Velzen, J.H. (2002). *Instruction and self-regulated learning; Promoting students'(self-)reflective thinking*. Unpublished doctoral dissertation, Leiden University, the Netherlands.
- Van Wieringen, F. (2005). De opvoedende Universiteit. In S. Karsten, & P. Sleegers (Eds.), *Onderwijs en ongelijkheid: grenzen aan de maakbaarheid* (education and inequality: limits to the makability) (pp. 109-124). Apeldoorn: Garant.
- Verloop, N., Van Driel, J., & Meijer, P. (2001). Teacher knowledge and the knowledge base of teaching. *International Journal of Educational Research*, 35, 441-461.
- Vermunt, J.D., & Verloop, N. (1999). Congruence and friction between learning and teaching. *Learning and Instruction*, 9, 257-280.
- Vermunt, J.D., & Verschaffel, L. (2000). Process-oriented teaching. In P.R.J. Simons, J. van der Linden, & T. Duffy (Eds.), *New learning* (pp. 209-225). Dordrecht: Kluwer Academic Publishers.
- Veugelers, W., & Zijlstra, H. (2001). *Leren in het studiehuis* (Learning in the study house). Apeldoorn: Garant.
- Waeytens, K., Lens, W., & Vandenberghe, R. (2002). Learning to learn: Teachers' conceptions of their supporting role. *Learning and instruction*, 12, 305-322.
- Zeegers, P., & Martin, L. (2001). A learning-to-learn program in a first-year chemistry class. *Higher Education Research & Development*, 20, 35-52.

References

- Zimmerman, B. (1989). A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology, 81*, 1-23.
- Zimmerman, B. J., & Schunk, D.H. (2001). *Self-regulated learning and academic achievement*. Mahwah, New Jersey: Lawrence Erlbaum.