



Basiskwalificatie onderwijs (BKO)

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Introduction

The writing of this portfolio reflects my deep motivation to become an inspiring and effective educator for students and peers of all backgrounds. As I embark on the Basiskwalificatie onderwijs (henceforth: BKO) trajectory, I am eager to learn and challenge myself to commit to high-quality, innovative teaching strategies for higher education. I am aware of the great privilege I have had to access higher education, complete the highest degree, and become a researcher and a teacher. Accordingly, I want to seize the opportunity and the moral responsibility to obtain professional training to deliver the best education for the new generations of students. My educational background was shaped by early adverse experiences featuring traditional unidirectional modes of knowledge transfer relying on memory and repetition in an atmosphere of fear, punishment, and negative reinforcement. Luckily, such experiences have been enormously later rewritten by inspiring teachers, which I aim to emulate in the years to come. In my endeavour to reflect on my vision of education (module 1), supervision and providing feedback (module 2), and designing education (module 3), I will remain aware of possible conscious and unconscious influences of my background on my decisions and attitudes toward students and expectations.

My first teaching experience was in a high school classroom in a township in Johannesburg, South Africa. This has challenged my ideals of education and goals of fostering horizontal learning principles in a highly hierarchical education model. It has further surfaced discrimination concerning race and sex, which I learned to navigate and finally achieve a pleasant and activating learning environment. One aspect that struck me there and reminded me of my precedents was the inhibition of critical thinking, challenging facts, and questioning. This is one of the deepest core values I am determined to promote in my classroom and guide students not raised with that model. In our era of education, in highly heterogenous and diverse classrooms, it is fundamental to pace and guide the students, integrating them within a system that they may

not feel comfortable with at first. As such, transparency and open communication are key to achieving these goals in a sensitive manner.

Further, my research work in early child development, through the lenses of the *Attachment theory (Bowlby, 1969)*, which postulates the pivotal role of caregiver-child bonds for healthy developmental socio-emotional and cognitive outcomes, pervasively informs my teaching style. Alongside this, my research with individuals with intellectual disabilities equips me with a fundamental understanding of the need for tailoring and designing education for individuals with diverse needs and backgrounds. Throughout this portfolio, I will reflect on my teaching experiences beginning in 2016 during my PhD and ongoing at several Dutch institutions, namely the Vrije Universiteit Amsterdam, Radboud University, and Groningen University. Additionally, I will also include examples from guest lectures and invited workshops at Leipzig University (Germany), UC Davis (USA), New York University Abu Dhabi (UAE), and Montreal University (CA). This reflection process will help me identify strong points and points that I will further develop in the context of the BKO course and beyond.

My motivation for this course and my eagerness to improve my didactical skills are summarized in the form below Materials and Feedback forms (Intakeformulier). By reading the goals set in this form, I can monitor my progress and check if I have reached my learning objectives throughout the three modules of BKO FLEX.

Materials and Feedback forms

INHOUDELIJKE VRAGEN M.B.T. THEMA'S 'UITVOEREN VAN ONDERWIJS'

THEMA'S	
<p>1. Activerende didactiek Welke werkvormen en strategieën gebruik jij om je studenten te activeren, te motiveren en om hen tot zelfstandig leren en diepteleren te stimuleren? Geef voorbeelden. Welke bewijsstukken zou jij hiervoor aan kunnen leveren?</p>	<p>I sometimes use Mentimeter, but lately, I like it less because it requires students to be seated. To fully activate it, I asked them to create random groups and work on a hanging poster in a corner of the class. I mostly start the lecture or class with a question or a video that is a bit controversial to get a discussion going. Evidence: Video recording, pictures, evaluation</p>
<p>2. Lesontwerp Hoe bereid je je lessen voor en zorg je voor een duidelijke structuur van een didactisch effectieve bijeenkomst? Hoe zorg je ervoor dat de gestelde doelen binnen de beschikbare tijd worden behaald? Welke bewijsstukken zou jij hiervoor aan kunnen leveren?</p>	<p>I state the learning objectives in the first slides and add them at the end, connecting the dots. I then tell/ask students to indicate what has been learned to fulfill a specific learning objective. Evidence: slides, evaluation from students and colleagues.</p>
<p>3. Diversiteit en inclusie Hoe creëer jij een veilig, inclusief leerklimaat voor studenten? Welke bewijsstukken zou jij hiervoor aan kunnen leveren?</p>	<p>I indicate that inclusion is the main goal throughout my research work (i.e., disability) and my course. Evidence: slides, evaluations</p>

DEELNAME BKO-FLEX

PERSOONLIJK	
<p>Reden/Motivatie voor deelname: Wat brengt jou hier en met welke instelling ga je deze cursus in?</p>	<p>I want to use the moment of the course to learn from peers and experts, discuss possible common challenges, and mostly organize my thoughts and experiences in a unifying framework to inspect and understand my teaching style and how I can further develop it. I will be proactive and collaborative. I want to progress my career as a Professor, and getting the BKO certificate is essential.</p>
<p>Verwachtingen: Welke verwachtingen en/of wensen heb je?</p>	<p>I wish to learn from peers how they self-manage (i.e., time management). What makes a course successful? I want to learn some tips and tricks, the newest developments in education, and evidence-based styles.</p>
<p>Mogelijke obstakels: Zijn er eventuele belemmeringen of waar zie je tegenop?</p>	<p>I foresee the time needed in the course as a possible challenge, but not insurmountable. Dutch is also not my language of preference, but I trust that my level is sufficient to learn in the classroom. I am acknowledging that it will take me extra effort.</p>

1. Module 1: Vision of Education

1.1 Activating Learning Method

In line with my goal to be an effective and engaging teacher, I have always wanted to facilitate learning beyond memorization. I aim to encourage students to engage actively with the course material. *Active learning is the cornerstone of effective education*, a shift from traditional, passive knowledge transfer. In an experiment conducted by Stanford Professor of Physics Wieman (2014), it emerged that while traditional learning led to 41% average students' scores following an evaluation, the same content in an active learning format led to 71%. This suggests that more activating formats lead to more effective knowledge acquisition and retention than traditional teaching modes. Accordingly, educational institutes must shift from the traditional models, especially in our global world, where transferring *knowledge across borders, cultures, and backgrounds is fundamental* for educating the citizens of tomorrow.

To substantiate this view, the Learning Pyramid (Masters, 2020) provides an invaluable guide to how diverse elements in a learning environment contribute to students' knowledge acquisition and retention. While this representation has not been exhaustively empirically tested, it offers some guidelines for the role of experiential learning. Students retain more information by engaging and actively forging their learning than by passive listening or reading. This illustration may represent a valuable framework for students to reflect on which elements work best for each. Thus, it may be worth considering allocating discussion time about the pyramid at the beginning of a course. Making students aware of how educators aim to achieve a course's learning objectives and supporting them in this would create a transparent and open teaching/learning environment. While I support experiential learning, reading the course material and listening to the teacher's explanations are foundational to the lower parts. I would even dare to propose an inverted pyramid with the tip at the bottom. This illustration may better indicate that, while most retention occurs in the active part, the larger pyramid layers, the passive

parts, are also essential in supporting what's above. For example, I am a visual learner. I need to read and take notes several times before I master a topic. This likely helps with my short-term retention, while learning by demonstration and practice aids my long-term retention. In conclusion, it is crucial to acknowledge *individual differences in learning styles*. Adopting the Pyramid of Learning provides an invaluable guide, ensuring that *my teaching remains flexible and inclusive with attention to individual needs*. By actively adapting to individual differences and promoting collaborative learning, I am confident that my teaching will continue to evolve to support students in acquiring knowledge for *long-term retention and deep learning*.

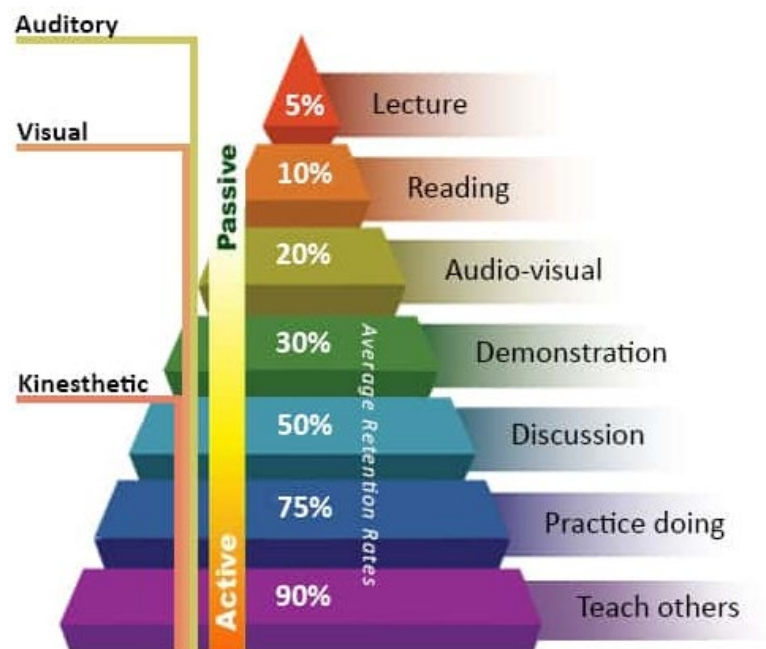


Figure 1. Adapted from the NTL Institute of Applied Behavioral Science Learning Pyramid.

To achieve this, involving students and letting them know our strategies and techniques' goals is crucial. This may help them overcome resistance to methods considered more difficult because, for instance, they must prepare more than passive listening to a lecture completely delivered by a teacher. In line with this idea, intriguing results emerged in a research study (Deslauriers et al., 2018) contrasting students' self-perceived learning with their academic gains in large introductory college physics courses. The courses employed two distinct teaching styles: active instruction, aligning with the discipline's best practices, and traditional, passive lecture

methods delivered by skilled, well-regarded instructors. Remarkably, both groups had access to identical course materials, and students were randomly assigned to each method, ensuring a fair comparison. The study revealed that while students in active learning environments demonstrably learned more, confirming previous research, their perceived learning was surprisingly lower than that of their peers in passive settings. This counterintuitive outcome highlights a critical issue in educational evaluation: reliance on students' perceptions of learning could inadvertently favor less effective teaching methods. The study suggests that the increased mental effort required in active learning may initially be misinterpreted by students as less effective learning. This misconception could negatively impact their motivation, engagement, and self-regulatory learning skills. However, students often recognize the value of active involvement over a semester. The initial phase, though, might see hindered learning. The research concludes with strategies for educators to enhance students' early semester responses to active learning, ensuring a more effective educational experience.

In the past, my teaching approach has been characterized by what comes naturally to me—primarily spontaneous interaction with students (as exemplified in the video excerpt of my lecture; see Materials and Feedback forms from the peers at the end of Module 1.1). Moreover, I often use Mentimeter and small group work to activate students, displacing them across the classroom or simply turning to their classmates and having 1-1 discussions. Something to be careful with is being sensitive towards more introverted students, who may become very anxious in such activation modes, and neurodivergent students, who may struggle with such activities. Following the discussions and feedback in the course, I will integrate the proposal by Yolanda to use a basket (maybe even passing it around the desks) where students can drop a post-it with their insights or express feedback or needs that they are not comfortable with, say aloud. Additionally, I used as an activation individual activity to ask students in the beginning: what do you want to learn in this course? Then, I dedicate 10 minutes to assembling it (and integrating it with my pre-set learning objectives) on a slide. At the end of the class, I ask students to provide

evidence of how the content aligned with the learning objectives set in the beginning. What is missing? This is in line with co-constructing learning, and it also represents a rapid way to get immediate feedback and incorporate it as additional material or in the following lecture. Although my approach has yielded positive results, my teaching can benefit significantly from a more *structured, research-backed methodology*. This newfound realization, rooted in the insights gained throughout the BKO Module 1, has ignited my enthusiasm for delving deeper into the science of teaching and maximizing its potential. Subsequently, my primary goal is to build a comprehensive toolkit of strategies for actively engaging students (e.g., Gray & Madson, 2007). I'll *catalog these strategies and incorporate them into my teaching*. Below, I compiled a table of strategies (Table 1) I used before or planned to use in the following lecture.

Furthermore, as testified by the feedback on my lecture video from BKO peers and the BKO tutor, there are several strong points in my teaching and some to work on further. To sum up, the strong points are a calm attitude, eye contact, friendliness, space for students to talk, asking questions, and being interactive. Some points of attention, which I will implement, concern primarily body language, not crossing arms (possibly holding a pen in my hands, being an “orchestra conductor”), and calling students more often for their opinions. Another point of attention is ensuring students are willing to share their experiences before asking them directly about something, such as their thesis.

Additional evidence for the effectiveness of my teaching capabilities is provided through the feedback of one student and one senior Professor with whom I coordinated a 2-week course, from which this lecture is extracted. The scores on Activation and Stimulation provided by the teacher are particularly relevant in testifying to the engagement level achieved in the class and establishing good social connections with the students.

Table 1. List of concrete activation activities to integrate into my lectures.		
Technique	What	How
<i>Ask before I tell</i>	Engaging and interactive classroom environment	It leaves students the time to think and realize if they know the answer or whether they have ever considered that question. This enforces their memory and strengthens their retention of the material.
<i>Jigsaw technique</i>	Students become experts on a piece of content and explain it to their peers	Groups working on different posters scattered in the room on interrelated topics. In 10-15min they conduct small research on the topic and design a creative way to present it to their peers->high level of activation, engagement, and social affiliations. This technique also represented an excellent icebreaker for beginning a course in which they did not know each other. It was particularly appreciated because of the physical activation in a context where students mostly sit.
<i>1-minute papers</i>	Enable students to reflect on what surprised them or the argument that convinced them the most and share with their peers	To experiment with.
<i>Structure for note-taking</i>	Publish slides before the lecture with a side space for note-taking that they can use during the lecture.	To experiment with.
<i>Quizzes</i>	Use a short quiz at the beginning of lectures based on the reading material or the previous lecture.	Sometimes, I used it with Mentimeter, which was somewhat successful. It creates some uncomfortable moments when most answers may be inaccurate. It is essential to reserve 10 minutes to review the correct answers and additional explanations or ask a student who responded correctly to provide the correct answers.
<i>Pause procedure</i>	Stop for 2 minutes every 15-20 minutes, allowing students to discuss their notes with each other.	To experiment with.
<i>Basket with notes</i>	Ask students to write their thoughts on a specific topic or feedback if certain aspects of a lecture work for them in a note to drop in a basket rather than saying it out loud. The anonymity may also enhance their willingness to say if something is unsuitable.	To experiment with.

1.1.1 Materials and feedback forms

Lecture on Attachment, VU Amsterdam Summer School, 18 Jul 2023, shown during a BKO meeting (to be submitted separately). Feedback from peers is presented below.

Feedback van:	Hans Bussink
Op de lesuitvoering van:	Stefania Vacaru
Leerdoel/Focus van observatie:	
Datum:	1 november 2023

Top: Ten minste drie dingen die ik goed vond:

Top 1	Staat er wel heel relaxed bij.
Top 2	Vragen, doorvragen, voorbeelden noemen.
Top 3	Rustig spreektempo.

Tips: Maximaal twee concrete ontwikkelpunten

Tip 1	Misschien interactiever maken, maar dit is zoeken.
Tip 2	

Feedforward:

Vooraf zo blijven doceren. Hier is niets op aan te merken.

Feedback van:	Stefan den Harder
Op de lesuitvoering van:	Stefania Vacaru
Leerdoel/Focus van observatie:	General observation of interaction teacher vs student in lecture
Datum:	1-Nov-2023

Top: Ten minste drie dingen die ik goed vond:

Top 1	Teacher put a small assignment on Blackboard few days previous of the lecture for students to think about and (mentally) prepare. This created more involvement of students at the start of the class. So compliments for the excellent preparation.
Top 2	Teacher explicitly inquires students on their experiences and opinions.
Top 3	Teacher provides room and time for discussion. After that starts explaining some of the underlying theory

Tips: Maximaal twee concrete ontwikkelpunten

Tip 1	Try to walk around a bit more during your lecture. I always take a pencil in my hand and use it to wave around (somewhat like a conductor before an orchestra)
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Feedback van:	Marije Osnabrugge
Op de lesuitvoering van:	Stefania
Leerdoel/Focus van observatie:	?
Datum:	1 november 2023

Top: Ten minste drie dingen die ik goed vond:

Top 1	You provide a lot of space for the student to talk, this gives confidence to students.
Top 2	Good contextualisation of the discussion in the context of the course.
Top 3	You are very calm, this will make the students calm as well.

Tips: Maximaal twee concrete ontwikkelpunten

Tip 1	With your arms and later interlocked hands you make a closed impression.
Tip 2	

Stefania Vacaru

Feedback by: Yolanda Koevoets

Focus points for the feedback	
Date:	01-11-2023

Qualities: At least three things that I thought were really good:

1	You start with a retrospective. Very effective and important (Marian Diamond!).
2	You create a a good a good working atmosphere and are approachable to them; You have eyecontact and a clear voice, good pace and you are friendly.
3	You create student-centered education because you set the thesis of students in the centre. This is the starting point of learning: not only very friendly but also makes students feel taken seriously. They are motivated.

Tips: max two concrete suggestions for improvements:



University Teaching Programme

Tip 1	Sometimes you ask multiple questions (in one) to the students. That can be confusing for students.
Tip 2	

Feedforward	Did you ask the students if they want to share their findings about their thesis in public?
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Form for student feedback

Name of candidate : Stefania Vacaru
Date : 17.07.2023
Teaching module : L1_General introduction to Attachment theory
Name student : Li Mei Xian

DIDACTIC SKILLS

1. STRUCTURE

- The class has a clear build up.
- The teacher thought about the best way of giving this lesson.
- It is easy to follow the content and teaching.

The teacher provides a clear structure.

Strongly disagree 1 2 3 4 5 Strongly agree

Comments

The teacher provides a clear overview about what to go through for particular lectures.

2. EXPLANATION

- The content is explained clearly.
- The teacher's plan of explanation is coherent.
- The teacher plans to give examples that clarify the content.

The teacher plans to transmit information in a clear way.

Strongly disagree 1 2 3 4 5 Strongly agree

Comments

The lectures go with definitions for specific terms of attachment, and also there are explanations for the importance of attachment.

3. INSTRUCTION

- The teacher is clear about which elements are important.
- It is clear what is important and what is less important.
- It is clear which demands the teacher makes of the students.
- The teacher clearly planned which parts of the content are essential.

The teacher gives clear instructions.

Strongly disagree 1 2 3 4 5 Strongly agree

Comments

I clearly understand the learning outcomes and what I am going to learn in these two weeks.

4. VALIDATION OF THE CONTENT

- Applications of the content are mentioned sufficiently.
- The teacher points out the relevance of the content matter.
- The usefulness of the content is sufficiently in focus.
- The teacher indicates the use of treating these topics.

The teacher validates the content matter.

● Strongly disagree 1 2 3 4 5 Strongly agree

Comments

The lecture slides are relevant to what I need to learn.

5. UNDERSTANDING

- The teacher planned ample opportunity for questions.
- The teacher aims to encourage students to ask questions.

● Strongly disagree 1 2 3 4 5 Strongly agree

Comments

The teacher plans sufficient opportunities for checking understanding.

6. ACTIVATION

- Students have opportunities to think along during the class.
- The teacher creates sufficient opportunity for exchanging thoughts.
- During the class ample opportunity is planned out for discussion about the content.
- The teacher plans to involve students during the class.

The teacher activates students.

Strongly disagree 1 2 3 **4** 5 Strongly agree

Comments

There are a lot of interactive parts with classmates.

7. STIMULATION

- The class involves activating tasks and discussions.
- The teacher uses methods to keep students engaged.

The teacher stimulates students.

Strongly disagree 1 2 3 4 **5** Strongly agree

Comments

I am interested in learning what attachment is after going to the first lesson.

Form for feedback colleague collaboration

Name of candidate : Stefania Vacaru
Date : 17.07.2023
Teaching module : General introduction to Attachment Theory
Name tutor : Paula Sterkenburg

Context

The session was a general introduction on the course and on the attachment theory in general.

General impression

Very well prepared and clear in explaining the goals of the course but also linking every student's personal goals to the course and stimulating internal motivation to participate.

Strengths

Expectations are clearly explained. There is a clear invitation to ask questions and to learn from all that will be provided.

Points for improvement

The sheets are sometimes too full. Maybe it is an idea to revise the sheets again.

DIDACTIC SKILLS

1. STRUCTURE

- The class has a clear build-up.
- The teacher thought about the best way of giving this lesson.
- The lesson plan clearly aligns with learning objectives.
- The lesson plan has definite aims.

The teacher provides a clear structure.

Strongly disagree 1 2 3 4 **5** Strongly agree

Comments

I strongly agree. The introduction was also well prepared, with a very active working format for meeting each other. The information was clearly given, and the start was active and highly motivating.

2. VALIDATION OF THE CONTENT

- Applications of the content are mentioned sufficiently.
- The teacher points out the relevance of the content matter.
- The usefulness of the content is sufficiently in focus.
- The teacher indicates the use of treating these topics.

The teacher validates the content matter.

Strongly disagree 1 2 3 4 **5** Strongly agree

Comments

The content was strongly validated.

3. UNDERSTANDING

- The teacher planned ample opportunity for questions.
- The teacher aims to encourage students to ask questions.

The teacher plans sufficient opportunities for checking understanding.

Strongly disagree 1 2 3 4 **5** Strongly agree

Comments

The students were invited to ask questions. Moments were given to ask questions, which could be done face-to-face or via mail. All questions were answered promptly.

4. ACTIVATION

- Students have opportunities to think along during the class.
- The teacher creates sufficient opportunity for exchanging thoughts.
- During the class ample opportunity is planned out for discussion about the content.
- The teacher plans to involve students during the class.

The teacher ensures to activate students.

Strongly disagree 1 2 3 **4** 5 Strongly agree

Comments

There were many opportunities to ask questions, which students also did. But there were students who were more active than others. Maybe students could have been activated by being asked to provide a summary, make a mind map, give 5 keywords, etc. to activate all. In this lesson, menti.com was also used! This is also a good way to activate the students—I had the impression that this was new to them.

5. STIMULATION

- The class involves activating tasks and discussions.
- The teacher uses methods to keep students engaged.
- The teacher considers the need for flexibility in the lesson plan.

The teacher stimulates students.

Strongly disagree 1 2 3 **4** 5 Strongly agree

Comments

See point activation. Overall, the students were very engaged. They were expected to write a paper, so they were very engaged in learning more for their paper.

1.2 Lesson Plan

Designing an effective lesson plan is a challenging and possibly transformative mindset that I am eager to improve throughout my teaching career, and this is now guided by the invaluable insights from the materials/sources covered in this module, such as pedagogical perspectives shared in the recording of Marian Diamond class, the pedagogical approach of Weinman, and the principles described in the chapter by van den Bos, on structuring lectures.

The power of personal connections with students inspires me. Sharing anecdotes from one's educational journey or experiences can create a bridge between the teacher and students. This approach humanizes the learning environment, makes the topic more relatable, and opens the stage for a horizontal dialogue. Encouraging students to reflect on their experiences and connect them to the subject matter can yield valuable insights and a more engaging learning process. Next, the importance of engaging students in discussions and active participation is undeniably what ultimately promotes learning and gives the students the motivation to come to class even on a rainy Monday morning. This is a practice I've incorporated into my teaching methods. The collaborative exchange of ideas also encourages students to think critically and construct knowledge actively (Smith & Waller, 1997). As a trained clinical psychologist, I also consider what we consistently see as the key ingredient in achieving the best therapeutic outcomes in psychotherapy. Beyond the type of therapy, therapeutic alliance, which refers to the bond between client and therapist, is a trusting relationship where both feel safe to engage in a deeper sharing of experiences and learning that promotes behavioral change. I often think of this when I read the sources in this course.

Based on the advice in the articles and videos, I intend to make my classes even more interactive and engaging, based on a precise and concrete planned structure, as emphasized in the chapter by van den Bos (2018). Promoting deep learning through an in-depth understanding of course relevance, activating prior knowledge, and encouraging active learning has encouraged

me to emphasize these aspects further, as exemplified in the lesson plan submitted in a previous assignment. I want to experiment with students designing exam questions, promoting critical thinking and a deeper understanding of the course content. This approach also allows students to take ownership of their learning and engage with the subject matter in a broader perspective beyond the lecture and the course. Still, it may help them find links with other subjects and encourage them to think of a knowledge repertoire.

In this regard, I constructed a lesson plan (below) to consciously align my previous knowledge and first-hand experiences with the course content-based demands and the tools I am learning in these modules. In my lesson plan, I described how the lesson begins with a general view of the vast psychobiology field. Next, I aim to describe my background/expertise in the field and provide a clear link to practical applications, linking to personal experiences (i.e., Can you think of a baby who cries unsoothably? How is his stress system in that moment and how can it be downregulated?). I engage students right from the start and inquire about their prior experiences and knowledge to foster a sense of connection and communicate that I value their perspective (PREVIEW). The class's subsequent phase (ELABORATION) delves deeper into the topic, building upon existing literature and identifying gaps and challenges in studying these aspects of human development. Finally, as the class ends, I give space for reflection (Look back) and projection for future lectures/applications into their research projects (look forward). I ultimately (LOOKBACK) aim to consolidate the critical takeaway messages and invite their questions and feedback for an open dialogue. Teaching is more than just sharing knowledge; it's about igniting curiosity. What I would like to try more is to have an "exit ticket" and 1-minute papers at the end of the class as a more immediate and open type of feedback, which students may find confronting or feel shy to share my voice. To conclude, I find the concept of transparent expectations and feedback vital for effective teaching. Clearly outlining what students can expect from me and what I expect from them is essential in a "trouble-free" learning environment. It minimizes ambiguity and ensures that everyone is on the same page.

In the Materials and Feedback forms, I provide an example of a lecture I prepared earlier and improved according to the VUT model. The slides following this structure and activation moments are provided. Moreover, I provide additional evidence for the lecture plan that I previously received from colleagues and teachers, concerning this and other lectures. Looking at this invaluable feedback, I can recognize the strong points and the points to further improve upon. The strong points are opportunities for questions and engagement, clear learning objectives, and take-home messages. Points of attention concern more breaks and pair discussions between students. I am confident I can improve on this, following the concrete action points in Table 1.

Last but not least, building on the Self-determination theory by Kusurkar and colleagues (2011), autonomy-promoting classroom strategies are crucial to fostering intrinsic motivation in students. I found this point particularly relevant as it links to an area of my research in which we tested autonomy-promoting strategies for teachers to use with their students. However, the goal was to deal with bullying (Lieveense et al., 2019). The twelve points highlighted in the study by Kusurkar, some of which I did integrate before, without being aware of their evidence, that I am further willing to use in developing my lectures are enlisted below. Incorporating these tips into a lesson plan can significantly enhance students' intrinsic motivation, leading to deeper learning and positive educational outcomes. These points also align with the notion of the teacher as a coach, which was discussed at length during the BKO meetings.

1. Identify and Nurture Students' Interests: Understand and integrate what students are genuinely interested in to make learning more relevant and engaging.
2. Guide Behavior through Internal States: Encourage self-motivation rather than relying on external incentives or pressures.
3. Encourage Active Participation: Foster a learning environment where students are actively involved in their learning process.
4. Promote Responsibility for Learning: Encourage students to take ownership of their learning, enhancing their autonomy.

5. Provide Structured Guidance: Balance giving students autonomy with providing clear, structured guidance to keep them on track.
6. Offer Optimal Challenges: Present challenges that are neither easy nor hard, fostering a sense of competence.
7. Provide Positive and Constructive Feedback: Focus on constructive feedback that fosters learning and improvement rather than solely on grades or outcomes.
8. Offer Emotional Support: Create a supportive, empathetic learning environment where students feel safe to express themselves.
9. Acknowledge Students' Negative Feelings: Listen and empathize with students' concerns or frustrations, fostering a sense of relatedness.
10. Communicate Value in Uninteresting Activities: Help students understand the relevance and importance of all aspects of their studies, even those they find less engaging.
11. Provide Choices: Offer students choices in their learning process to enhance their autonomy and ownership.
12. Use Encouraging Language: Use non-coercive language to offer suggestions and guidance that support students' sense of autonomy.

1.2.1 Materials and feedback forms

Lecture plan following the VUT model->click on it.

Intergenerational effect of early caregiving experiences in shaping
mother-infant physiological stress responses &
infant's behavioral regulation



Stefania Vacaru

3.11.2023



جامعة نيويورك أبوظبي
NYU | ABU DHABI

Below, the steps of the VUT plan followed to prepare this short lecture are described.

Course Title: Intergenerational transmission of caregiving experiences and behavioral regulation

Lesson Subject, Date of the Lesson: Attachment, 03.11.2023, 1h

Who are your students (prior knowledge, cultural background, motivation, learner preferences)? This is a seminar group of bachelor students, master students, PhDs, and Postdocs. The students come from diverse backgrounds and countries, including China, the US, and New Zealand.

Lesson objectives:

- 1. The field of psychobiology**
- 2. The role of caregiving in the context of psychobiology**
- 3. Zoom into hair cortisol**

Phase	Time	Content / Subject	Teacher activities (How am I trying to stimulate the students' learning: teaching activities?) What will I be doing as a teacher?	Student learning activities (What do I want the students to do: learning activities?) How do I want them to learn?	Materials / Tools
PREVIEW	15 min	The breadth of the psychobiology field.	After briefly introducing my background on a slide, I will present a scheme on caregiving effects and then add one by one arrow on how the field of psychobiology can help us go under the surface of manifested or not manifested behavior ->ask for each arrow whether they know, have worked with this and what is their experience with each aspect. As van de Bos described in his	I want to gather their full attention to this novel topic (I know it is new to many of them from the leading professor), activate prior knowledge, and align the lecture content to what they already know. This would also help to prepare them for what they can expect to follow, like an agenda for the lecture. I want them to be enthusiastic about the topic and learn about the potential of integrating psychobiology into their research. I want them to be able to see the	Create a scheme/diagram to present on a slide encompassing the lecture overview in a theoretical psychobiology framework.

			<p>chapter: “The quality of the structure determines how well knowledge is retained. “</p> <p>Additional activating techniques include maintaining eye contact and calling students for one or two examples.</p>	<p>relevance rather than knowing the nitty-gritty details. They will think for 30 seconds and then tell the person sitting next to them if they have a research question in their ongoing project that would benefit from adding a physiological marker. Which additional questions could they answer, and why is that important?</p>	
ELABORATE / EXPERIENCE	30 min	Bridging two independent fields: Attachment and psychobiology	<p>Start with an open question on the intergenerational effects of caregiving and then enlist prior evidence from the literature. Next, I will identify what remains unknown. This also aims to follow the model of Weiman in that it is posed more like a quest that I will answer with a research proposal. Then, I will present the methods we could use to answer the question. I will ask the audience in my class to think along and highlight whether they identify any possible obstacles in performing the research study.</p>	<p>I want the students to be engaged in an open dialogue and feel a part of the process of answering a bigger quest in the literature. I want them to learn by “working and collaborating in an open environment to a research proposal” by identifying strengths and weaknesses, possible challenges, and possible answers essential to further our understanding. Given that the level of experience in research is different in the audience, I will ask the youngest students what they think before the more experienced students. After every main point of this content-based elaboration phase, I will ask whether there are any questions.</p>	Slides
LOOK BACK & FORWARD	10min	Summarize and consolidate what has been learned.	<p>I will present a slide with the three main points, “Take a home message,” which I also enlisted as lesson objectives.</p>	<p>Ask for questions and feedback on the content/research proposal. I emphasize that I am available and open to hearing their thoughts in person, at any time, or by email.</p>	Slides

Form for student feedback on the Lesson Plan

Name of candidate : Stefania Vacaru
Date : 18.07.2023
Teaching module : L2_The cradle of social development
Name student : Camilla Boe Flinta

DIDACTIC SKILLS

1. STRUCTURE

- The class has a clear build up.
- The teacher thought about the best way of giving this lesson.
- It is easy to follow the content and teaching.

The teacher provides a clear structure.

Strongly disagree 1 2 3 4 **5** Strongly agree

Comments

The agenda was presented in the beginning and in the end main conclusions of the teacher's study were presented.

2. EXPLANATION

- The content is explained clearly.
- The teacher's plan of explanation is coherent.
- The teacher plans to give examples that clarify the content.

The teacher plans to transmit information in a clear way.

Strongly disagree 1 2 3 4 **5** Strongly agree

Comments

The PowerPoint slides support the explanation of the content.

3. INSTRUCTION

- The teacher is clear about which elements are important.
- It is clear what is important and what is less important.
- It is clear which demands the teacher makes of the students.
- The teacher clearly planned which parts of the content are essential.

The teacher gives clear instructions.

Strongly disagree 1 2 3 **4** 5 Strongly agree

Comments

Perhaps a summary of the most important points / take-home messages could have been included.

4. VALIDATION OF THE CONTENT

- Applications of the content are mentioned sufficiently.
- The teacher points out the relevance of the content matter.
- The usefulness of the content is sufficiently in focus.
- The teacher indicates the use of treating these topics.

The teacher validates the content matter.

Strongly disagree 1 2 3 4 **5** Strongly agree

Comments

Yes, an example: the teacher points out the relevance of attachment theory but also discusses some criticisms regarding its universality.

5. UNDERSTANDING

- The teacher planned ample opportunity for questions.
- The teacher aims to encourage students to ask questions.

The teacher plans sufficient opportunities for checking understanding.

Strongly disagree 1 2 3 4 **5** Strongly agree

Comments

The teacher remembers to ask if there are any questions.

6. ACTIVATION

- Students have opportunities to think along during the class.
- The teacher creates sufficient opportunity for exchanging thoughts.
- During the class ample opportunity is planned out for discussion about the content.
- The teacher plans to involve students during the class.

The teacher activates students.

Strongly disagree 1 2 3 **4** 5 Strongly agree

Comments

Perhaps a few more moments dedicated for exchanging thoughts and activating the students themselves could be included. Examples could be “explain your understanding of this topic to a partner” or “what questions do you still have on attachment that have not yet been answered in this lesson?”

7. STIMULATION

- The class involves activating tasks and discussions.
- The teacher uses methods to keep students engaged.

The teacher stimulates students.

Strongly disagree 1 2 3 **4** 5 Strongly agree

Comments

Same comment as above 😊

Evaluation tool for giving lectures

The setting

This questionnaire has been designed to assess your ability to give lectures. The questionnaire includes a number of statements on a number of different topics related to the competencies and skills in the lecturer competence profile.

How to use this tool

This evaluation tool aids self-reflection and forms part of your portfolio, i.e., it adds to what you have already completed. By combining self-reflection with the examples added to your portfolio, you give additional value to the scores, thereby making this a powerful tool to aid your competence development.

This tool can be used as a guide for self-reflection and as multi-rater feedback, for example, by colleagues and /or students. They can observe you and then complete the form. You can then compare your own answers with theirs to better assess your competencies. If you repeat this process a number of times, you can also gain insights into your own development pathway.

Instructions

Self-reflection

If you use this questionnaire as an instrument for self-reflection, you can grade each statement with a score. These scores reflect the extent to which you consciously conduct these activities in your teaching. The scores range from 1: I do not consciously do this to 4: I always do this. Please complete both parts I and II of the questionnaire.

Multi-rater evaluation

If you would like to use the questionnaire for feedback from others, they can complete the questionnaire whilst or after observing you giving a lecture. They score each statement varying from insufficient to good and can add comments qualifying each statement. If others use this questionnaire, they only have to complete part II.

There is no question of an 'ideal profile'. By scoring each of the items, you become aware of your position in your progression to becoming a qualified lecturer.

Part I

1 = not consciously
2 = sometimes
3 = mostly
4 = always

By: Stefania
Vacaru
Date:
8/10/2019

Preparing the lecture		
I always consciously prepare my lectures	4	
When preparing, I am aware of the students' level of knowledge	3	As a guest in courses for which I delivered lectures, I was not always fully aware of the students' level within a specific topic. However, I always ask how much they know about the specific topic when I explain something to understand how much time I should spend on some basic definitions, for example.
When preparing lectures, I am aware of the course vision, guidelines, and criteria	4	I always read the course manual, tried to see how my lecture fit the learning objectives, and explicitly bridged and stated that in my lecture.
I use my insights when preparing lectures	4	

Reflection on the lecture		
I regularly reflect on my performance during a lecture	4	
I regularly reflect on my lectures with students	3	
I regularly ask my colleagues and students for feedback	4	

Part II

Self-reflection
1 = not consciously
2 = sometimes
3 = mostly
4 = always

Multi-rater evaluation
G = good
S = sufficient
I = insufficient
N = not applicable

Lecture by: **Stefania Vaccaru**

Evaluation by: **Sara Fabbri**

Date: **8 October 2019**

Introduction		
Understand the students' level of knowledge and adapt to this	G	Stefania explicitly asked the students' background so she could have a precise idea of their level of knowledge on the topic of her lecture. Stefania explained what her lecture would be about, but she didn't mention the learning outcome explicitly. Since it was a guest lecture, this part doesn't apply
Clearly states what the students will learn from the lecture and why it is important	S	
Explains the structure of the lecture and its relation to other parts of the programme	N	
Core		
Demonstrates that they have the required subject expertise	G	She did an excellent job explaining the topic in general and, more specifically, about her PhD. She answered students' questions with great competence. Stefania involved the students by asking them if they had questions and using the Mentimeter. Stefania is a very engaging lecturer because of her passion for the topic and her use of different methods, such as the Mentimeter and videos. Stefania created a relaxed atmosphere where the students felt safe to ask questions, which Stefania asked very clearly and friendly. She transmitted a lot of enthusiasm for the topic. She provided all the relevant background information for the students, adapting the lecture to non-psychology students by clarifying basic concepts in psychology.
Links subject to professional practice	G	
Clearly distinguishes between main and side issues	G	
Actively involves students in the lecture by using different forms of interaction.	G	
Keeps the students' attention and ensures sufficient diversity	G	
It gives opportunities for students to ask questions and is positive when they do	G	
Encourages students to be enthusiastic about the profession	G	
Makes good use of audio-visual tools	G	
Stimulates self-study by giving students tips and indicating where pitfalls may be	N	
Attunes the lecture to the target group and their specific situation	G	
End		
At the end of a lecture, provide or ask for a summary or conclusion, reflecting on learning objectives.	S	Stefania nicely summarized the relevant concepts and conclusions but didn't explicitly refer to the learning outcomes.
Presentation		
Speaks clearly and can easily be understood	G	Stefania is a great speaker because she is friendly and talks at the right speed. She is also attentive to the audience by looking and walking to them. She uses gestures to emphasize the relevant concepts and to encourage the audience to speak.
Changes tempo depending on the audience and the content	G	
Uses encouraging gestures	G	
Regularly looks at the public.	G	

1.3 Diversity and inclusion

Embracing diversity and inclusion is vital, and as an English teacher, my experiences in highly diverse classrooms have underscored the significance of these principles. This reflection draws from my teaching experience and assignments, particularly the concept of diversity as an opportunity for learning. I was positively surprised about the open statement of the VU on diversity and inclusion, which I might have missed. Still, I did not read elsewhere in other Universities where I have been. With this, I do not imply that there is no attention; on the contrary, having a published vision on this topic shows the commitment of the university to stand by these principles of diversity and inclusion and acknowledge mixed classrooms. I wish such a document would also be created for an inclusive work environment within universities with international employees and focus. To make colleagues aware that joking about “Italians having another coffee” is not culturally sensitive and inclusive.

The Vrije Universiteit Amsterdam's Mixed Classroom Education Model, developed in 2019, encourages an open environment for students with diverse backgrounds. It recognizes that diversity can manifest across multiple dimensions, including religion, gender, sexual orientation, ethnicity, nationality, and socioeconomic status. It promotes the idea that learning outcomes can be enhanced by embracing the diversity present within the classroom. In my teaching context, diversity is not merely a demographic variety but a learning opportunity from individuals with different experiential and biological makeup. The VU Mixed Classroom Educational Model divides the process into three crucial phases: Sensitize, Engage, and Optimize. These phases guide the creation of an inclusive learning environment, a fundamental aspect of higher education. What I particularly like about the vision statement is that this model is not merely descriptive of a diverse classroom but a structured approach to enabling students to be open to differences, co-create an inclusive environment, and leverage different perspectives. It encourages students to capitalize on differences, using them to stimulate critical thinking, analytical skills, and creative solutions. I particularly appreciated that, beyond providing and scaffolding the issues and points to address,

this statement provides concrete examples and to-dos. Practical strategies that can be employed to create an inclusive learning climate include reducing anonymity, "Exit slips," and the "Circle of trust" exercise. Reducing anonymity fosters an environment where students and instructors know one another to a certain extent. "Exit slips" encourage students to provide feedback on class climate anonymously. At the same time, the "Circle of Trust" exercise prompts students to reflect on their closest contacts and the diversity within their social circles. Accordingly, the primary aim of this model is to improve education at Vrije Universiteit Amsterdam and equip students with the competencies required to navigate a dynamic world successfully. This includes the development of critical thinking skills, an understanding of different academic perspectives, and the ability to function in diverse group settings. It aligns with the university's core values: personal, open, and responsible.

I would also like to emphasize that despite the beauty of such principles, I do have some concerns that, in part, I encountered in my own experience, and I fear that I could encounter them. These possible challenges include resistance to change from faculty and students, implicit bias, a lack of awareness and training, and time and resource constraints, to mention a few. Measuring and assessing progress, scaling initiatives, and accommodating neurodiverse students add further demands and complexity. Another major issue concerns when we invite guests to provide a lecture. It is crucial to make sure that they abide by the same principles. A recent experience exemplifies this concern I was unlucky to witness. In an international context with a diverse group of students, I once encountered a challenging situation when a senior professor and clinician made an inappropriate joke about Ukrainian refugees. The incident left me shocked and uncomfortable, and I hesitated to take immediate action. Looking back, I realize the importance of addressing such issues and promoting inclusivity in the classroom. However, I did not know how to navigate the situation, and I still do not. In response or hopefully, to prevent such incidents from happening again, I plan to share the VU Mixed Classroom Educational Model booklet with all guest professors in my course, encouraging them to review the principles that both the VU and

I stand for to foster a more respectful and inclusive learning environment for all students. This example highlights the need for collective efforts in creating awareness and taking action to ensure that diverse perspectives are respected and valued. In a study by Vermunt and Donke (2017) reviewing the state of the art on learning in higher education, it emerged that the personal, contextual factors surrounding the learning environment are crucial for promoting positive learning outcomes (Figure 2).

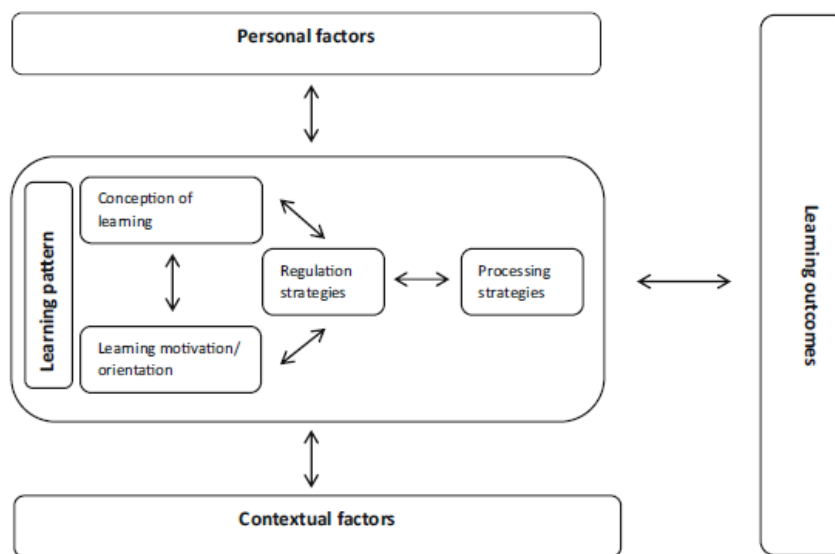
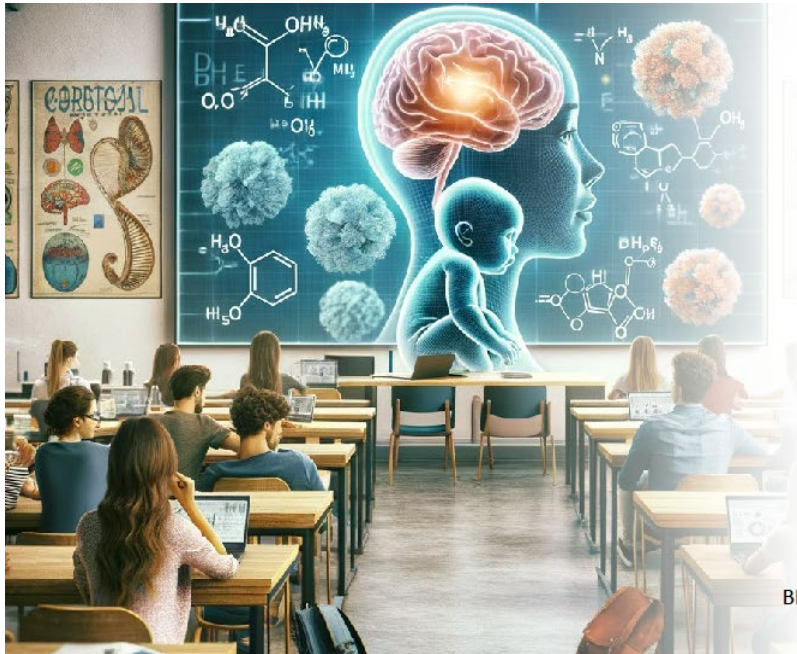


Figure 2. In Vermunt and Donke (2017). A learning patterns model of student learning.

Furthermore, during this part of the course, I researched educational tools to make the content and the structure of my didactics more accessible, contributing to the inclusion of students with diverse needs, more engagement, and deep learning. This research, summarized in the Materials and feedback forms section presentation, was about structuring learning through visuals. Based on my BKO tutor's and one of my peers' advices on using icons in lectures, I delved into the evidence-based literature on how icons/visuals improve knowledge retention. Following the presentation, my peers provided additional points of attention, namely being mindful not to overstimulate. In the same group, one colleague found the use of multiple icons and animations too much, while the other found it balanced. This suggests paying attention and continuously monitoring the effects of such icons. I will gladly integrate at least some of these when designing my next course.

1.3.1 Materials and feedback forms



Structure
learning through
visuals cues

Stefania Vacaru
29.11.2023

BKO presentation of individual research

@ v.s.vacaru@vu.nl

1.4 References

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1.5 Interim evaluation

Beoordelingsformulier eindverslag BKO-flex module 1

Ronde: 2 (2023-2024)
Module: 1 'Onderwijs uitvoeren'
Naam: Stefania Vacaru
Begeleider: Yolanda Koevoets
Datum: 22/12/2023

Handtekening:



Behaald: JA
Obtained: Yes

Onderdeel	Criteria	Bijlagen	Gehaald ja/nee
1. Waar sta je en waar wil je heen?	Je geeft antwoord op de vragen: 1.1 Wie ben je en wat is je motivatie om WO-docent te zijn? 1.2 Wat kenmerkt jouw docentschap? 1.3 Wat zijn je sterktes en zwaktes? 1.4 Wat is je visie op onderwijs? 1.5 Hoe verhoudt zich jouw visie tot de VU Onderwijsvisie?	<ul style="list-style-type: none">• Feedback peers and teacher educator based on educational video• Student evaluation	Yes
2. Activerende didactiek en diepteleren	Je geeft antwoord op de vragen: Hoe motiveer je je studenten tot diepteleren? Hoe stimuleer jij studenten tot interactie en leren van elkaar? Welke leeractiviteiten zet je daartoe in? Dit doe je door: twee voorbeelden uit je praktijk in je eindverslag op te nemen. OF naar de afgeronde mini-module 1 te verwijzen.	<ul style="list-style-type: none">• Multiple examples own teaching practice• Evaluations• Mini module 1	Yes

<p>3. Lesontwerp</p>	<p>Je laat zien dat je een effectieve les kunt ontwerpen die:</p> <ul style="list-style-type: none"> • aansluit bij de voorkennis van je studenten • lesdoelen helder presenteert • gebruik maakt van activerende en afwisselende werkvormen • input (informatie en ideeën), ervaring (doen en zien) en reflectie aan bod laat komen • vaststelt of jij je gestelde doelen hebt bereikt? <p>Dit doe je door een lesvoorbereidingsformulier (bijv. VUT-formulier) + aanvullende materialen bij te voegen</p> <p>OF</p> <p>naar de afgeronde module 2 te verwijzen.</p>	<p>VUT (PEL) formulier Mini module 2</p>	<p>Yes</p>
<p>4. Diversiteit en inclusie</p>	<p>Je laat zien hoe je een veilig, inclusief leerklimaat voor studenten creëert.</p> <p>Dit doe je door twee voorbeelden uit jouw praktijk in je eindverslag te beschrijven</p> <p>OF</p> <p>naar de afgeronde mini-module 3 te verwijzen</p>	<p>Feedback peers and teacher educator</p> <p>Mini - praktijkonderzoek Student evaluation Multiple examples own teaching practice</p>	<p>Yes</p>
<p>5. Professionele ontwikkeling</p>	<p>Je geeft antwoord op de vragen:</p> <ul style="list-style-type: none"> • Wat heb je in deze module geleerd en hoe heeft dit jouw onderwijs veranderd/verbeterd? • Welke bronnen en opdrachten uit de mini-modules vond je het meest relevant voor je onderwijs? • Wat heeft de lesobservatie en het gesprek met een ervaren collega je opgeleverd? • Wat neem je mee van het feedback op je onderwijsvideo? • Wat is je meest belangrijke inzicht uit je minipraktijkonderzoek? • Wat beschouw jij als de belangrijkste sterke punten en de belangrijkste verbeterpunten in het uitvoeren van onderwijs? • Wat zijn je volgende ontwikkelstappen en wat ga je hiermee doen? 	<p>Reflection report</p>	<p>Yes</p>
<p>0. Formele criteria</p>	<p>0.1 Het eindverslag dient voor alle onderdelen aan de boven beschreven criteria te voldoen.</p> <p>0.2 De volgende vormeisen zijn voorwaarde voor de beoordeling door de trainer:</p> <ul style="list-style-type: none"> • maximale lengte: 10 pagina's (excl. bijlagen) • titelpagina met naam en datum • inhoudsopgave met overzicht van alle bijlagen • leesbaarheid: (tussentitels, alinea's, structuur) • spelling- en grammaticacheck • verwijzing naar gebruikte bronnen en referentie's 		<p>Yes</p>

Toelichting:

Stefania has met all the criteria above. She has shown in this module "implementing teaching" that she is a passionate teacher who works on her professional development with a lot of self-reflection and openness. Stefania finds it important that students reach the deep learning level and therefore she connects theory to practice during her lectures. She illustrates her teaching practice in her report with concrete examples from her own experiences to motivate students. Stefania has successfully completed three mini-modules as part of this module: activating didactics, lesson design and diversity and inclusion.

Dear Stefania,

In this clear report, supported by leading educational resources, you reflect beautifully on how you have developed into the teacher you are and have wanted to be.

In your report you not only look back on your findings regarding this first module of the BKO trajectory. You also look back on how you have learned and are still learning, as well as you look ahead and reflect on your role as a lecturer and an expert in child care and development. All this comes together in your reflection report.

You write:

One aspect that struck me there and reminded me of my precedents was the inhibition of critical thinking, 4 challenging facts, and questioning. This is one of the deepest core values I am determined to promote in my classroom and guide students not raised with that model

You want to motivate students to deep learning by involving them in the theory/content and going beyond mere knowledge transfer and memorization. This is very important for you, precisely because you take with you the experience of your own education in your formative years and know how things can be done differently through later experience and, of course, through your expertise in the field of child development and learning and tailor made education. You can, like no other, substantiate your choices in teaching with theory and critical reflection. Nice to see how you transfer your expertise in child care and development to teaching at the university (where you also provide tailor-made education (and thus attention to individual needs as very effective) for your students.

You write:

What makes a course successful? I would like to learn some tips and 6 tricks, the newest developments in education, and evidence-based styles.

>> Sometimes in "everyday educational life " it is difficult to hold on to scientific theories at all times. You might like to get acquainted with Pedro DeBruykere> He states that, when it comes to education, you may need to rely more on being "evidence informed". [Home | Leerpunt](#)

You are critical of the use of the VU MC model exercises. That's good that you mention this. In this course we tip this theory but at VU mixed classroom is a separate course of several meetings and certainly does not involve just applying a few exercises in your own classes but it enhances more attitude development.

I enjoyed reading that you brought in Kursurkar to put Deci and Ryan's Self-determination theory into practice. We will continue working on that in module 2!

Both students and peers explain that you are a friendly teacher with an eye for each student. So that's definitely going to be a good thing in module e. I look forward to meeting you again!

2. Module 2: Supervising students

Supervision in higher education is an important element for growth and an essential process for students. Throughout module 2, the importance of relational supervision has been evident, which sets the foundation for long-term deep learning and development. A supervision journey entails 3 dimensions (Scager & Thoolen, 2006): **content-procedures-relations**. In the sections below, the reflection will focus mostly on the relation and, to a lesser extent, the procedures. The content of teaching varies from course to course, and it emerges as secondary if the main infrastructure for learning is established. Supervision can occur at an individual or a group level and be provided in writing or orally. While many skills are transferable from one mode to another, different skills and individual attention are required.

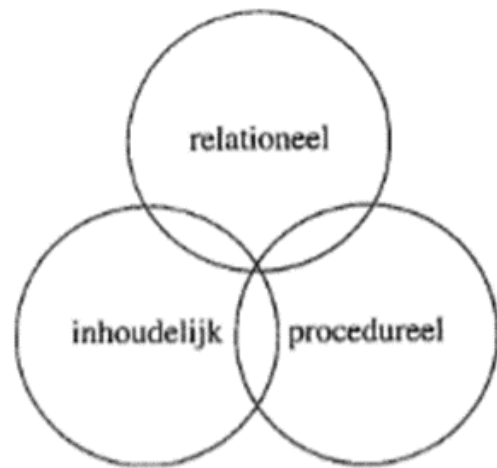


Figure 1. Scager, Three dimensions of supervision

2.1 Supervision

Using **James Flaherty's** words, supervisors' role should be to “**evoke excellence in others,**” namely unlocking the potential within each student, no matter their background or interests. This goal is rewarding on a personal level, on a relationship level, and a societal one. We make the world a better place by advancing knowledge and transmitting a positive attitude toward learning, which has enduring effects on the current and future generations. This can only be realized through a relationship of mutual trust, respect, and freedom of expression. Flaherty (1999) identifies 3 pillars to supervise a student:

1. **Positive expectations**, namely, helping the student identify their ambitions, strengths, and creativity while anticipating possible obstacles and helping them overcome them.
2. **Respect for individual differences**, entailing the capacity to adapt to each student's needs because of their backgrounds, skills, or other factors. It is a very good expression: “Many ways

lead to Rome.” I think it nicely summarizes this point. Especially in our era of deep and global mobility and networks, the educational paths are much more fluid, and no one profile fits a specific job/career. We must acknowledge this even at a smaller scale, such as a bachelor thesis.

3. Shared responsibility refers to accepting the individual contribution to a project and accepting the possibility of errors. Let the student have their journey and learn from their mistakes while offering support and showing that errors are natural, and we can learn from them. We must provide a safe environment for students to grow and explore.

Based on Flaherty’s three pillars of coaching a student (positive expectations, respect for differences, and shared responsibility), my supervision style reflects these principles to different extents. I can identify positive expectations and respect for others from a human perspective and appreciate different knowledge and backgrounds. I can identify as a student landing in the Dutch academic world from a different background who has successfully overcome several challenges and cultural unknowns. I can show my students these abilities by forecasting what they can learn and how this will help them. I can anticipate some challenges and provide resources and availability to overcome them. I am respectful and aware of their time, personal struggles, and circumstances. Sharing responsibility is a point that I see manifest at different levels: at the level of content agreements and the level of communication. The first point entails making clear agreements in giving and taking. For instance, it is my responsibility as a supervisor to provide the tools for the student to learn and the tools to monitor the progress, and it is the student’s responsibility to adhere to the program and master the material. These two aspects are fully complementary to make the supervision and the training path successful. At the level of communication, I believe both the supervisor and the student share equal responsibility to indicate any need for adjustments in the interaction dynamics and challenges. This is crucial for

open and transparent communication, which has often emerged as a key factor in education throughout the previous modules.

While the first two points are more straightforward, I have become aware of the struggle with the third point, namely shared responsibility. For instance, I have a student who has fallen out of the thesis process in the first year -after providing much supervision, more sessions, time, and understanding of her circumstances-. Despite this support, she has completely disappeared. I have taken it a bit personally as a form of disrespect, and later, when she reappeared, I have been reluctant to provide any additional support or to listen to her excuses. As suggested by the BKO coach, it would help to set up fixed feedback rounds, in which the student needs to take the initiative by sending questions before the meeting. Maintaining a neutral position is also challenging. However, as I am not a counselor, nor would it be my role, I need to advise seeing an academic counselor or mentor to discuss their academic progress.

I would like to refer to Karin Scager's work on scaffolding the structuring of a supervision plan further. In Scager's article, Steehouder (1992) distinguishes **four distinct phases in leading a meeting with a student:**

1. Opening phase (social talk),
2. Exploration/planning phase,
3. Support and advise phase,
4. The closing phase (state trust in the student's capacity to proceed).

In my supervision work, I also implement 4 phases: 1) greeting the students and brief check-in; 2) I normally ask the student to bring an agenda to the meeting that they sent one day before, and usually I add something to it, so we start by looking at that and decide how much time we need for each point; 3) we discuss each point, and the student writes down action points; 4) we check if there are any other open questions to resolve now or can wait for the next meeting, summarize and greet. I also end with a social talk: "How does the week/weekend ahead look like?" "Make sure to have some quiet recharge time." This has always worked well for me when structuring the meetings.

The relation aspect is possibly the most sensitive because it taps into our inner selves, ways of interpreting relationships, insecurities, and emotions. **The Rose of Leary** (1996) is a model developed by the American psychologist Timothy Leary (1950) to explain interaction dynamics based on communication processes. This circumplex dynamics is represented on two axes forming a cross (dominance (above/below) and togetherness (I/We). Accordingly, 4 quadrants of behaviors emerge based on how we communicate. This is explained by 2 principles. The *symmetry principle* indicates that if we adopt an “against” behavior, we will elicit the same in our interaction partner, whereas working for a common goal will elicit a common goal interest in the other. The second principle is the *complementarity principle*, suggesting that we will obtain a below-style response if we use the above communication style. However, the combinations of the four axes lead to 4 distinct styles: leading, adapting, defensive, and offensive.

After assessing where I stand on the axes, I scored the highest on leadership (taking the initiative) and negativity dimensions. This communication style played a role in the conflict I sometimes mentioned with a PhD student.

As a concrete example, the relationship with the student was very friendly, but my high enthusiasm did not give her space to communicate her struggles. When she did, she was probably at a very low point, so she was overwhelmed. At that time, instead of taking her perspective, I thought she was being over-negative, and I mentioned it to her, which escalated the whole situation. Interestingly, although I was taking a “we” perspective, this was perceived as impinging on the student’s autonomy. This may suggest that some balance is needed, and sometimes “I” may be useful in acknowledging an obstacle to understanding the situation and the need to reflect on the relationship. I think what may have gone “wrong” is an unbalanced focus on content and procedures rather than the relationship, which may have been neglected.

What surprised me the most about this module is how close the building of such a relationship is to the attachment theory (Bowlby, 1979), which describes a bonding relationship between a primary caregiver and a child and how this has enduring effects on one’s developmental outcomes. One of the most proven outcomes is academic performance and the ability and trust for exploration. The circle of security illustrates how a safe relationship fosters exploration (Cooper et al., 2009). This model has been implemented even in classrooms for young

children, emphasizing the role of a safe relationship in learning and developing socio-emotional and cognitive skills. I will keep this model and the relationship dimension in mind as essential factors to build, not only as an additional element that may emerge spontaneously.

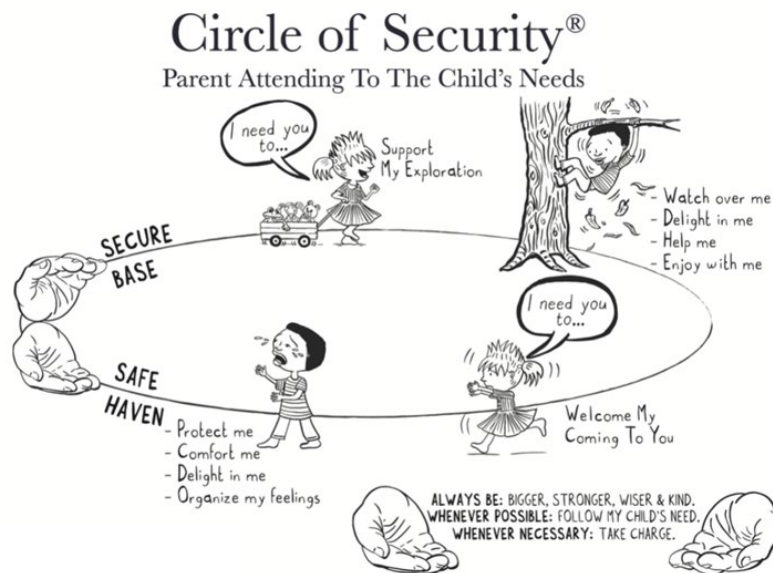


Figure 2. Circle of Security (Cooper et al., 2009).

Below, I will present evidence of how I received my supervision style from students who were supervised either in a group or individually by me. I highlighted in yellow the main reported strengths and in blue the main points I need to improve. Based on these evaluations, my supervision is perceived as supportive, caring, and validating. This is a result of availability, listening skills, and content expertise. From a relational perspective, students report clear communication and timely feedback and celebrate successes. Furthermore, students feel taken seriously and as an important part of the research team, with my style tailored to their needs. Regarding the improvement points, these seem to be mostly concerning the procedural dimension or the clear agreements and improved overview of the interim process rather than the result, and possibly offering more structure. This can be achieved by creating a better monitoring plan with checkpoints as deadlines and revising how the supervision has been going and whether we need any adaptations. Adding these regular checkpoints will help the student and me reflect on how we can further improve the supervision relationship.

2.1.1 Materials and feedback forms

Evaluation form supervisory course/process

Name of supervisor: Stefania Vacaru

Date:

Educational track/section: master traineeship neuroscience

Student(s) name(s): Lisa Furlanetto

Instruction:

Dear Student,

As part of the Basic Teaching Qualification (BKO), your supervisor is asked to demonstrate mastery of many teaching skills. Being able to adequately supervise individual or small groups (2-5) of students is one such teacher skill.

You are requested to answer the following questions in the pages below – each answer has a score between 1 (Strongly Disagree) and 5 (Strongly Agree). Please provide a brief explanation for each score. For some questions, 'not applicable' is also an answer option. In that case, please provide a short explanation.

Finally, a few questions are below to help collect important developmental aspects; please complete these as well.

Thank you for your time and cooperation!

Brief explanation of the guidance/supervision context

I participated in a supervision session focused on conducting a facial EMG experiment. During this session, the supervisor provided hands-on guidance and instruction to help me navigate various aspects of the experiment. Specifically, she assisted me in understanding how to adapt the experiment's timing to the machinery, explained the functioning of facial EMG equipment, and demonstrated the proper application of electrodes on the face. She accompanied me through the initial testing phase, **gradually transitioning me to work independently.**

Key strengths of the supervisor

The supervisor showed three main strengths. First, she was always there to **help** in theory and practice. Second, she knew a lot about facial EMG and **explained** things clearly. Lastly, she was **supportive**, making it easy to learn and improve. Overall, her **availability, expertise, and support** made the learning experience much better.

Main areas of improvement for the supervisor

In reflection, the supervision has been consistently effective and beneficial. I have observed no significant areas that require improvement. She has demonstrated proficiency in all aspects of supervision, including **clear communication, timely feedback, and strong supportiveness.** Her expertise and dedication have greatly contributed to my learning and development, and I am grateful for her valuable guidance throughout the process.

SUPERVISION SKILLS

1. Throughout the supervision process, the supervisor communicated clearly and timely about the goals, intentions, expectations, and role(s) they were fulfilling.

- The supervisor makes the supervision goals clear in a timely manner.
- The supervisor makes what they expect from the student clear in a timely manner.
- The facilitator makes it clear in a timely manner what role(s) they are fulfilling during the process.

Strongly Disagree 1 2 3 4 5 Strongly Agree

Note

2. The supervisor contacts the student and tailors the supervision method to their learning process, considering the framework of applicable preconditions and goals to be achieved.

- The supervisor shows interest in the student and puts the student at ease.
- In supervising, the supervisor considers the learning process and the student's learning wishes as much as possible.

Strongly Disagree 1 2 3 4 5 Strongly Agree

Note

3. The supervisor helps the students find answers to questions and take initiative and responsibility for their learning.

- The supervisor makes the student aware of the importance of self-responsible learning.
- The supervisor encourages the student to take personal responsibility for learning.

Strongly Disagree 1 2 3 4 5 Strongly Agree

Note

4. The supervisor uses appropriate interventions in problem situations, using effective communication (e.g., interview techniques, etc.).

- The supervisor takes timely action in problem situations.
- The counselor communicates constructively in problematic situations and tries to reach a solution.

Strongly Disagree 1 2 3 4 5 Strongly Agree

Note

End of the questions, thank you for your participation!

Evaluation form supervisory course/process

Name of supervisor: Stefania Vacaru

Date: 05-02-2024

Educational track/section: Psychology

Student(s) name(s): Aicha Mazrina

Instruction:

Dear Student,

As part of the Basic Teaching Qualification (BKO), your supervisor is asked to demonstrate mastery of many teaching skills. Being able to adequately supervise individual or small groups (2-5) of students is one such teacher skill.

You are requested to answer the following questions in the pages below – each answer has a score between 1 (Strongly Disagree) and 5 (Strongly Agree). Please provide a brief explanation for each score. For some questions, 'not applicable' is also an answer option. In that case, please provide a short explanation.

Finally, a few questions are below to help collect important developmental aspects; please complete these as well.

Thank you for your time and cooperation!

Brief explanation of the guidance/supervision context

Stefania supervised me for five months during my bachelor's project. She is now supervising me as a student assistant at the VU.

Key strengths of the supervisor

- The supervisor gives **constructive feedback**. The feedback is given so that I know my areas for improvement and how to improve on those areas.
- **Makes use of your strengths/interests**. The supervisor encourages me to **explore** skills and topics I am interested in, allowing me to develop those further.
- The supervisor ensures that hard work and **successes are celebrated**, which keeps motivation high.
- Challenges me intellectually by critically questioning my line of reasoning.
- The supervisor is **honest, transparent, and realistic** in the time and resources she has for supervising.

Main areas of improvement for the supervisor

- For me, this open way of supervising works well, but **some students might benefit more from a structured plan, which requires less initiative**. However, research always goes differently than planned, so coming up with a plan that remains feasible throughout the supervision period might be difficult.

SUPERVISION SKILLS

1. Throughout the supervision process, the supervisor communicated clearly and timely about the goals, intentions, expectations, and role(s) they were fulfilling.

- The supervisor makes the supervision goals clear in a timely manner.
- The supervisor makes what they expect from the student clear in a timely manner.
- The facilitator makes it clear in a timely manner what role(s) they are fulfilling during the process.

Strongly Disagree 1 2 3 4 **5** Strongly Agree

Note

Additionally, the supervisor tries to develop new plans quickly when the old ones fail due to unforeseen circumstances.

2. The supervisor contacts the student and tailors the supervision method to their learning process, considering the framework of applicable preconditions and goals to be achieved.

- The supervisor shows interest in the student and puts the student at ease.
- In supervising, the supervisor considers the learning process and the student's learning wishes as much as possible.

Strongly Disagree 1 2 3 4 **5** Strongly Agree

Note

In addition to the second point, the supervisor encourages the students to consider their own learning process and goals.

3. The supervisor helps students find answers to questions and take initiative and responsibility for their learning.

- The supervisor makes the student aware of the importance of self-responsible learning.
- The supervisor encourages the student to take personal responsibility for learning.

Strongly Disagree 1 2 3 4 **5** Strongly Agree

Note

4. The supervisor uses appropriate interventions in problem situations, using effective communication (e.g., interview techniques, etc.).

- The supervisor takes timely action in problem situations.
- The counselor communicates constructively in problematic situations and tries to reach a solution.

Strongly Disagree 1 2 3 4 **5** Strongly Agree

Note

End of the questions, thank you for your participation!

Evaluation form supervisory course/process

Name of supervisor: Stefania Vacaru

Date: 05/02/2024

Educational track/section: Master, Biomedical Sciences

Student(s) name(s): Georgia Graat

Instruction:

Dear Student,

As part of the Basic Teaching Qualification (BKO), your supervisor is asked to demonstrate mastery of many teaching skills. Being able to adequately supervise individual or small groups (2-5) of students is one such teacher skill.

You are requested to answer the following questions in the pages below – each answer has a score between 1 (Strongly Disagree) and 5 (Strongly Agree). Please provide a brief explanation for each score. For some questions, 'not applicable' is also an answer option. In that case, please provide a short explanation. Finally, a few questions are below to help collect important developmental aspects; please complete these as well.

Thank you for your time and cooperation!

Brief explanation of the guidance/supervision context

In my first year of the Master of Biomedical Sciences program, Stefania was my supervisor during my internship at the Department of Developmental Psychobiology.

Key strengths of the supervisor

Good listener. She always makes time for her students.

Communication and constructive feedback.

Knowledge of the topics.

Main areas of improvement for the supervisor

Providing a general plan for the student (made with the student) over the whole timeline. Setting deadlines, making clear agreements about when meetings will be held, etc.

This gives the students space to learn about different topics and to follow the whole process, from reading literature and writing to data analyses and publishing.

SUPERVISION SKILLS

1. Throughout the supervision process, the supervisor communicated clearly and timely about the goals, intentions, expectations, and role(s) they were fulfilling.

- The supervisor makes the supervision goals clear in a timely manner.
- The supervisor makes what they expect from the student clear in a timely manner.
- The facilitator makes it clear in a timely manner what role(s) they are fulfilling during the process.

Strongly Disagree 1 2 3 4 5 Strongly Agree

Note

In the beginning, we had a good conversation about what I expected of you and what you could

provide in terms of help during the internship. This helped me understand when and with which questions I could come to you. I think it would have helped me if we also talked about deadlines and expectations from you for me, as we mostly established the end product.

2. The supervisor contacts the student and tailors the supervision method to their learning process, considering the framework of applicable preconditions and goals to be achieved.

- The supervisor shows interest in the student and puts the student at ease.
- In supervising, the supervisor considers the learning process and the student's learning wishes as much as possible.

Strongly Disagree 1 2 3 4 5 Strongly Agree

Note

You were very good at tailoring the supervision to my needs and learning process. You wanted to know a lot about my previous and current education and what knowledge I had, and this helped us understand each other. I do wish that sometimes we would have had a bit more contact and that this did not only come from me.

3. The supervisor helps the students find answers to questions and take initiative and responsibility for their learning.

- The supervisor makes the student aware of the importance of self-responsible learning.
- The supervisor encourages the student to take personal responsibility for learning.

Strongly Disagree 1 2 3 4 5 Strongly Agree

Note

You gave me plenty of responsibility and let me figure out the writing, data, and other things independently. This was very nice, at least for me, as it taught me more. It is good to understand more of the subject before having an explanation. I wish I had been able to learn more about some topics. For example, I had asked to learn about the data analysis process, yet I did not have the chance to hear about this or sit in with the person doing this.

4. The supervisor uses appropriate interventions in problem situations, using effective communication (e.g., interview techniques, etc.).

- The supervisor takes timely action in problem situations.
- The counselor communicates constructively in problematic situations and tries to reach a solution.

Strongly Disagree 1 2 3 4 5 Strongly Agree

Note

You were always very effective in communication, and I thought you were very strong in constructive feedback. I liked hearing your feedback and worked harder to improve the points you pointed out. I felt like I was seeing what I was doing and hearing what I wanted to learn.

End of the questions, thank you for your participation!

Evaluation form supervisory course/process

Name of supervisor: Stefania Vacaru

Date: 01.02.2024

Educational track/section: Master in Neuropsychology, University of Maastricht

Student(s) name(s): Rika Neumann

Instruction:

Dear Student,

As part of the Basic Teaching Qualification (BKO), your supervisor is asked to demonstrate mastery of many teaching skills. Being able to adequately supervise individual or small groups (2-5) of students is one such teacher skill.

You are requested to answer the following questions in the pages below – each answer has a score between 1 (Strongly Disagree) and 5 (Strongly Agree). Please provide a brief explanation for each score. For some questions, 'not applicable' is also an answer option. In that case, please provide a short explanation.

Finally, a few questions are below to help collect important developmental aspects; please complete these as well.

Thank you for your time and cooperation!

Brief explanation of the guidance/supervision context

Stefania is supervising me and another person during our research internships. In this specific situation, we are supervised in writing an abstract for a conference. This includes online meetings (every second week) and contact over e-mail.

Key strengths of the supervisor

Stefania is caring and takes every question and remark seriously. She makes me feel validated and an important part of the research team. Moreover, while providing excellent guidance, she still leaves enough space for us to explore questions and come to our solutions and conclusions.

Main areas of improvement for the supervisor

If I am honest, I cannot think of one right now.

SUPERVISION SKILLS

1. Throughout the supervision process, the supervisor communicated clearly and timely about the goals, intentions, expectations, and role(s) they were fulfilling.

- The supervisor makes the supervision goals clear in a timely manner.
- The supervisor makes what they expect from the student clear in a timely manner.
- The facilitator makes it clear in a timely manner what role(s) they are fulfilling during the process.

Strongly Disagree

1

2

3

4

5

Strongly Agree

Note

2. The supervisor contacts the student and tailors the supervision method to their learning process, considering the framework of applicable preconditions and goals to be achieved.

- The supervisor shows interest in the student and puts the student at ease.
- In supervising, the supervisor considers the learning process and the student's learning wishes as much as possible.

Strongly Disagree 1 2 3 4 5 Strongly Agree

Note

3. The supervisor helps the students find answers to questions and take initiative and responsibility for their learning.

- The supervisor makes the student aware of the importance of self-responsible learning.
- The supervisor encourages the student to take personal responsibility for learning.

Strongly Disagree 1 2 3 4 5 Strongly Agree

Note

4. The supervisor uses appropriate interventions in problem situations, using effective communication (e.g., interview techniques, etc.).

- The supervisor takes timely action in problem situations.
- The counselor communicates constructively in problematic situations and tries to reach a solution.

Strongly Disagree 1 2 3 4 5 Strongly Agree

Note

It depends on what a problem situation means, but as I understand it, we did not have that kind of situation yet.

End of the questions, thank you for your participation!

2.2.1 Presentation on supervisor-student dynamics



2.2 Feedback

Leveraging the insights from Hattie's video and further discussions in Hattie & Timperley (2007) and Nicol's chapter in McKeachie's Teaching Tips, the profound impact of feedback in molding students' educational journeys is undeniable. My personal journey with feedback has been transformative, evolving from an early understanding where feedback was synonymous with criticism for failing to meet often unclear and seemingly unattainable standards to a more nuanced appreciation of its role in academic development. Initially, feedback focused on highlighting errors and penalizing students, with grades reflecting a static assessment that overlooked ongoing progress. However, my perspective shifted notably during my higher education, particularly through exposure to the Dutch education model. Here, I recognized feedback's potential to be constructive and genuinely beneficial. Nicol's assertion that "**There is no such thing as good teaching without good feedback**" encapsulates this evolution perfectly. Feedback is not merely about correction but is a pivotal tool informing students about where and how to enhance their learning and performance. The three feedback phases are crucial for students and teachers, helping them structure interactions and relationships.

In the feed-up phase, the learning goals must be clear and agreed upon by the supervisee and the supervisor. This is about showing students the bigger picture, like what goals they're aiming for with their thesis. I try to ensure students know how their work should look and what criteria it needs to meet. However, I've realized I need to be clearer about these goals and how each piece of feedback and piece of advice helps them reach them.

The feedback phase entails continuously monitoring the student's progress towards the goal. This is the phase that most teachers, including myself, are the most familiar with. It is also the phase I have most effectively implemented in my supervision role. I have learned from other peers to make written agreements with students, both in the form of a "contract" at the beginning of the project and in the form of agenda-minutes-action points for each meeting. It has worked rather well for me. As

I aim to illustrate an instance of providing feedback through tracking a master's student's progress. Initially, I propose a meeting to reflect on the thesis writing process and their overall progress, encouraging students to pre-consider their successes and challenges and how I might offer additional support. During our meeting, I emphasized the distinction between process and progress, clarifying that they aren't interchangeable. As we proceed, I address my mentorship role, pointing out where the student's reliance on me doesn't align with the expectations of a master's program. We also discuss the student's involvement in co-authoring a project and my thoughts on enhancing their performance. I'm open to discussing any personal challenges they might face outside the project, stressing the need for aligned expectations. Fortunately, this student was very open, expressing her unfamiliarity with independence and seeking guidance. Recognizing the potential for personal issues like mental health concerns, lack of motivation, or heavy workload, I make it a point to check in on each student's well-being and feelings about the project's progress during our one-on-one supervision. I usually ask if they have any additional points to discuss before we dive into the agenda, allowing flexibility to shift focus if personal matters arise. Ensuring students feel heard and validated is paramount, as is maintaining transparency and sincerity, underscoring our investment in their educational and personal development.

discussed with the BKO peers in the classroom, through role-playing scenarios, and in the discussion sections on Canvas, sometimes, we need to address some matters that deviate from the initial plans.

Feedback is very impactful for the best and the worst. This is because it challenges the motivation system. Aside from good feedback related to the content, how this is delivered greatly impacts the receiver. Sadly, there is always very little time to give feedback to students, which is also a true challenge for the teachers. I also see from one of my peers' responses that different types of feedback work best at different times or with different students. Once again, the capacity to relate to each student and guide them in their unique style is pivotal. This is, of course, impossible for teachers to always do. Being aware of this shortcoming, I tend to explain in the first meeting (either to individual students or groups) that my style is more direct and to the point due to time constraints. Still, I remain open to anyone wanting to elaborate, chat more, or need a different approach. This has worked for me most of the time. Again, teaching in international classrooms adds additional challenges, as students with different backgrounds have different teacher expectations. I need to be aware of my way of guiding and providing the students with more control and opportunities for exploration. I am

often very enthusiastic, which may sometimes make students feel a bit overwhelmed. This happens mostly in face-to-face conversations, whereas I can take more time to reflect and "listen" in writing. I must consciously think about leaving more empty spaces and silence that may help shy students or collaborators think and express their thoughts.

The feed-forward phase guides students in identifying their next learning goals. As the project concludes, I always try to converse with the student about their achievements, how they want to proceed next, and how they want to continue to further their skills.

Providing timely and effective feedback can motivate students to undertake a "good challenge" or set them back. This may be related to what Stanford Professor Carol Dweck has defined as a "**growth mindset**" (2009) instead of a "fixed mindset." A growth mindset is the belief that one's abilities and intelligence can be developed through effort and persistence, contrasting with a fixed mindset, which views these traits as static and unchangeable. The primary distinction between these mindsets lies in the perception of intelligence and ability; a growth mindset sees these qualities as dynamic and improvable, whereas a fixed mindset sees them as inherent and immutable. This fundamental difference significantly influences behavior; individuals with a growth mindset are more likely to invest time and effort into learning and achieving ambitious goals because they believe in their capacity for growth. Conversely, those with a fixed mindset might not exert much effort to enhance their innate abilities, assuming that intelligence and talent are fixed.

The concept emphasizes that talent alone doesn't guarantee success; hard work and a willingness to learn are equally important. Carol Dweck highlights that it's not just about positive thinking or praising effort regardless of outcome. A growth mindset involves recognizing the potential for improvement through diligent effort and learning from experiences. Society often emphasizes natural ability, overshadowing the importance of perseverance and dedication. Embracing a growth mindset acknowledges that, while innate talent is a factor, continuous effort and a commitment to

learning are critical to mastering skills and achieving success. This mindset encourages stepping out of comfort zones, challenging oneself, and ultimately realizing one's potential. This conceptualization reminds me of Bowlby's attachment theory (1979), which is the main drive of my research. This theory suggests that when you feel safe (secure attachment), you can explore your surroundings, be they physical or social. A secure relationship promotes exploration and curiosity (a recent study of mine), mirrored by the "growth mindset" idea here. Not being able to try out something because of the fear of "looking dumb" or making mistakes is detrimental. As teachers, we can rewrite some of these processes. Be aware and cautious in what we praise (do not praise intelligence just, in the same way one should not praise beauty), but rather acknowledge progress and attitude. We have also to be aware of what students may be used to from their earliest experiences. Try to listen and observe.

Furthermore, *the self-determination theory*, postulated by Deci and Ryan (2012) is a useful framework to adopt and reflect upon as a teacher and supervisor. The theory doesn't provide strict rules for achieving the **three pillars and basic needs for learning, namely autonomy, competence, and connection**. This suggests that, as teachers, we are responsible for "reading" our students and taking an individual approach for each. To promote AUTONOMY, I usually provide students with several options for learning about a topic or, when possible, with a few different topics. I usually ask the students what makes them passionate about a topic/field and try to link the thesis topic (for instance) to other courses/experiences they had. The language we use is crucial in providing a general sense of our genuine interest in the student and their autonomy. It is thus important to provide real choices (for instance, I tell students about several projects or tasks in the lab that they can be involved with if they wish). With respect to COMPETENCE, I believe that it is crucial to be open in the way we communicate to anticipate challenges and let the students know that this is expected and the way they overcome these challenges, for instance, by seeking support and resources within and outside the supervisory relationship, is what matters the most and will help them grow. Thus creating realistic expectations and helping scaffold the learning process by setting up step-by-step achievements and

milestones. CONNECTION is fundamental to any organization's fostering of learning and productivity. Being able to show good listening skills and understanding and, again, as mentioned above, taking a genuine interest in the student are fundamental ingredients. To achieve this, I always start the meetings with a general question, "How have you been?".

Reflecting upon the written feedback I provided, I noticed that it can be improved by emphasizing what is going well. I tend to immediately "show" how it can be improved. This may also concern my students' impression that I do not give them enough autonomy, but I immediately substitute myself with helping. Having gained awareness of this tendency, I would like to focus on the "What is already going well" side. **Adopting Korthagen's Reflection Model** (1993) shows how important it is for me to find alternative ways of providing feedback: Action, looking back, awareness, creating alternative ways, Try (ALACT). Following this cycle allows me to provide more effective feedback. However, the same principle can apply to the students by introducing them to this model and promoting their adoption within their journeys. Furthermore, as Korthagen's model suggests, building on students' strengths is essential. This is what Dr. Korthagen calls **strength-based coaching**, which entails exploring and emphasizing small moments of success, which should be explored more deeply, and the reasons for the success. This can be done by looking at the competencies and personal qualities of the student. In this way, a student can become aware of such positive aspects, enabling this student to use them in future situations deliberately.

2.1.1 Feedback example: comments/revisions

Dear BLIND,

I was so pleased to read this excellent study written up!

It is not an easy study to write, given the many outcomes and analytical approaches employed, but you have done a great job setting a manuscript on which we can all work to make it an excellent paper.

Please see my comments and suggestions in the manuscript, but I would also like to sum up here three main points to pay attention to:

Who is the primary audience to which the paper is directed? I noticed that different parts of the paper (abstract, intro) might address either a more environmental psychology audience or a more infancy audience. Try to think of a journal, which would also help with word count, figures, etc.

The statistical analyses and the results need additional careful work since they are hard to orient. There are 2 parallel approaches, which are not justified as to why we use them in parallel, and within these 2 approaches, ITT and per-protocol, for a 2*2 design on 5 dependent variables, for a total of 20 tests. Multiple testing corrections are not considered, or have I missed it? Moreover, as the literature suggests and some significant correlation and group differences, the number of steps and time of the day are not entered as covariates. Furthermore, I think the exploratory analysis is a little underdeveloped. Maybe even consider leaving it out? But this is something to discuss with xxx.

The fact that the stressor did not elicit a cortisol response is slightly brushed off. I think it deserves more attention. Figures tracking all time points of cortisol for moms and infants would help. This would also be helpful for the exploratory analysis.

Best of luck, and I remain available to provide any clarification and additional input.

Best,

Stefania.



Example
feedback_Abstract.d

Feedback table

	That's going well	That could be better	How it can be improved
Understandable		This is unclear: What does elevated mood mean? It could also be negative. Also, you could clarify that you look at affect and energy levels.	Restoration: a return of something to a former, original, normal, or unimpaired condition. restoration of something taken away or lost. Something that is restored. This cannot be an alone-standing term, so please rephrase the terminology you have used before and will use in the next section, "stress-reducing"?
Selective			General advice is to cut words whenever possible, for instance, "bearing in mind=considering, to have enough words available for content-related information.
Specific		Make this sentence a bit more general. If you mention only these 2 aspects, it sounds like we know about indoor effects.	"is known" to have. Using this phrasing may create a clearer link to the lack of evidence in infants "unknown." It's just a

			matter of stronger terminology; it's up to you.
Timely	Feedback was provided within a pre-established time window that was agreed upon with the PhD student.		
In Context		We need to include this and check cortisol on the methods, which may be useful for discussing the mixed results.	This should also be reflected in the abstract, or that sentence should be left out of the abstract. Otherwise, the way the abstract starts and the intro feel misleading.
Non-judgmental	I was so pleased to read this excellent study written up! It is not an easy study to write, given the many outcomes and analytical approaches employed, but you have done a great job setting a manuscript on which we can all work to make it an excellent paper.		
Balanced	Yes, this reads nicely!		
Feed-forward			When you elaborate on these bullet points, it may be good to explicate as much as possible the study details (type of cortisol, type of environment, age, experimental/observational study).
Transferable		Who is the primary audience to which the paper is directed? I noticed that different parts of the paper (abstract, intro) might address either a more environmental psychology audience or a more infancy audience. Try to think of a journal, which would also help with word count, figures, etc.	
Availability	Best of luck, and I remain available to provide any clarification and additional input.		

2.3 Group dynamics

Group dynamics are inherently complex. The complexity is not just the sum of all one-on-one interactions; it increases exponentially and manifests at different levels.

As described in the chapters of the book "The Teacher as Coach" by Karin Scager (2006), fostering a **safe group climate** is the primary requirement for any teaching setting. I do this by starting the group discussion with a brief check-in that encourages students to share about themselves in a non-academic context. I also model this behavior sometimes. As we start the class, sometimes I may share something about my commute to work or a piece of news I've heard to get an informal discussion going. Then I'd ask the students: has anything remarkable or less remarkable occurred to you this morning? In my research group, a new practice was established: "*Sharing is caring,*" and every lab member shares something for a couple of minutes (guides a small breathing exercise, shares an uplifting video, etc.). I think this really makes even the most introverted members to be able to share something that they have prepared. This way, we get to know each other better/what gets our attention and creates a safe, open, and collaborative environment. I want to improve on this point because not everyone may participate or feel confident enough to participate in a more fast-paced group. I think, in my classroom, we collaboratively establish classroom norms that underscore respect, empathy, and openness to diverse viewpoints. I state this explicitly at the beginning of any supervision group or lecture/course. Furthermore, I make a conscious effort to acknowledge and celebrate small achievements, which indeed seems to reinforce a positive atmosphere.

Consistency is key to modeling behaviors and establishing the norms of conduct in the group. I do this by revising my material, being prepared, and trying not to get stressed/nervous in the classroom. I have sufficient time to maintain the structure of the session, and as such, I take the time to provide opportunities for discussions.

One way to address disturbances would be by encouraging open dialogue, allowing students to express their feelings and perspectives in a structured/safe format wherein everyone can share their views. I could think of an exercise where each student could describe in a few sentences "*My ideal workgroup/classroom*". I will try to do this at the beginning of my next course. Afterward, I will ask students to send a few sentences to me, and I will generate a word cloud with

all the attributes to display on the whiteboard. I could also print this and attach it to the classroom door. After a few sessions, we could discuss/re-evaluate if the expectations of the ideal classroom climate are met or not and foster a collaborative discussion.

The abovementioned process can only be achieved through support and encouragement. I usually support and encourage students to open up to me if anything I say or do elicits any questioning for me to help me improve. I believe that by modelling this behaviour, students will adopt a similar scheme also within the group. I also encourage them by providing small rewards, such as general compliments, "well done" in the classroom, or an email where I highlight something that I found remarkable about their work/contribution/kindness to someone. Although this seems like more external rewards, I sometimes bring donuts, cookies, and coffee/tea to create a more informal environment. Some opportunities for improvement here are that I aim to enhance my skills in facilitating these discussions more time efficiently, ensuring they lead to constructive resolutions without detracting significantly from instructional time. Likewise, I wish to learn how to chair a discussion to involve everyone's participation. As discussed in the previous modules, some students may be shyer than others. One method I aim to use to achieve this goal is the *post-it in a basket*. Thus, each student may feel safe to share in an anonymous manner. In conclusion, these elements are fundamental for healthy group dynamics, but they are also fluid and complex in how they unfold among different group members and sizes; thus, continuously evaluating and monitoring the unfolding of these processes is necessary.

What I struggle with is when the classroom is a bit more distracted. An example would be if a student shares something and others seem distracted. Then, I get distracted by monitoring the different corners of the classroom, making me unable to give undivided attention to the students. I am not sure how to handle these situations. Previously, I asked the student to forgive the interruption for a moment, and then I called the other students out. I am not satisfied with this response because it disrupts the class, creates feelings of discomfort for everyone, and impacts the relationship. I could probably abstain and talk to the students later or send an email (to also not put them on the spot).

Making the disruptions discussible is an interesting strategy I do not think I have ever used. Fortunately, I have never experienced/known conflict among students that I taught or supervised.

Based on our peer discussions, the level of complexity is heightened even more when we find ourselves mediating a conflict in a group we supervise. Finding a compromise would probably be the best solution, although I voice the concerns mentioned by my colleagues below (i.e., in some groups, members may be more dominant than others). The only thing we can do is to try to be objective and keep the goal in mind. If the goal is to finish a certain assignment, I try to get everyone to indicate: 1) Do you think this is achievable despite the emerging differences of opinion? If the goal is still achievable, I try to make students compromise with respect to the process: scheduling, for example, and I jump in to monitor the process a bit more. However, I would still "force" the goal and their collaboration in this case. An interesting perspective of one of my BKO peers, which I find myself fully aligned with, concerns how to navigate intrinsic differences amongst students, some being more dominant, whereas others are more introverted and less assertive. The conclusion of my peer is that being genuinely heard probably matters the most for students in such circumstances. Conversely, not being acknowledged hampers the relationship and the learning process.

The next time I experience a situation of conflict, either one in which I am directly involved or one in which I am mediating, I will apply the **Thomas-Kilmann Conflict Model**. It was developed in the 1970s by Dr. Thomas and Dr. Kilmann. It categorizes individuals' main responses *during conflicts into five general positions based on a mix of assertiveness and cooperativeness: competing, collaborating, accommodating, compromising, and avoiding*. The model highlights that people's responses to conflict can vary based on the situation and that no single response type fits an individual in all conflicts. It is a tool designed to help individuals understand their default conflict response style. It underscores the importance of recognizing each response type's potential benefits and drawbacks in various conflict situations, such as the value of a collaborative approach for long-term solutions. While doing my doctoral studies, I encountered this model in a peer-coaching group for Ph.D. students. I believe this would be beneficial for younger students, too.

Finally, I would like to emphasize that I will commit to making stickers of such models on a Post-it or desk to be reminded about such important topics daily. Often, the problem is that we have a lot of content to cover as teachers. Life gets busy and busier, and although we may have the knowledge and know what to do “on paper,” sometimes it does not surface in our actions. Thus, I want to commit to keeping reminders of the insights throughout this course.

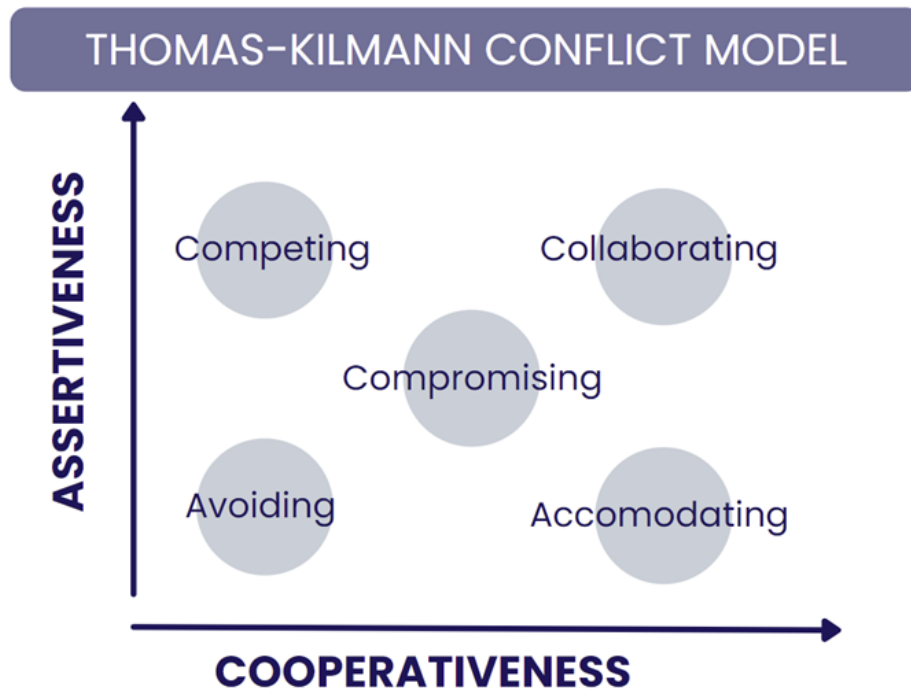




Figure 1. Thomas-Kilmann conflict model (TKCM)

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2.5 Interim evaluation

Beoordelingsformulier eindverslag BKO-Flex module 2

Ronde: 2023-2024
Module: 2 'studenten begeleiden/supervising students'
Naam:  **Stefania Vacaru**
Begeleider:  **Yolanda Koevoets**
Datum: 16-04-2024

Handtekening:  

Behaald: JA

Onderdeel	Criteria	Bijlagen	Gehaald ja/nee
1. Waar sta je en waar wil je heen?	Je geeft antwoord op de vragen: 1.1 Wie ben je en waar sta je als begeleider? Waar sta je ten opzichte van de competentie Begeleiden? Maak een sterkte-zwakte analyse, gebruik o.a. de Roos van Leary voor je zelfanalyse. 1.2 Wat is de focus die je kiest voor de verdere ontwikkeling van deze competentie en geef daarbij aan wat het belang is van deze focus voor je eigen ontwikkeling. 1.3 Welke bronnen zijn behulpzaam geweest bij het komen tot deze focus? (mini-modules, sessies, feedback, etc.)	Bijv. studentenevaluaties, feedback van peers op simulatie	Ja
2. Effectieve begeleiding van groepen	Laat in je eindverslag zien dat jij studentengroepen kunt begeleiden door antwoorden te geven op de volgende vragen: 2.1 Hoe creëer je een klimaat waarin studenten zich veilig, gezien en gewaardeerd voelen? 2.2 Hoe zorg je voor een sfeer waarin studenten worden aangezet tot zelfstandig leren en diepteleren? 2.3 Hoe bepaal je de kenmerken van een groep en een begeleidingsstrategie die bij deze groep aansluit? 2.4 Welke interventies pleeg je in het geval van probleemsituaties in een groep? OF Verwijs naar de afgeronde mini-module 1.	Bijv. studentenevaluaties, feedback van peers op simulatie,	Ja
3. Individuele coaching van studenten	Laat in je eindverslag zien dat jij een effectief begeleidingsgesprek kunt voeren waarin je <ul style="list-style-type: none"> • contact maakt met de student 	Bijv. Lesvoorbereidingsformulier en aanvullend materiaal	Ja

	<ul style="list-style-type: none"> • rekening houdt met verschillende gespreksfasen • gebruik maakt basisgesprekstechnieken • de student aanzet zijn/haar eigen antwoorden op vragen te vinden en initiatief en verantwoordelijkheid voor het leren te nemen • in geval van probleemsituaties passende interventies pleegt <p>OF</p> <p>Verwijs naar de afgeronde mini-module 2.</p>		
4. Feedback geven	<p>Laat in je eindverslag zien dat jij effectief en efficiënt feedback geeft waarin je</p> <ul style="list-style-type: none"> • studenten helpt om zich bewust worden van leerdoelen en van de vorderingen die al zijn gemaakt en de stappen die nog moeten worden gezet om die leerdoelen te bereiken. • rekening houdt met de vier feedback-dimensies van Hattie (gericht op de taak, het proces, zelfregulering en de persoon) • in een schriftelijke setting helder, specifiek, gebalanceerd, toekomstgericht en overdraagbaar communiceert. • feedback in je onderwijs efficiënt kunt organiseren door bijv. de inzet voor peer feedback en zelf evaluaties. <p>OF</p> <p>Verwijs naar de afgeronde mini-module 3.</p>	Bijv. studentenevaluaties, onderwijsvideo feedback van peers en/of ervaren collega, voorbeeld van schriftelijke feedback	Ja
5. Professionele ontwikkeling	<p>Je geeft antwoord op de vragen:</p> <p>5.1 Wat heb je in deze module geleerd en wat neem je mee m.b.t. jouw rol als begeleider?</p> <p>5.2 Welke bronnen en opdrachten uit de mini-modules vond je het meest relevant voor jouw context?</p> <p>5.3 Wat neem je mee van het feedback op de simulatie in sessie 2?</p> <p>5.4 Wat is je meest belangrijke inzicht uit je minipraktijkonderzoek?</p> <p>5.5 Wat beschouw jij als de belangrijkste sterke punten en de belangrijkste verbeterpunten in het begeleiden van studenten?</p> <p>5.6 Wat zijn je volgende ontwikkelstappen en wat ga je hiermee doen?</p>	Bijv. peer feedback, feedback door opleider, studentenevaluaties, etc.	Ja

0. Formele criteria	<p>0.1 Het eindverslag dient voor alle onderdelen aan de boven beschreven criteria te voldoen.</p> <p>0.2 De volgende vormeisen zijn voorwaarde voor de beoordeling door de trainer: maximale lengte: 10 pagina's (excl. bijlagen) titelpagina met naam en datum inhoudsopgave met overzicht van alle bijlagen leesbaarheid: (tussentitels, alinea's, structuur) spelling- en grammatica check verwijzing naar gebruikte bronnen en referenties</p>		Ja
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Toelichting:

Stefania,

You have shown in the module 'supervising students' that you are a consciously competent teacher and supervisor who works on professional development with great insight into theory, self-reflection and openness. What is so interesting about your approach in this Flex module is that you base your actions on theories that you also link together (as you do with the theories formulated by Dweck, Hattie and Deci and Ryan). You yourself have searched English sources as a substitute for the Dutch readings and so the trainers also have new input as well 😊 (such as Flaherty and MCKeachy's tips, Kilmann's conflict model).

It is striking that you explore feedback in detail by filling in a feedback table, showing examples of how you have developed in it, even though you have been using it for much longer. In coaching individual students you have experienced great development. By acknowledging and recognizing your own learning questions, but also by using theory from your own expertise (Bowlby) to solve problems. Nice to read.

You describe a precarious situation you have faced that involved the exclusion of a student. I can well imagine that this has left you somewhat distraught. It's good to know how you *might* handle (what pathways and gremia to pursue and address?). But I can well imagine that this is extra difficult when you are involved in multiple institutions. "Quietly introduce" good ideas and interventions (such as providing the Mixed Classroom booklet) is a nice start.

Well done!

Good luck with module 3.

3. Module 3: Design Education


Designing education is a great responsibility that shapes the future of our societies. Becoming an educator necessitates a continuous process of self-education, focusing on key elements such as conveying fundamental content, preparing students for career success, activating learning, and promoting impactful deep learning. My educational philosophy resonates with the holistic approach advocated by the philosopher Biesta (Figure 1), which integrates qualification, socialization, and personal development to equip students for the intricacies of the 21st century. I believe education is a dynamic and inclusive process that fosters intellectual, social, and personal growth, empowering students to shape their future.



Figure 1. The three principles of education, devised by the philosopher Gert Biesta, are qualification, socialization, and personal development.

Qualification. Education, to me, is about giving students the knowledge and skills, they need to succeed in today's world. This includes not just learning specific subjects but also developing broader skills like critical thinking, creativity, and adaptability. Since information is easily available online, I think education should focus more on teaching

students how to connect different sources of information and use what they know to understand new things rather than just memorizing facts. Moreover, with AI tools readily available to all, discerning and monitoring the information obtained is fundamental. This vision aligns with the VU vision for education, although I believe that it still needs stronger implementation at the level of workgroups and lectures with higher integration across courses. An example of this approach I witnessed at Maastricht University, where



SEVERAL EDUCATORS, SUCH AS DE FINK, BLOOM, AND ROMISZOWSKI, REFERRED TO THESE PRINCIPLES IN THE DEFINITION OF EDUCATION'S PRINCIPLES, WHICH HAVE BEEN ADOPTED IN THE VU TAXONOMY. IN THIS VISION, MOVING TO THE LOWEST LEVELS OF THE TABLE FROM PURE CONCEPTUAL KNOWLEDGE TO REFLECTIVE CAPACITIES AND RESPONSIBILITY FOR OWN EDUCATIONAL PATH IS FUNDAMENTAL.

the program relies on a “problem-solving attitude”. As such, research master students barely have any face-to-face lectures but rather expert group presentations and research-oriented knowledge acquisition. I believe that this may pose some challenges to students and educators, but I am intrigued by

this model.

Socialization. Socialization is another important part of education. It prepares students to be active, responsible members of society. Education should help students feel like they belong and teach them values like tolerance, respect, and participation in democracy. I believe students should be encouraged to look critically at existing traditions and practices instead of just following them. This helps them contribute positively to society and work towards making it better. Given that we live in a highly changing society often marked by wars of opinion and polarization, addressing current

issues and relating subjects of the world scene (i.e., how to do sustainable science) is essential.

Personal Development. Personal development is about helping students grow as individuals. It helps them discover their passions and develop their unique talents. Education should empower students to become independent thinkers who can shape their futures. It's not just about academic success but also personal growth and self-discovery. Educators should create a supportive environment where students can reflect on their identities, values, and goals, promoting overall development. Given our polarized world with issues like climate change, education must always relate to current matters, helping students understand and engage with these critical issues.

The attachment nest course. In the course I designed last year and improved based on the BKO journey, I evaluated the principles of higher education to provide an informed educational experience to students coming from all over the world at the VU Amsterdam for a 2-weeks focused course on the *attachment theory* (see below our Canvas welcome page for the students, based on the 2023 version). My vision for this course is to provide young students interested in *attachment theory* (Bowlby, 1979) with the latest empirical and clinical evidence for the applications of the theory in the real world. Too often, the theory is dismissed or written in layman's terms in popular books or magazines. Accordingly, the theory, empirically strong, often dilutes into wrong beliefs. I aim to rectify these by providing only evidence-based information and letting the students engage in a broad arena of the clinical and research fields. I aim to transmit my passion and foster critical and creative thinking for attachment applications and implications. Many young students may not have had professional experience in which they may utilize the principles of the theory, thus inviting a heterogeneous group of lecturers and

experience experts (i.e., clients that we work with, parents of carers for clients with special needs, experiential learning; Kolb's learning cycle; Baker et al., 2016). Accordingly, while ensuring the necessary knowledge-based layer at a lower-order cognitive level (based on the VU vision), the students are guided and encouraged to achieve higher cognitive levels, leveraging interpretation, integration, communication, and reflection. Upon completing this course, students will feel autonomous and capable of defining their own project or case based on attachment theory.

In the course I will elaborate on below, I will signal how these principles specifically guide my teaching activities. I have learned the basis of these fundamental elements during my BKO trajectory 2023-2024 and by emulating colleagues' and peers' lectures, educational activities, and feedback. Particularly in this module, I will discuss and reflect upon my learning trajectory in designing education, namely an intensive course of 2 weeks in the context of the Summer School at VU Amsterdam, under the mentorship of Prof. Sterkenburg and peers, such as Dr. Tharner, who has documented in the previous modules my ability to coordinate a course, communicate with colleagues and delivering a lecture. I had the great privilege of designing and coordinating the course *"The Attachment Nest: Interdisciplinary Understanding of Attachment and Human Development Across the Spectrum of (A) Typical Functioning"* in 2023 and July 2024. In the sections below, I will provide *a description of the course and evidence of how I improved the course design, description, and activities.*

The sections below are based on the course improvement, based on the principles outlined earlier, from 2023 to the upcoming course, 21 July-2 August 2024. First, I will discuss how the course is designed in line with the *constructive alignment* educational tool and present examples of activities to make the overall vision of the course

transparent. Second, I will discuss the *learning goals* and showcase how I redesigned these based on critical analysis. Third, I will analyze the course evaluation using formative and summative assessments.

The Attachment Nest: Development and Caregiving

Beginner Bachelor Level 45 contact hours

Dear Students,

Welcome to the **Summer School at VU Amsterdam 2023!** We are delighted to have you join us for the course "**The Attachment Nest: development and Care within a Spectrum of (a) Typical Socioemotional and Cognitive Development.**"

Throughout this program, we will embark on a captivating journey of exploring the intricacies of human attachment development and its profound impact on various aspects of functioning and settings. Our international panel of distinguished scholars from Europe, Africa, and America will provide valuable insights from their theoretical, experimental, and clinical work, enriching your learning experience.

Our course aims to offer high-quality education while fostering an inclusive approach to care. We strive to equip you with the knowledge and tools to contribute to reducing inequalities and promoting sustainable communities for vulnerable populations, such as those with intellectual and physical disabilities.

We encourage you to make the most of this unique learning experience, engage with the course material, and collaborate with your fellow students. The diverse backgrounds and perspectives you bring will enrich our collective understanding of attachment development.

We wish you a fulfilling and enriching journey throughout this summer school program. Should you have any questions or need assistance, we are here to guide you every step of the way.

Let us embark on this exciting exploration of human attachment together!

Warm regards,

Dr. Stefania Vacaru & Prof. dr. Paula Sterkenburg, also on behalf of all the lecturers.

<https://canvas.vu.nl/courses/70557>

3.1 Constructive alignment

Constructive alignment is an educational principle introduced by John Biggs, an Australian educational psychologist. It emphasizes the alignment of teaching methods, learning activities, and assessment tasks with a course or program's learning outcomes (LOs). This approach aims to enhance both the quality of teaching and the effectiveness of student learning. This concept aligns with the *Constructivist Learning Theory*, which posits that learners construct knowledge through activities and experiences. In a constructively aligned system, the focus shifts from what the teacher does to what the student does. Learning activities are designed to engage students actively in constructing their understanding rather than passively receiving information. Accordingly, the teaching methods and assessment modes align with the LOs. This means that the activities students engage in during the course are directly related to the outcomes they are expected to achieve. An example of this principle applied in my course is provided in Table 1. Furthermore, according to a recent study (Tobiason, 2024), constructive alignment has three guiding principles:

1. Learning is constructed through students' activities, not through what we do as teachers; thus, active learning is key.
2. After formulating an LO, I must ask, "If this is what I hope students will learn during the lesson, what do they need to do to achieve it?"
3. Next, I ask, "How will I know where students are relative to where I hope they're headed?" This question guides the formative assessment design aligned to the LOs (Biggs, 1996).

In my own LOs, enlisted in Table 1, I articulate the learning goals, how I will monitor that they have achieved the intended outcome, and the educational resources, namely the learning activities, at their disposal to achieve them. To support the students in this process, at the beginning of the course, students are informed about the learning outcomes (feed up) and immediately provided with a detailed explanation of how the assessment of these outcomes will be conducted, ensuring clarity on how to achieve a successful result by the end of the program (feedforward). Students receive regular updates on their learning progress during peer discussions or teachers' Q&A sessions (feedback) throughout the course. This approach is in line with the OPEN principle of the future-proof evaluation (Figure 4). Indeed, students are able to foresee what their trajectory will be and take initiative in accomplishing the intended learning goals, and also recognize if any challenges arise.

With respect to challenges that may appear in accomplishing the intended LOs, I planned an activity on the first day of the course, during the introduction to the course lecture delivered by the second coordinator (Prof. Dr. Sterkenburg) and me. Following the presentation of the course, I will ask students to make a group of 3 or 4 and stand next to a white poster placed on the wall. They will be asked to draw a boat with the main features of the boat (x, y, z). I will ask them to represent which challenges they foresee in achieving the LOs and which aspects they foresee that may be helpful to prevent the difficulties or to address them. After taking 10 minutes to draw, write, and reflect, students will present to each other, and we will summarize the discussion. This will allow students and teachers to think ahead of difficulties and monitor themselves. See an example of a colleague from Radboud University who has successfully used the method and taught me how to implement it (Figure 2; Dr. Ileana Camerino).

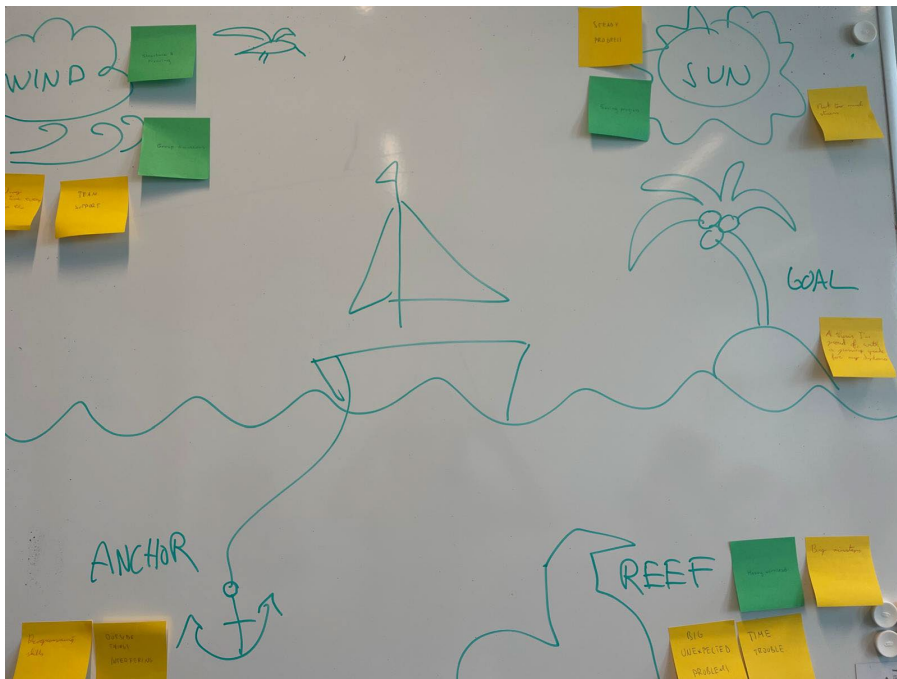
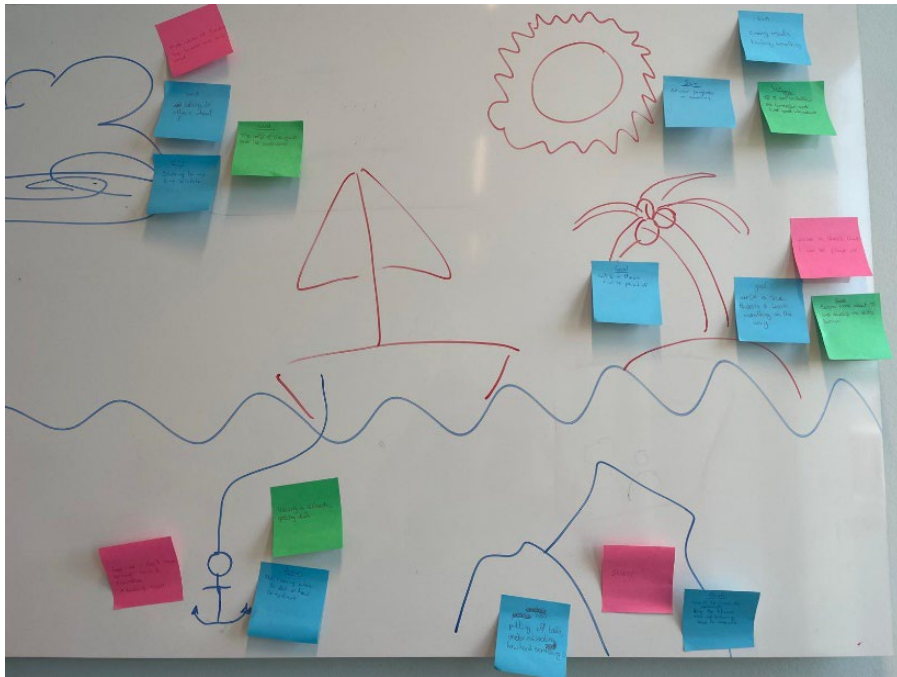


Figure 2. An example of an activity shared with permission of Dr. Camerino is from materials used in the classroom.

Table 1. Constructive alignment in the “The attachment nest” course designed by Stefania Vacaru.

Learning objectives	Assessment	Activities
<ol style="list-style-type: none"> 1. Identify the key concepts of attachment theory, pinpointing neurobiological and cognitive underpinnings, <i>by revising the latest empirical findings under the guidance of expert lecturers and selected literature.</i> 2. Explain attachment processes and classifications based on different developmental assessments presented throughout the course and critically interpret their role in socioemotional and cognitive development <i>using theoretical and empirical insights, peer feedback/discussions, and Q&A sessions.</i> 3. Apply the attachment theory and selected assessment instruments across different age groups and cultures <i>by learning from researchers conducting cross-cultural empirical work.</i> 4. Analyze caregiving dynamics within typical development and disability, identifying adaptations of assessment instruments and technology-supported attachment-based interventions <i>by watching case studies,</i> 	<ol style="list-style-type: none"> 1) Expert poster presentation of a topic fitting in the course content. /1 min paper a day. QUALIFICATION 2) Participation in peer discussions and feedback sessions. /1 min paper a day. SOCIALIZATION/ PERSONAL DEVELOPMENT 3) Practical assignment applying assessment instruments. QUALIFICATION/ SOCIALIZATION/ PERSONAL DEVELOPMENT 4) Report on observations from care facility visits. PERSONAL DEVELOPMENT 5) A free-format presentation on a topic of choice, using as many of the points 	<ol style="list-style-type: none"> 1a) Lectures by expert lecturers. 1b) Reading and discussion of selected literature. 1c) Group study sessions to revise empirical findings. 2) Lectures and assessment workshops. Q&A with experts in the classroom. 3a) Practical workshops on assessment instruments. 3b) Practical workshop and videos of case studies. 3c) Analysis of case study. 4) Two visits to care facilities of clients with intellectual disabilities and with or without visual impairments.

<p><i>attending in-person workshops, and visiting care facilities.</i></p> <p>5. Critically evaluate the effectiveness of various assessment instruments and interventions for attachment in diverse contexts and justify their selection based on evidence <i>by conducting rigorous literature or case analyses.</i></p> <p>6. Develop, write, and present a research study or clinical case conceptualization using innovative attachment-based interventions (tailored to individuals with disabilities) while integrating diverse sensitive assessments and technology-supported attachment-based interventions.</p>	<p>enlisted in the learning objectives as possible.</p> <p>QUALIFICATION/ SOCIALIZATION/ PERSONAL DEVELOPMENT</p> <p>6) Presentation of the research study or case conceptualization to peers and teachers.</p> <p>QUALIFICATION/ SOCIALIZATION/ PERSONAL DEVELOPMENT</p>	<p>5) Debates with peers and experts in the classroom. Literature reading.</p> <p>6) Group work and final presentations.</p>
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3.2 Learning objectives

De Fink's principles (2003) define significant learning as learning that transforms individuals' lives across personal, social, civic, and professional dimensions. This type of learning involves changes in behavior, attitudes, and perspectives, leading to a lasting impact on learners' lives. Student engagement, which encompasses active participation, attentive listening, and completion of assignments, is crucial for fostering significant learning experiences. By the end of the course, the goal of student engagement should be to facilitate significant learning outcomes that endure beyond the classroom setting, with learning having an important, lasting impact on students' lives. Post-course, the learning should continue positively influencing students' personal, social, civic, and professional domains. Based on Bloom's Taxonomy's six categories (Remembering, Understanding, Applying, Analysing, Evaluating, Creating), higher education learning aims at enhancing individuals' ability to find meaning, interact positively with others, engage in communities, and prepare for future professional endeavors (Ergashevich, 2024).

3.2.1 Learning Objectives Analysis

The learning objectives in the initial design of the course were:

- “1) Comprehensive Understanding: Develop an in-depth understanding of how attachment forms and its pivotal role in subsequent socioemotional and cognitive development through theoretical and empirical insights.
- 2) Assessment Competence: Develop an in-depth understanding of diverse assessment instruments for attachment from infancy to adulthood, fostering informed decision-making.
- 3) Caregiving in the Context of Disability: Explore caregiving dynamics within the context of disability, including adaptations of assessment instruments and technology-supported attachment-based interventions.”

I have now redesigned them according to the six categories:

“At the end of this course, you will be able to:

1. **Identify** the key concepts of attachment theory, **pinpointing** neurobiological and cognitive underpinnings, *by revising the latest empirical findings under the guidance of expert lecturers and selected literature.*
2. **Explain** attachment processes and classifications based on different developmental assessments presented throughout the course and critically interpret their role in socioemotional and cognitive development *using theoretical and empirical insights, peer feedback/discussions, and Q&A sessions.*
3. **Apply** the attachment theory and selected assessment instruments across different age groups and cultures *by learning from researchers conducting cross-cultural empirical work.*
4. **Analyse** caregiving dynamics within typical development and disability, **identifying** adaptations of assessment instruments and technology-supported attachment-based interventions *by watching case studies, attending in-person workshops, and visiting care facilities.*
5. **Critically evaluate** the effectiveness of various assessment instruments and interventions for attachment in diverse contexts and justify their selection based on evidence *by conducting rigorous literature or case analyses.*
6. **Develop, write, and present** a research study or clinical case conceptualization using innovative attachment-based interventions (tailored to individuals with disabilities) while **integrating** diverse sensitive assessments and technology-supported attachment-based interventions.”

Following the abovementioned principles, my redesigned learning objectives are now more specific and forward-looking than the initial ones. They clearly outline what students should be able to do by the end of the course to achieve significant learning outcomes that have a lasting impact on their lives. Furthermore, I was able to outline that they involve activities that cover a range of cognitive processes, from remembering and understanding to applying, analyzing, evaluating, and creating, all of which are essential for fostering significant learning. I also include specific actions that students should be able to perform and demonstrate to reach them successfully, making it easier to measure/assess if they have been achieved. Overall, the newly formulated learning objectives focus on practical skills and knowledge relevant to attachment theory and caregiving practices in the context of disability, which are likely essential components of

the program and relevant to the professional profile of students in this field. Additionally, they aim to foster significant learning outcomes beyond the classroom, preparing students for meaningful engagement in their personal, social, civic, and professional lives.

3.3 Evaluation

Starting from a confronting definition, “Assessment: The silent killer of learning” by Eric Mazur, my goal was to re-assess the evaluation format of my course to prevent hindering learning in my course. In his video titled "Assessment: The Silent Killer of Learning," Eric Mazur, a professor at Harvard University, discusses how traditional assessment methods can hinder genuine learning. He argues that conventional exams and assessments focus too much on ranking and classifying students rather than developing essential 21st-century skills like critical thinking, problem-solving, and collaboration. The main key points to be aware of are:

Learning vs. Memorization: Traditional assessments often emphasize memorization over understanding. Students tend to cram information for exams and then quickly forget it, which undermines long-term learning and retention.

Active Learning: Mazur advocates active learning techniques, in which students engage with the material through discussions, problem-solving activities, and peer instruction. This approach encourages deeper understanding and retention of knowledge.

Formative vs. Summative Assessment: He emphasizes the importance of formative assessments, which provide ongoing feedback and help students improve continuously, as opposed to summative assessments, which are typically used to assign final grades.

Peer Instruction: One of Mazur’s innovative teaching methods is peer instruction, where students explain concepts to each other. This not only reinforces their own understanding but also helps identify gaps in their knowledge.

Impact on Motivation: The pressure of high-stakes testing can demotivate students and lead to anxiety. Educators can create a more supportive and motivating learning environment by focusing on formative assessments and active learning.

By clarifying these principles to the students and the guest teachers, the course will strictly follow the VU vision (Figure 3), suggesting to 1) assess as a part of the education (i.e., reflecting ahead on Los, performing the challenges boat-task described earlier); 2) make the students personally involved (i.e., using peer-feedback, Q&A discussions and poster presentations throughout the course for interim formative assessments; and a free-format presentation at the end of the course, which will be assessed via a matrix, thus summative assessment); 3) render the students responsible for their own trajectory and prepare them to act in a professional field and society (i.e., visit a care facility and write a report on the experience; engage directly with clients).

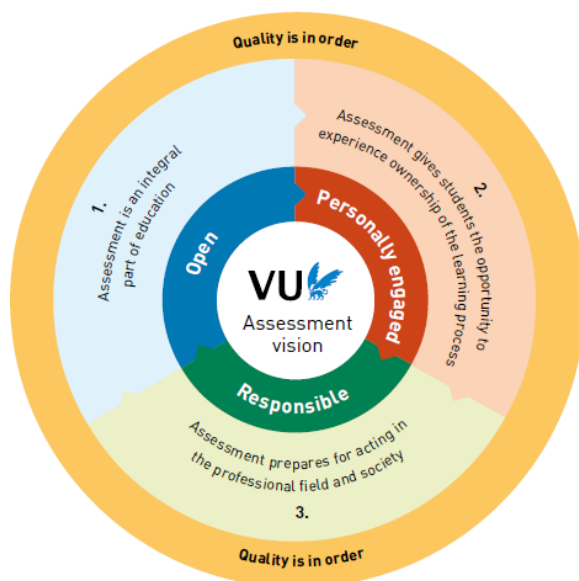


Figure 3. The vision of assessment in relation to the core values of the Vrije Universiteit Amsterdam (NL).

Accordingly, I redesigned the summative assessment from the 2023 version of the course. Through intervention and peer discussion in the BKO face-to-face meetings, I realized that the initial summative assignment was not personally engaging and probably a high burden for the students. Upon reflection, I realized that given that the course is an extra-curricular activity that unfolds over the course of two weeks, with most students being from all over the world, having an individual writing assignment may pose a difficulty that takes away the enjoyment of learning in a fun, engaging manner. The latter experience entails also being able to have time for social activities and learning the culture (in line with socialization and personal development principles). In line with the



The course unfolds through three interwoven quests:

- 1) Attachment Formation and Development: Explore the contextual nuances of attachment in the context of parenting and dyadic/triadic interactions.
- 2) Cross-Cultural Considerations and Assessment: Explore the assessment of attachment at different developmental stages and across diverse cultures, emphasizing the theory's cross-cultural validity.
- 3) Implications and Applications of Attachment Theory: Investigate attachment-based interventions, particularly for individuals with intellectual disabilities, and explore the integration of technology to support implementation and delivery.



to focus. Irrespective of their personal focus, students will be engaged, can integrate the knowledge acquired in the course with their own personal experience, and become

VU vision. I changed the essay assignment, which was an individual, mostly solo work (besides peer feedback), to a format-free presentation to the group on the last day of the course. Bear in mind that given that the course has three main lines, and each student is free to choose where

teachers for the other students. Not only will this course leverage their creativity, but it will also make them intrinsically curious and enable them to dig into their passions and hobbies that sometimes remain obscured in a professional educational setting.

2023

Throughout the course, students will be tasked with identifying a key question related to attachment theory that aligns with their interests, background, and ongoing projects. They will produce a concise research paper (1000 words) on a theme of their choice within the course's main themes.

On the final day of the course, students will present their work (5 min).

Grading: The research papers will receive a numerical grade on a scale of 1-10, with 5.5 being the minimum passing grade. Pitch presentations, however, will be assessed on a pass/fail basis. To receive accreditation for the course, both assignments must meet the required standards. Attendance is mandatory for a minimum of 80% of the course.

2024

Throughout the course, students will be tasked with identifying a key question related to attachment theory that aligns with their interests, background, and ongoing projects. They will produce a presentation (10min):

-> Choose the format (a reel, a PowerPoint, an infographic, act out show, a poem, a lecture for kindergarten pupils, or a presentation for the World Health Organization as an ambassador for Child Development)

-> Submit the work

-> Evaluation matrix based on 3 assessors: 2 teachers and 1 peer.

Table 2 provides the complete list of formative and summative assessments. Furthermore, I designed a matrix to assess each learning objective. After each format-free presentation, two coordinators and one peer will complete this summative assessment (Table 3). One current limitation of this instrument is its lack of validity. As I have just developed it, I did not have the chance to test it. Before utilizing the matrix, I will explain to my co-grading colleague and students that 1=not demonstrated knowledge and understanding (i.e., no reference, wrong definitions), has no capacity to utilize prior research evidence (no prior evidence cited and critically discussed) or not being able to respond and argue based on peer and teachers' questions, while 5 is great capacity to demonstrate the abovementioned skills and 3=somewhat.

I will further adapt and evaluate the validity of this matrix following its first experimentation in the course to run in July.

Finally, having evaluated the specific parts of this course, I think it is necessary to keep evaluating it each year and improving it based on students' comments and needs. Below, I would like to illustrate the evaluation of the course delivered in 2023 (page 88). This evaluation shows the course's openness and transparency. I believe the improvements applied for 2024 will help address some points that need attention. I aim to use the services and courses of the Center for Teaching and Learning of the VU Amsterdam to assess further the novelties introduced in the 2024 course and hopefully to gain help and guidance to develop this course into a full 6 EC. My goal is to apply and become an assistant professor at the VU, develop this course into a full semester course, and identify the best ingredients to keep and the least successful activities to exclude. Student and peer feedback will play an essential role in this journey of self-improvement and learning.

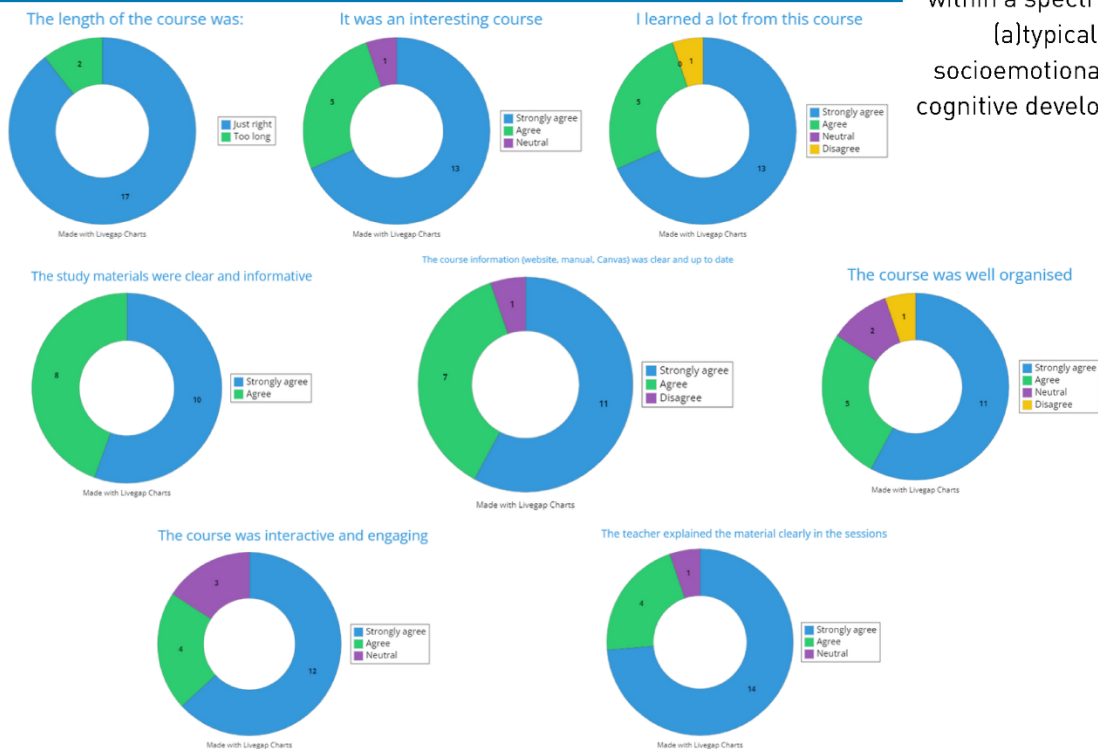
Table 2. Type of assessments throughout the course.

Learning goals->aligned assessment	Assessment	Activities/ Instructional strategies	Resources
1. Identify the key concepts of attachment theory, pinpointing neurobiological and cognitive underpinnings	Formative: poster presentation	Lectures, expert group presentations	Literature, lectures, workshops, seminars
2. Explain attachment processes and classifications based on different developmental assessments presented throughout the course and critically interpret their role in socioemotional and cognitive development	Formative: poster presentation & 1min papers	Classroom pitch presentations and peer feedback	Literature, lectures, workshops, seminars
3. Apply the attachment theory and selected assessment instruments across different age groups and cultures	Formative/Summative: Conduct an attachment interview	1-1 interview	Lecture/ seminar on attachment assessment
4. Analyse caregiving dynamics within typical development and disability, identifying adaptations of assessment instruments and technology-supported attachment-based interventions	Formative: analyze video-based therapy sessions	Group work video-analysis; case analysis	Music therapy workshop, field trip, severe disabilities lecture
5. Critically evaluate the effectiveness of various assessment instruments and interventions for attachment in diverse contexts	Summative: creative presentation. Formative: report from a trip to a care facility	Q&A	Notes, slides, literature, trip to care facilities
6. Develop, write, and present a research study or clinical case conceptualization using innovative attachment-based interventions	Summative: creative presentation	Q&A	Notes, slides, literature

Test type: Verbal (presentation)	Exam course: The attachment nest EC: 3	21.07-02.08.2024	Lecturer: Stefania Vacaru	
Learning outcomes:	Knowledge/ Understanding	Critical analysis of the literature	Responding	Points
LO 1				15
LO 2				15
LO 3				15
LO 4				15
LO 5				15
LO 6				15
Total number of points:/90 Pass mark 50. +10 points from general engagement in the course.			

VU Amsterdam Summer School - Survey results

The attachment nest: development and care within a spectrum of (a)typical socioemotional and cognitive development



What did you like and/or dislike about your course?

- "Like: the flow, structure, content and the professors/speakers, assignment"
- I liked all the guest lecturers we got to listen to. I did not like how we frequently went over-time and ended class late.
- I loved the excursions and both professors were incredible!
- The time-frames were not clearly defined and it made me question the professionalism in terms of the academics at VU or the summer school. Even though, the instructors seem to be supportive and trying their best; the guest lecturers were not informed strictly regarding their time; and as people who are working in psychology area; they need to know that nobody can maintain their concentration for 4 hours; it was really unprofessional and wrong. Also, there were lots of repetitions. The excursions were good but it would be better if VU has arranged them in terms of transportation; it cost a lot of money and we also paid for lots of things. Even though the instructors(coordinators) were really cute; I would not come to masters or phd at VU, for sure.
- This course was well beyond my expectations. We had the chance to interact with lecturers from very different backgrounds. Having the opportunity to go see our lecturer's works in real life was wonderful.
- The professors were the kindest professors I've ever met. Their lectures were very interesting as well.
- The teachers is really caring! Love them
- I like it when it is interactive. Different guest speakers are involved in the course, giving us multiple perspectives about attachment theory and parenting style.
- "I liked the safe environment, in which we could share our experiences, thoughts, and ideas in relation to attachment theory.
- I liked the excursions and the more practical perspectives which were given to enrich the theory. "
- "I loved the excursion to Bartimeus, The second excursion too. I realized that the Attachment theory is more wider than I thought and I expected. I needed the academical resources for the theory and I definitely received it. It was beneficial for my personal development and life learning. Thank you Paula and Stefanie. I admire your work."
- I enjoyed the different subjects and guest speakers. I thought the content was very well organized and the professors were the perfect mix between laid back/understanding and encouraging.
- I liked all the guest lecturers and the excursion for this course
- I loved the information and the variety of speakers, I just would've loved to have more interactive activities because I have a hard time paying attention to long lectures one after the other. I also would suggest paying more attention to the time, I know it is a short course but I felt a lot of lectures were cut short because we ran out of time or we went over time, but a lot of that is difficult to navigate with questions interrupting the flow and what not.

What did you like and/or dislike about your course?

- "It was very interesting and diverse. I really enjoyed the case studies and the insights into practices. The teachers were very nice and open for discussions."
- In some of the lectures I missed the interaction part a bit as they were mainly theoretical."
- I think that the material was accessible and engaging. I loved the excursions; I feel so lucky to have gotten to take this class.
- I loved that this course gave an overview of lots of different aspects of attachment even despite the fact that we only had 2 weeks to cover such a broad topic. Attachment is truly embedded in so many aspects of human development and behavior and I felt that this course did a wonderful job of hitting on lots of different areas, while also providing perspectives from scholars from all around the world.
- I liked the diversity of speakers, the interactive elements and the excursions. Areas of improvement could be even more interactive elements as some students were passive during the lectures.
- I like the different lectures given by different speakers, it was really interesting to learn through case studies instead of just looking at the content from the textbook or theoretically. The application part helped to make things easier to understand.
- I thought it was super interesting and the excursions were nice to see a different perspective. The coordinators were very nice and all teachers were very open for questions. There was a very open atmosphere

Is there anything else the Summer School team or teachers need to know about, or anything we should improve upon for next time?

- I would want group work in the attachment nest course
- Nothing else I can think of.
- I am so grateful for you!!! This is a beautiful experience that I will carry with me always; thank you for everything you've done to make this possible for us!!
- As already mentioned, name tags would be a good idea for the first day of two
- Just feedback about this survey: I also had to fill in things that were not relevant for me (like the international office). Also the mails were a bit much

3.4 References

- Biggs, J. (1996). Enhancing teaching through constructive alignment. *Higher education*, 32(3), 347-364.
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- Fink, L. D. (2003). A self-directed guide to designing courses for significant learning. *University of Oklahoma*, 27(11), 1-33.
- Tobiason, G. (2024). Going small, going carefully, with a friend: Helping faculty adopt lesson-level constructive alignment through non-evaluative peer observation. *Active Learning in Higher Education*, 25(1), 53-66.

TEACHING CURRICULUM VITAE

EDUCATIONAL ACTIVITIES

Tasks	Academic year	Course name/Topic	Description
<i>Course coordination summer school</i>	2023-2024 VU Amsterdam	The Attachment Nest: Interdisciplinary Understanding of Attachment and Human Development Across the Spectrum of (A)typical Functioning (Dr. Vacaru & Prof. Sterkenburg)	I am currently coordinating the second edition of the VU Summer School. I invited 12 guest lecturers, including researchers and clinicians. I will deliver several lectures and grade the final presentations and students' essays.
<i>Course coordination summer school</i>	2022-2023 VU Amsterdam	The attachment nest: development & care within a spectrum of (a)typical socioemotional & cognitive development (Dr. Vacaru & Prof. Sterkenburg)	The VU Amsterdam Summer School course proposal was submitted and accepted in October 2022, marking the beginning of the course design, coordination, and teaching. I invited 12 guest lecturers, including researchers and clinicians. I delivered several lectures and graded the final presentations and students' essays.
<i>Lecture summer school</i>	2021-2022 RU Nijmegen	How Early Life Shapes Human Development (Prof. de Weerth)	I gave an online lecture on Interpersonal synchrony for 1.5 hours. Then, I conducted an online experiment in which students were primed to different conditions in breakout rooms. (Classroom size 20 students)
<i>Lecture Master level</i>	2019-2020 RU Nijmegen	Social relations (Dr. Lansu)	I delivered an in-person lecture for research master students on early social development and interpersonal mimicry. (Classroom size 25 students)
<i>Lecture Bachelor level</i>	2019-2020 RUG Groningen	Cognitive Neuroscience (Dr. Fabbri)	I delivered an in-person lecture on human attachment and socio-emotional development to Biomedical bachelor students. (Classroom size 150)
<i>Workgroups/ seminars</i>	2016-2019 RU Nijmegen	Academic skills for psychologists (Kraaij, MSc)	Yearly course for second-year bachelor students on academic skills. It included short presentations, mentoring, and grading essays. (Classroom size 17-25)

	2020-2021 RU Nijmegen	Development & Mental Health 2: Psychopathology from a life-span perspective (Dr. Bosch)	Semi-structured clinical interviewing, clinical cases analysis. Mentoring role. (Classroom size 17-25)
	2018-2021 RU Nijmegen	Research project 2; 3 (Kraaij, MSc)	Yearly course. Leading subgroups of students to develop a research question, design an experiment, collect data, analyze it, and write a short research paper. Mentoring, feedback, feedforward, grading. (Classroom size 17-25)
	2016-2021 RU Nijmegen	General Introduction to Psychology (Prof. Bekkering)	I led yearly workgroups in this course for first-year bachelor students. Guided activities related to lectures' content, design assessment instruments, presentations, and mentoring.
	2016-2017	Academic and Professional Skills for Artificial Intelligence (Prof. Meulenbroek)	The course focused on writing. Accordingly, I led writing sessions, provided feedback, implemented peer feedback methods, and taught students to give each other feedback.
<i>Practical training</i>	2021 Leipzig University	Building an EMG lab: Recordings and signal processing, invited by Dr. Christine Michel	Hands-on training on electromyography, troubleshooting for PhD students, and departmental lectures.

INDIVIDUAL SUPERVISION

<i>Ph.D. candidates</i>	<i>Nicole Rheinheimer</i> , Msc, Developmental Psychobiology Lab, Rumc: Biological co-regulation and the development of HPA stress system in infancy and childhood (2021- expected end of 2024)
	<i>Lucia Willems</i> , Msc, Clinical Child and Family Studies, VU Amsterdam: Emotion regulation capacities and compassion in young adults with intellectual disabilities (2021-2023)
<i>Master students</i>	<i>Aicha Mazrina</i> , Bsc, Psychobiology at UvA: Implicit social processes and emotion regulation in individuals with intellectual disabilities (2023-ongoing)
	<i>Rika Neumann</i> , Bsc, Development of a self-compassion assessment tool in children and individuals with intellectual disabilities, Maastricht University (2023-2024).
	<i>Isa Huijnen</i> , Bsc, Development of a self-compassion assessment tool in children and individuals with intellectual disabilities, Maastricht University (2023-2024).

Georgia Graat, Bsc, Biomedical Sciences at RU: Caregiving determinants of physical health throughout the first 14 years of life (2022-2023)

Sounita Heider, Psychology, Vrije Universiteit Amsterdam: Affiliative behavior responses to social ostracism and attachment security (2022-2023)

Roosmarijn Kockelkoren, Bsc, Biomedical Sciences at RU: Biological aging and sleep disturbances throughout childhood. A longitudinal study (2022)

Sharona van Kuik, Bsc, Medical Psychology Master at Tilburg University: Anxiety and depression symptoms in pregnant women between the 1st and 2nd COVID-wave: The influence of social support (2022)

Nina Bruinhof, Bsc, Behavioral Sciences Research Master at RU: Prenatal Hair Cortisol during the COVID-19 crisis: associations with psychological Stress and Infant Temperament (2021)

Maja Kapitler, Bsc, Psychology Master, University of Ljubljana (Slovenia): Can facial emotional expressions be contagious? Evidence from pupil dilation and electrical facial muscle activity (2018)

Master theses on moral development at the Department of Orthopedagogics, RU (2016-2018)

Bachelor students

Shailesh Jangi, Development of a self-compassion assessment tool in children and individuals with intellectual disabilities, VU Amsterdam (2023-2024).

Yearly honors program students' supervision RU (2016-2019)

Aicha Mazrina, Psychobiology at UvA: Implicit social processes and emotion regulation in individuals with intellectual disabilities (2022-2023)

TRAINING

BK0: Module 1, Module 2, Module 3; VU Amsterdam	2023-2024
Education in a nutshell course for BK0, RU Nijmegen (Sven Vrins, 1EC)	2018-2019
The Art of Presenting workshop, RU Nijmegen	2019-2020
Peer coaching system for PhD students	2018-2019

MISCELLANEOUS

Radboud Science Open Day for children with experimental demonstrations.	2016
Training on attachment for professional caregivers at Epworth Children's Home (South Africa).	2015
Workshops on safe sexual behaviours in adolescents, Tembisa township (South Africa).	2015

MANAGING EDUCATIONAL ACTIVITIES AND BOARDS

- Board member** of the Educational Committee of the Faculty of Social Sciences (FSW; Onderdeel Commissie), RU Nijmegen. 2017-2019
Description. Contributed to discussion and advice to the board of the faculty of social sciences regarding the themes: well-being of employees, innovation in education, research, and sustainability.
- Ph.D. representative, chair & treasurer** of the Ph.D. council, Donders Institute, RU Nijmegen. 2017-2019
Description: Coordinating the role of activities for PhD candidates of the Donders Center for Cognition. Assess PhD students' check-point assessment, organize educational and social activities, inviting guest presenters and workshops.
- Student representative** for the Research Master Program at VU Amsterdam in the educational committee (led by Prof. Meeter) 2014-2015