

## Coordinates

Prof. Dr. Ruben Vanderlinde (associate professor)

ORCID: 0000-0002-4912-3410

Ghent University  
Department of Educational Studies  
Henri Dunantlaan 2  
B-9000 Gent  
Belgium



Telephone: 0032 (0) 9 264 86 30

Mail: [Ruben.Vanderlinde@UGent.be](mailto:Ruben.Vanderlinde@UGent.be)

Twitter: [@rubenvanderlin](https://twitter.com/rubenvanderlin)

### Websites:



Department: [www.onderwijskunde.ugent.be](http://www.onderwijskunde.ugent.be)

Research group: [www.lopo.ugent.be](http://www.lopo.ugent.be)

Publications: <https://biblio.ugent.be/person/801001732418>



Academia: [www.ugent.academia.edu/RubenVanderlinde](http://www.ugent.academia.edu/RubenVanderlinde)



Research Gate: [https://www.researchgate.net/profile/Ruben\\_Vanderlinde](https://www.researchgate.net/profile/Ruben_Vanderlinde)

## Education/studies

**2011** PhD: *School-based ICT policy planning in a context of curriculum reform* (Ghent University, promotor Prof. Dr. Johan van Braak)

**2001** Master Educational Sciences (Greatest distinction): *De professionele ontwikkeling van leraren basisonderwijs vanuit een micropolitiek perspectief: Een follow-up onderzoek bij beginnende leraren* (KULeuven, promotor Prof. Dr. Geert Kelchtermans)

## Current and previous positions

**2018 – Ongoing** Associate Professor (Ghent University)

**2013 – 2018** Tenure Track Professor (Ghent University)

**2011 – 2014** FWO postdoctoral researcher (Ghent University)

**2006 – 2011** Research assistant (Ghent University)

**2003 – 2006** Coordinator Network for In-Service Teacher Training (Hogeschool Gent)

**2003 – 2006** Staff member Quality Assurance and Educational Policy (VLIR)

## Fellowships

- 2021** Department of Teacher Education, University of Helsinki, Finland (FWO sabbatical)
- 2012** IN3 Research Group, Open University of Catalonia, Barcelona, Spain (FWO travel grant)
- 2010** Curry School of Education, University of Virginia, Charlottesville, VA, USA (FPPW travel grant)

## Awards

- 2021** Winner of the '*ICEA-award*' for the PhD Multivariate analysis of school principals' technology leadership competencies, learning school environment and schools' social network structures of Köksal Banoglu awarded by EARDA
- 2021** Nominee for the '*VOR-VFO Best Dissertation Price 2020* for the PhD of Karolien Keppens 'Videography in teacher education: a study on inclusive teaching competences' (jointly awarded by the Dutch Educational Research Association and the Flemish Educational Research Forum)
- 2021** Nominee for the '*VOR-VFO Best Dissertation Price 2019* for the PhD of Laura Thomas 'Unravelling primary school teachers' induction period from a social network perspective' (jointly awarded by the Dutch Educational Research Association and the Flemish Educational Research Forum)
- 2017** Winner of the '*Price best article 37th edition 2016*' for the publication 'De Masterclass 'Lerarenopleiders Onderzoeksvaardig!: Ontwikkeling, organisatie en onderzoek naar een professionaliseringstraject voor lerarenopleiders' in the Tijdschrift voor Lerarenopleiders (auteurs: H. Tack & R. Vanderlinde)
- 2016** Winner of the '*EECERJ Best Published Paper 2016 Award*' for the publication 'The role of ICT in early childhood education: an explorative study on ICT use and influencing factors' (authors: S. Kerckaert, R. Vanderlinde, & J. van Braak)
- 2016** Winner of the '*JURE Best Conference Paper Award*' for the conference paper 'The relationship between teacher and department characteristics on teachers' professional development in secondary schools' (authors: J. Valckx, G. Devos, & R. Vanderlinde)
- 2012** Nominee for the '*VOR-VFO Best Dissertation Price 2011*' for the PhD 'School-based ICT policy planning in a context of curriculum reform' (jointly awarded by the Dutch Educational Research Association and the Flemish Educational Research Forum)
- 2009** Winner of the '*Outstanding Practice Award by a PhD Student of Educational Technology*' for the research work in the field of 'School based data-driven decision making' (awarded by the International Division of the Association for Educational Communications and Technology - AECT)
- 2008** Winner of the '*R.W. "Buddy" Burniske Memorial Award*' for the publication 'Technology curriculum and planning for technology in schools: The Flemish case' in TechTrends (awarded by the International Division of the Association for Educational Communications and Technology - AECT)

## Supervision of PhD projects

### **10 PhD's promoted**

- 2021** Jasja Valckx, *The potential of departments as professional learning communities (PLCs) in secondary education: understanding processes and stimulating factors*
- 2021** Sarah Marent, *The professional development of early career teachers: Time and relationships during induction* (joint PhD degree with KULeuven)

- 2020** Iris Roose, *Measuring and investigating secondary education teachers' professional vision of inclusive classrooms through video-based comparative judgement* (co-supervisor)
- 2020** Karolien Keppens, *Videography in teacher education: a study on inclusive teaching competences*
- 2019** Laura Thomas, *Unravelling primary school teachers' induction period from a social network perspective*
- 2019** Karen De Coninck, *Conceptualising, measuring and developing parent-teacher communication competences: clinical simulations in teacher education*
- 2019** Köksal Banoğlu, *Multivariate analysis of school principals' technology leadership competencies, learning school environment and schools' social network structures*
- 2018** Christian Jaramilo Basuerizo, *Professional development initiatives in higher education: empirical insights into teacher's autonomy support and motivation to transfer* (co-supervisor)
- 2017** Hanne Tack, *Measurement and Development of Teacher Educators' Researcherly Disposition*
- 2014** Jacob Davidsen, *Integrating Technology into Classrooms: A children's Perspective* (University of Aalborg, co-supervisor)

### **Ongoing PhD projects as main supervisor (n=5) and co-supervisor (n= 3)**

Aron Decuper, SBO-FWO funded, *Getting deeper insight in teacher behaviour of teachers who team teach*

Benjamin Ponet, FWO-NRF funded, *Teacher educators' competences to deal with diversity: A Flemish study*

Jing Piao, CSC-funded, *More than a degree: Learning to be a teacher educator through doctoral education in China*

Luo Yuqiao, CSC-funded, *How teachers become teacher-researchers: Empirical research of teachers' identity*

Annick Lepinoy, KMS-funded, *Getting the best out of it: the role of the learning environment to satisfy university students' basic psychological needs and foster motivation*

Delphine Franco, UGent-funded, *The impact of Clinical Simulations on the Development of the Teacher Competence 'Dealing with Aggression in the Classroom* (co-supervisor)

Nele Van Doren, UGent-funded, *Preparing teachers for the complex challenges of their future profession: Developing an innovative approach regarding teachers' motivating style* (co-supervisor)

Tina Gryson, DOWA-funded, *The added value of Teacher Design Teams for curriculum development within the course Project General Subjects in vocational secondary education* (co-supervisor)

### [Other current research projects](#)

*Blended learning in secondary education: from emergency to structural implementation* (Floris Versmissen, OBPWO-funded)

*Dual learning in teacher education* (Jasja Valckx, ESF-funded)

*Strengthening beginning teachers' professional identity: An exploratory study into the efficiency of an induction model in South Africa* (Marguerite Muller, VLIR UOS-funded)

*Master of Didactics: Supporting Polish higher education professors* (Laura Thomas and Britt Adams, funded by the Polish Ministry of Education)

*ENLIGHT European University: Establishing a Teacher Education Network* (Karolien Keppens, EU-funded)

## Current teaching activities

*Educational Innovation*, Bachelor of Science in Educational Sciences at UGent (6 credits)

*Pedagogy of Teacher Education*, Master of Science in Educational Sciences at UGent (7 credits)

*Teaching Methodology Educational Sciences*, Master program Teacher Education at UGent (6 credits)

*Teaching Methodology General Subjects for Technical and Vocational Education*, Master program Teacher Education at UGent (6 credits)

*Internship Psychology and Educational Sciences*, Master program Teacher Education at UGent (4 + 4 credits)

*Summer Academy Teacher Education*, Master program Teacher Education at UGent (3 credits)

## Organisation of scientific meetings

**2007** Co-organizer of the 'European Conference for Educational Research' (ECER), Ghent (700 participants)

**2005** Co-organizer of the 'Onderwijs Research Dagen' (ORD), Ghent (350 participants)

## Current institutional responsibilities (only most important)

Representative for Ghent University Rector at VLIR (Flemish Interuniversity Council) for the working group Teacher Education,

Chair Program Committee Teacher Education EDUMA ('Educatieve Masteropleidingen')

## Commissions of trust (only most important)

Associate Editor 'Teacher and Teaching: Theory and Practice'

Member Editorial Board 'Tijdschrift voor Onderwijsrecht en Onderwijsbeleid'

Reviewer for several SSCI-journals (Teacher and Teaching: Theory and Practice, Teachers and Teaching Education, Computers & Education, Educational Studies, British Journal of Educational Technology, Pedagogische Studiën, Educational Administration Quarterly, European Journal of Teacher Education, Journal of Education for Teaching, and Journal of Curriculum Studies)

Member of several guidance committees of PhD research projects and examination jury's (national and international)

Keynote speaker at national (n=10) and international conferences (n=20)

External reviewer research projects for the 'Icelandic Research Fund' and the Dutch 'NWO'

Member Board of Governors 'GO! Scholengroep Gent'

Permanent chairman Audit Commission Educational Quality Assurance HOWEST

## Memberships of scientific societies (only most important)

Coordinator 'Teacher Education Network (TEN)' within the ENLIGHT European University Network (starting from 2021)

Coordinator theme group 'Educational Design and Curriculum Development' at ICO Doctoral School Educational Sciences (starting from 2021)

Founding Member InFo-TED 'International Forum for Teacher Educators' Professional Development' (founded in 2015, currently chair)

Member VFO (and secretary from 2005-2010); Member EAPRIL (and board member from 2010-2016); Member EERA (and member of Network 10 Teacher Education); Member EARLI (and member of SIG 11 on Teacher Education); Member AERA

## Keynote talks (illustrative)

Keynotes are given at the national and international level. A detailed description of these keynotes can be provided. Keynotes at the national level are addressed towards the Ministry of Education, the Educational Inspectorate or Colleges of Higher Education. Some illustrations:

- Keynote for the Algemene Vergadering van directies Humane Wetenschappen Katholiek Onderwijs Vlaanderen (Berlaar, 21 april 2014): "*Professionalisering van leraren: Resultaten van onderzoek en beleidsaanbevelingen*"
- Keynote for the Algemene Vergadering Onderwijsinspectie (Brussel, 8 maart 2017): "*Professionalisering van leraren: Resultaten van onderzoek en beleidsaanbevelingen*"
- Keynote lecture at the Thomas More Hogeschool (online) on 14 January 2020 – "*Hoe scholen ondersteunen bij het maken van de Digisprong?*"

Keynotes at the international level are addressed towards international scientific societies, international policy makers, or initiatives for PhD researchers. Some illustrations:

- Keynote lecture at the annual EAPRIL conference (Finland, Hämeenlinna, 29 November 2017): "*Practitioner research: A hidden secret for professional development*"
- Keynote at the Ministry of Basis Education (Pretoria, Zuid-Afrika, 6 February 2020): "*Beginning teachers: problem statement, induction, and support*"
- Keynote lecture at the NAFOL PhD Doctoral School in Trondheim (Norway, Trondheim, 12 March 2020): "*Mixed method research in teacher education*"

## Publications

### Articles

#### A1

1. Valckx, J., **Vanderlinde, R.**, & Devos, G. (2021). Do teachers' educational beliefs affect the relationship between departmental leadership and interpersonal PLC characteristics? *Professional Development in Education*. <https://doi.org/10.1080/19415257.2021.1973071>.
2. Lepinoy, A, Lo Bue, S, & **Vanderlinde, R.** (accepted).
3. Van Doren, N., De Cocker, K., De Clerck, T., Vangilbergen, A., **Vanderlinde, R.** & Haerens, L. (2021). The relation between physical education teachers' motivating style, students' motivation, and students' physical activity: a multilevel approach. *International Journal of Environmental Research and Public Health* <https://doi.org/10.3390/ijerph18147457>
4. De Coninck, K., Keppens, K., Valcke, M., Dehaene, H., De Neve, J., & **Vanderlinde, R.** (2021). Exploring the effectiveness of clinical simulations to develop student teachers' parent-teacher communication competence. *Research Papers in Education*. <https://doi.org/10.1080/02671522.2021.1961291>. [5YIF2019: 2.062; 86/236; Q2]
5. Jaramillo-Baquerizo, C., Valcke, M., **Vanderlinde, R.**, & Aelterman, N. (2021). Exploring the consideration of university teachers' basic psychological needs in the design of professional development initiatives. *Journal of Higher Education Policy and Management*, 43, 315-329. <https://doi.org/10.1080/1360080X.2020.1812021>. [5YIF2019: 0.939; 209/263; Q4]

6. Valckx, J., **Vanderlinde, R.**, & Devos, G. (2021). Measuring and exploring the structure of teachers' educational beliefs. *Studies in Educational Evaluation*, 70. <https://doi.org/10.1016/j.stueduc.2021.101018>. [5YIF2019: 2.053; 90/263, Q2]
7. Keppens, K., Consuegra, E., De Maeyer, S., & **Vanderlinde, R.** (2021). Teacher beliefs, self-efficacy and professional vision: Disentangling their relationship in the context of inclusive teaching. *Journal of Curriculum Studies*, 53(3), 314-332. <https://doi.org/10.1080/00220272.2021.1881167>. [5YIF2019: 1.829; 148/236; Q3]
8. Vantieghem, W., Roose, I., Gheysens, E., Griful-Freixenet, J., Keppens, K., **Vanderlinde, R.**, Struyven, K., & Van Avermaet, P. (2020). Professional vision of inclusive classrooms: A validation of teachers' reasoning on differentiated instruction and teacher-student interactions. *Studies in Educational Evaluation*, 67. [5YIF2019: 2.053; 90/263, Q2]
9. De Coninck, K., Walker, J., Dotger, B., & **Vanderlinde, R.** (2020). Measuring Student Teachers' Self-Efficacy Beliefs about Family-Teacher Communication: Scale Construction and Validation. *Studies in Educational Evaluation*, 64, 1-9. [5YIF2019: 2.053; 90/263, Q2]
10. Vansteelandt, I., Mol, S.E., **Vanderlinde, R.**, Lerkkane, M.K., & Van Keer, H. (2020). In pursuit of beginning teachers competent in promoting reading motivation: A mixed-methods study into the impact of a continuing professional development program. *Teaching and Teacher Education*, 96, <https://doi.org/10.1016/j.tate.2020.103154>, [5YIF2016: 2.995; 24/236; Q1].
11. Thomas, L., Rienties, B., Tuytens, M., Devos, G., Kelchtermans, G., & **Vanderlinde, R.** (2020). Unpacking the dynamics of collegial networks in relation to beginning teachers' job attitudes. *Research Papers in Education*. doi: [10.1080/02671522.2020.1736614](https://doi.org/10.1080/02671522.2020.1736614) [5YIF2018: 1.449; 167/236; Q3]
12. Marent, S., Deketelaere, A., Jokikokko, K., **Vanderlinde, R.**, & Kelchtermans, G. (2020). Short interims, long impact? A follow-up study on early career teachers' induction. *Teaching and Teacher Education*, 88. doi: [10.1016/j.tate.2019.102962](https://doi.org/10.1016/j.tate.2019.102962) [5YIF2016: 2.995; 24/236; Q1].
13. Tack, H., & **Vanderlinde, R.** (2019). Capturing the relations between teacher educators' opportunities for professional growth, work pressure, work related basic needs satisfaction, and teacher educators' researcherly disposition. *European Journal of Teacher Education*, 42, 459-477. [5YIF2019: 2.305; 65/263; Q1]
14. Thomas, L., Tuytens, M., Devos, G., Kelchtermans, G., & **Vanderlinde, R.** (2019). Beginning teachers' professional support: A mixed methods social network study. *Teaching and Teacher education*, 83, 134-147. doi: [10.1016/j.tate.2019.04.008](https://doi.org/10.1016/j.tate.2019.04.008) [5YIF2016: 2.995; 24/236; Q1].
15. Roose, I., Vantieghem, W., Van Damme, K., Lambert, P., **Vanderlinde, R.**, & Van Avermaet, P. (2019). Measuring teachers' professional vision of inclusive classrooms through video-based comparative judgement. What does it mean to misfit? *International Journal of Educational Research*. [5YIF2016: 1,341; 176/236; Q3]
16. Valckx, J., **Vanderlinde, R.**, & Devos, G. (2019). Departmental PLCs in secondary schools: The importance of transformational leadership, teacher autonomy, and teachers' self-efficacy. *Educational Studies*, 46(3). <https://doi.org/10.1080/03055698.2019.1584851>. [5YIF2016: 0.762; 179/236; Q4].
17. Keppens, K., Consuegra, E., & **Vanderlinde, R.** (2019). Exploring student teachers' professional vision of inclusive classrooms in primary education. *International Journal of Inclusive Education*. 1-17. doi: [10.1080/13603116.2019.1597186](https://doi.org/10.1080/13603116.2019.1597186) [5YIF2016: 1.380; 154/236; Q3]
18. Roose, I., Van Avermaet, P., Vantieghem, W., & **Vanderlinde, R.** (2019). Beliefs as filters for comparing inclusive classroom situations. Connecting teachers' beliefs about teaching diverse learners to their noticing of inclusive classroom characteristics in videoclips. *Contemporary Educational Psychology*,

19. Keppens, K., Consuegra, E., Goossens, M., De Maeyer, S., & **Vanderlinde, R.** (2019). Measuring pre-service teachers' professional vision of inclusive classrooms: a video-based comparative judgement instrument. *Teaching and Teacher Education*, 78, 1-14. [5YIF2016: 2.995; 24/236; Q1].
20. Thomas, L., Tuytens, M., Moolenaar, N., Devos, G., Kelchtermans, G., & **Vanderlinde, R.** (2019). Teachers first year in the profession: The power of high-quality support. *Teachers and Teaching: Theory and Practice*. [5YIF2016: 1.447; 115/236; Q2].
21. Muniz-Rodriguez, L., Alonso, P., Rodriguez-Muniz, L.J., De Coninck, K., **Vanderlinde, R.**, & Valcke, M. (2018). Exploring the effectiveness of video-vignettes to develop mathematics student teachers' feedback competence. *Eurasia Journal of Mathematics Science and Technology Education*, 14(9), em1573.
22. Thomas, L., Tuytens, M., Devos, G., Kelchtermans, G., & **Vanderlinde, R.** (2018). Transformational school leadership as a key factor for teachers' job attitudes during their first year in the profession. Submitted to *Educational Management Administration & Leadership*. [5YIF2016: 1.315; 126/236; Q3].
23. Jaramillo-Baquerizo, C., Valcke, M., & **Vanderlinde, R.** (2018). Professional development initiatives for university teachers: Variables that influence the transfer of learning to the workplace. *Innovations in Education and Teaching International*.
24. Valckx, J., Devos, G., & **Vanderlinde, R.** (2018). Exploring the relationship between professional learning community characteristics in departments, teachers' professional development, and leadership. *Pedagogische Studiën*, 95(1), 34-55. [5YIF2016: 0.201; 220/236; Q4].
25. Willemse, M., Thompson, I., **Vanderlinde, R.**, & Mutton, T. (2018). Teacher education and family-school partnerships in different contexts: A cross country analysis of national teacher education frameworks across a range of European countries. *Journal of Education for Teaching*, 44(3), 252-257. [5YIF2016: 1.157; 118/236; Q2].
26. De Coninck, K., Valcke, M., & **Vanderlinde, R.** (2018). A measurement of student teachers' parent-teacher communication competences: The design of a video-based instrument. *Journal of Education for Teaching*, 44(3), 333-352. [5YIF2016: 1.157; 118/236; Q2].
27. Roose, I., Van Avermaet, P., Vantieghe, W., & **Vanderlinde, R.** (2017). Measuring professional vision of inclusive classrooms in secondary education through video-based comparative judgement: An expert study. *Studies in Educational Evaluation*, 56, 71-84. [5YIF2016: not available; IF: 0.717; 171/236; Q3].
28. Tack, H., Rots, I., Struyven, K., Valcke, M., & **Vanderlinde, R.** (2017). Uncovering a hidden professional agenda for teacher educators: A mixed method study on Flemish teacher educators and their professional development. *European Journal of Teacher Education*, 41(1), 86-104. [5YIF2016: 1.145; 174/236; Q3].
29. Kelchtermans, G., Smith, K., & **Vanderlinde, R.** (2017). Towards an 'international forum for teacher educator development': An agenda for research and action. *European Journal of Teacher Education*, 41(1), 120-134. [5YIF2016: 1.145; 174/236; Q3].
30. **Vanderlinde, R.** (2017). Collaborative teacher educator professional development in Europe: Different voices, one goal. *Professional development in Education*, 43(4), 556-572.
31. Banoglu, K., **Vanderlinde, R.**, & Cetin, M. (2016). Investigation of principals' technology leadership profiles in the context of schools' learning organization culture and ICT infrastructure: F@tih project schools versus the others. *Science and Education*, 41(188), 83-98. [5YIF2016: 0.989; 157/236; Q3].
32. Merchie, E., Tuytens, M., Devos, G., & **Vanderlinde, R.** (2016). Evaluating teachers' professional development initiatives: Towards an extended evaluative framework. *Research Papers in Education*, 33(2): 143-168. [5YIF2016: 1.107; 127/236; Q3].

33. Lunenberg, M., Murray, J., Smith, K., & **Vanderlinde, R.** (2016). Collaborative teacher educator professional development in Europe: Different voices, one goal. *Professional Development in Education*, 43(4), 556-572. [XXX; Q4].
34. Ooghe, L., Thomas, L., **Vanderlinde, R.**, Tuytens, M., & Devos, G. (2016). Exploratief onderzoek naar het sociaal netwerk van beginnende leraren in relatie tot de ontwikkeling van het professioneel zelfverstaan. *Pedagogische Studiën*, 93, 178-204. [5YIF2016: 0.201; 230/236; Q4].
35. Heikkinen, H., de Jong, F., & **Vanderlinde, R.** (2016). What is (good) practitioner research? Reflections on the special issue 'Improving professional practice and competencies with practice-based research'. *Vocations & Learning*, 9(1), 1-19. [5YIF2016: 1.840; 89/236; Q2].
36. Tack, H. & **Vanderlinde, R.** (2016). Measuring teacher educators' researcherly disposition: Item development and scale construction. *Vocations & Learning*, 9(1), 43-62. [5YIF2016: 1.840; 89/236; Q2]
37. Vanderhoven, E., Schellens, T., **Vanderlinde, R.**, & Valcke, M. (2016). Developing educational materials about the risks on social network sites: A design based research approach. *Educational Technology Research & Development*, 64(3), 459-480. [5YIF2016: 1.652; 170/236; Q3].
38. Aydin, M.K., **Vanderlinde, R.**, & Gurol, M. (2016). Evaluating ICT integration in Turkish K-12 schools through teachers' views. *Eurasia Journal of Mathematics, Science and Technology Education*, 12, 747-766. [5YIF2016: not available; IF: 0.903; 148/236; Q3].
39. Davidsen, J., & **Vanderlinde, R.** (2016). 'You should collaborate, children': A study of teachers' design and facilitation of children's collaboration around touchscreens. *Technology, Pedagogy, & Education*, 25(5): 573-593. [5YIF2016: 1.217; 125/236; Q3].
40. Montrieux, H., **Vanderlinde, R.**, Schellens, T., & De Marez, L. (2015). Teaching and learning with mobile technology: A qualitative explorative study about the introduction of tablet devices in secondary education. *PLOS One*, 10(12). e0144008. [5YIF2015: 3.394; 15/64; Q1].
41. Banoglu, K., **Vanderlinde, R.**, & Yildiz, R. (2015). Professional self-efficacy scale for Information and Computer Technology teachers: Validity and reliability study. *Anthropologist*, 20(1-2), 22-32. [5YIF2015: 0.198; 80/84; Q4].
42. **Vanderlinde, R.**, Aesaert, K., & van Braak, J. (2015). Measuring ICT use and contributing conditions in primary schools. *British Journal of Educational Technology*, 46(5), 1056-1063. [5YIF2016: 2.532; 22/236; Q1].
43. Aesaert, K., van Nijlen, D., **Vanderlinde, R.**, Tondeur, J., Devlieger, I., & van Braak, J. (2015). The contribution of pupil, classroom and school level characteristics to primary school pupils' ICT competences: A performance-based approach. *Computers & Education*, 87, 55-69. [5YIF2016: 5.047; 7/236; Q1].
44. Cifuentes, G., & **Vanderlinde, R.** (2015). ICT leadership in higher education: A multiple case study in Colombia. *Communicar*, 45, 133-141. [5YIF2016: 2.165; 29/236; Q1].
45. Aesaert, K., van Braak, J., van Nijlen, D., & **Vanderlinde, R.** (2015). Primary school pupils' ICT competences: Extensive model and scale development. *Computers & Education*, 81, 326-344. [5YIF2016: 5.047; 7/236; Q1].
46. Vanwynsberghe, H., **Vanderlinde, R.**, Georges, A., & Verdegem, P. (2015). The librarian 2.0: Identifying a typology of librarians' social media literacy. *Journal of Librarianship and Information Science*, 47(4), 283-293. [5YIF2016: 1.280; 47/85; Q3].
47. Kerckaert, S., **Vanderlinde, R.**, & van Braak, J. (2015). The role of ICT in early childhood education: An explorative study on ICT use and influencing factors. *European Early Childhood Education Research Journal*, 23(2), 183-199. [5YIF2016: 1.010; 160/236; Q3].
48. Tack, H., & **Vanderlinde, R.** (2014). Teacher educators' professional development: Towards a typology of teacher educators' researcherly disposition. *British Journal of Educational Studies*, 62(3), 297-315. [5YIF2014: 0.586; 169/224; Q4].



49. Vanwynsberghe, H., Boudry, E., **Vanderlinde, R.**, & Verdegem, P. (2014). Experts as facilitators for the implementation of social media in the library? A social network approach. *Library Hi Tech*, 32(3), 529-545. [5YIF2016: 0.973; 52/85; Q3].
50. Aesaert, K., Van Nijlen, D., **Vanderlinde, R.**, & van Braak, J. (2014). Direct measures of digital information processing and communication skills in primary education: Using Item Response Theory for the development and validation of an ICT competence scale. *Computers & Education*, 76, 168-181. [5YIF2016: 5.047; 7/236; Q1].
51. Davidsen, J., & **Vanderlinde, R.** (2014). Researchers and teachers learning together and from each other using video-based multimodal analysis. *British Journal of Educational Technology*, 45(3), 451-460. [5YIF2016: 2.532; 22/236; Q1].
52. **Vanderlinde, R.**, Aesaert, K., & van Braak, J. (2014). Institutionalised ICT use in primary education: A multilevel model. *Computers & Education*, 72, 1-10. [5YIF2016: 5.047; 7/236; Q1].
53. Braeckman, L., De Clercq, B., Janssens, H., Gehanno, J.F., Bulat, P., Smits, P., van Dijk, F. Valcke, M., & **Vanderlinde, R.** (2013). Development and evaluation of a new occupational medicine teaching module to advance self-efficacy and knowledge among medical students. *Occupational and Environmental Medicine*, 55, 1276-1280. [5YIF2011: 3,613; 21/158; Q1].
54. **Vanderlinde, R.**, & Kelchtermans, G. (2013). Teachers' socialization in their first job: A year of micropolitical learning. *Phi Delta Kappan*, 94, 33-37. [5YIF2011: 0,165; 112/206; Q3].
55. Tondeur, J., Kershaw, L., **Vanderlinde, R.**, & van Braak, J. (2013). Getting inside the black box of technology integration in education: Teachers' stimulated recall of classroom observations. *The Australasian Journal of Educational Technology*, 29, 434-449. [IF2011: 1,517; 25/206; Q1].
56. Van Keer, H., & **Vanderlinde, R.** (2013). A Book for Two! Peer tutoring and reading comprehension in elementary school practice. *Phi Delta Kappan*, 94, 54-58. [5YIF2011: 0,165; 112/206; Q3].
57. Aesaert, K., **Vanderlinde, R.**, Tondeur, J., & van Braak, J. (2013). About the content of educational technology curricula: A cross-curricular state of the art. *Educational Technology Research & Development*, 61, 131-151. [5YIF2011: 1,653; 38/206; Q1].
58. Van Braak, J., & **Vanderlinde, R.** (2012). Het profiel van onderwijsonderzoekers en hun opvattingen over samenwerking met de onderwijspraktijk. *Pedagogische Studiën*, 89, 364-376. [IF2011: 0,200; 186/206; Q4].
59. **Vanderlinde, R.**, & van Braak, J. (2012). Technology planning in schools: An integrated research-based model. *British Journal of Educational Technology*, 44, 14-17. [5YIF2011: 1,906; 28/206; Q1].
60. **Vanderlinde, R.**, van Braak, J., & Dexter, S. (2012). ICT policy planning in a context of curriculum reform: Disentanglement of ICT policy domains and artifacts. *Computers & Education*, 58, 1339-1350. [5YIF2011: 2,970; 8/206; top10%].
61. **Vanderlinde, R.**, Dexter, S., & van Braak, J. (2012). School-based ICT policy plans in primary education: Elements, typologies, and underlying processes. *British Journal of Educational Technology*, 43, 505-519. [5YIF2011: 1,906; 28/206; Q1].
62. **Vanderlinde, R.**, & van Braak, J. (2011). A new ICT curriculum for primary education in Flanders: Defining and predicting teachers perceptions of innovation attributes. *Educational Technology & Society*, 14, 124-135. [5YI2011: 1,210; 53/206; Q2].
63. **Vanderlinde, R.**, & van Braak, J. (2010). Implementing an ICT curriculum in a decentralised policy context: Description of ICT practices in three Flemish primary schools. *British Journal of Educational Technology*, 41, 139-141. [5YIF2010: 1,697; 36/184; Q1].
64. Devolder, A., **Vanderlinde, R.**, van Braak, J., & Tondeur, J. (2010). Identifying multiple roles of ICT coordinators. *Computers & Education*, 55, 1651-1655. [5YIF2010: 2,868; 12/184; top10%].

65. **Vanderlinde, R.**, van Braak, J., & Tondeur, J. (2010). Using an online tool to support school-based ICT policy planning in primary education. *Journal of Computer Assisted Learning*, 26, 434-447. [5YIF2010: 1,920; 28/184; Q1].
66. **Vanderlinde, R.**, & van Braak, J. (2010). The e-capacity of primary schools: Development of a conceptual model and scale construction from a school improvement perspective. *Computers & Education*, 55, 541-553. [5YIF2010: 2,868; 12/184; top10%].
67. **Vanderlinde, R.**, Hermans, R., & van Braak, J. (2010). ICT research and school performance feedback: A perfect marriage? *Educational Studies*, 36, 341-344. [5YIF2010: 1,028; 61/184; Q2].
68. **Vanderlinde, R.**, & van Braak, J. (2010). The gap between educational research and practice: views of teachers, school leaders, intermediaries and researchers. *British Educational Research Journal*, 36, 299-316. [5YIF2010: 1,522; 45/184; Q1].
69. **Vanderlinde, R.**, van Braak, J., & Hermans, R. (2009). Educational technology on a turning point: Curriculum implementation in Flanders and challenges for schools. *Educational Technology Research & Development*, 57, 573-584. [5YIF2010: 1,727; 29/139; Q1].
70. Broekkamp, H., **Vanderlinde, R.**, van Hout-Wolters, B.H.A.M., & van Braak, J. (2009). De relatie tussen onderwijsonderzoek en onderwijspraktijk verkend in Nederland en Vlaanderen. *Pedagogische Studiën*, 86, 313-320. [SSCI, impact factor not yet available in 2009]

## A2

1. Ponet, B., Tack, H., Vantieghem, W., & Vanderlinde, R. (accepted). Hoe lerarenopleiders omgaan met diversiteit: naar een conceptueel raamwerk. *Tijdschrift voor lerarenopleiders*.
2. Köksal, B. & **Vanderlinde, R.** (accepted). Role of School Principals' Technology Leadership Practices in Building a Learning Organization Culture in Public K-12 Schools. *Journal of School Leadership*.
3. **Vanderlinde, R.**, Godaert, E., & Keppens, K. (2020). Competentiegericht opleiden en beoordelen in de lerarenopleiding: Naar een nieuw conceptueel model. *Tijdschrift voor Lerarenopleiders*, 41(4), 238-252.
4. Keppens, K., & **Vanderlinde, R.** (2020). Competenties met betrekking tot inclusief lesgeven in kaart brengen bij student-leraren via videografie. *Tijdschrift voor Lerarenopleiders*, 41(4), 253-262.
5. **Vanderlinde, R.**, Rotsaert, T., Schellens, T., & Valcke, M. (2020). Ondersteuning bij de implementatie van afstandsonderwijs: concepten, scenario's en tools. *Tijdschrift voor Onderwijsrecht en Onderwijsbeleid*, 5, 353-357.
6. Grammens, M., Vermeersch, A., De Wever, B., & **Vanderlinde, R.** (2019). "Een cocktail blended leren graag, of toch niet?" De implementatie van blended leren in de lerarenopleiding van de Universiteit Gent. *Tijdschrift voor Lerarenopleiders*, 40, 135-144.
7. van Keulen, H., Voogt, J., Nieveen, N., **Vanderlinde, R.**, & Enthoven, M. (Gastredactie). (2017). Opleiden voor ontwerpen. *VELON: Tijdschrift voor Lerarenopleiders*.
8. Tack, H. & **Vanderlinde, R.** (2018). Theoretisch en empirisch inzicht in de onderzoekende houding van lerarenopleiders: De retoriek voorbij. *Tijdschrift voor Lerarenopleiders*.
9. Tack, H., & **Vanderlinde, R.** (2016). Teacher educators' professional development in Flanders: Practitioner research as a promising strategy. *Research in Teacher Education*, 6(2), 6-11.
10. Cui, Z., Valcke, M., & **Vanderlinde, R.** (2016). Empirical study of parents' perceptions of preschool teaching competencies in China. *Open Journal of Social Sciences*, 4, 1-7.
11. Desmet, C., Valcke, M., Schellens, T., De Wever, B., & **Vanderlinde, R.** (2016). A qualitative study on learning and teaching with learning paths in a learning management system based on teacher perceptions. *Journal of Social Science Education*, 15, 27-37.

12. Tack, H. & **Vanderlinde, R.** (2016). De Masterclass 'Lerarenopleiders Onderzoeksvaardig!': Ontwikkeling, organisatie en onderzoek naar een professionaliseringstraject voor lerarenopleiders, *Tijdschrift voor Lerarenopleiders*, 37(2), 43-54.
13. Van den Berg, E., **Vanderlinde, R.**, Martens, R., & Thys, J. (Gastredactie). (2014). ICT in de lerarenopleiding. *VELON: Tijdschrift voor Lerarenopleiders*.
14. De Naeghel, J., Van Keer, H., & **Vanderlinde, R.** (2014). Strategies for promoting autonomous reading motivation: A case study research in elementary education. *Frontline Learning Research*, 2, 83-101.
15. **Vanderlinde, R.**, & van Braak, J. (2013). What makes an ICT policy plan so effective? *Know What Works and Why*, October, 22-29.
16. Mertens, C., Ysenbaert, J., **Vanderlinde, R.**, & Van Avermaet, P. (2015). Evaluatie van de engagementsverklaring: Bevraging van relevante stakeholders. *Tijdschrift voor Onderwijsrecht en Onderwijsbeleid*, 3, 15-27.
17. Van Keer, H., & **Vanderlinde, R.** (2010). The impact of cross-age peer tutoring on third and sixth graders' reading strategy awareness, reading strategy use, and reading comprehension. *Middle Grades Research Journal*, 5(1), 33-45.
18. Tondeur, J., De Roo, N., van Braak, J., **Vanderlinde, R.**, & Thys, J. (2010). ICT-integratie in de lerarenopleiding: Vier in Balans? *VELON: Tijdschrift voor Lerarenopleiders*, 31(2), 11-18.
19. **Vanderlinde, R.**, van Braak, J., De Windt, V., Tondeur, J., Hermans, R., & Sinnaeve, I. (2008). Technology curriculum and planning for technology in schools: The Flemish case. *TechTrends: Linking Research and Practice to Improve Learning*, 52(2), 23-26.
20. Van Braak, J., **Vanderlinde, R.**, & Aelterman, A. (2008). De wisselwerking tussen onderwijsonderzoek en onderwijspraktijk: De rol van de lerarenopleiding. *VELON: Tijdschrift voor Lerarenopleiders*, 29(4), 5-12.

### A3

1. Valcke, A., Vandermolen, K., **Vanderlinde, R.**, & Rotsaert, T. (2018). Uitdagingen voor professionalisering: Het professionele continuüm voor leidinggevend onderzoeksmatig in kaart gebracht, *Impuls voor onderwijsbegeleiding*, 48(4), 156-166.
2. Valcke, A., Vandermolen, K., **Vanderlinde, R.**, & Rotsaert, T. (2018). Uitdagingen voor professionalisering: Naar een effectieve opleiding voor leidinggevend, *Impuls voor onderwijsbegeleiding*, 48(3), 112-122.
3. Mertens, C., **Vanderlinde, R.**, & Van Avermaet, P. (2014). Ouderbetrokkenheid in secundaire scholen: Aan de slag met de coachingtool 'Samen met ouders'. *Welwijs: Wisselwerking Onderwijs en Welzijnswerk*, 25(4), 3-7.
4. De Beer, G., Tondeur, J., van Braak, J., & **Vanderlinde, R.** (2012). ICT-integratie in de klas: Het verhaal achter de praktijkvoorbeelden van leraren uit het basisonderwijs. *Leerrijk*.
5. Aesaert, K., **Vanderlinde, R.**, & van Braak, J. (2010). Opmaak van een ICT-beleidsplan via een elektronische tool: Het verhaal van drie basisscholen. *ICT & Onderwijsvernieuwing*, 25, 69-95.
6. Devolder, A., **Vanderlinde, R.**, Tondeur, J., & van Braak, J. (2010). De ICT-coördinator in Vlaanderen: Rollen, taken en uitdagingen. *ICT & Onderwijsvernieuwing*, 24, 17-28.
7. Van Braak, J., **Vanderlinde, R.**, De Windt, V., Tondeur, J., De Muynck, E., Sinnaeve, I., & Hermans, R. (2008). Plannen van ICT op school (pICTos): Een online beleidstool voor ICT. *ICT & Onderwijsvernieuwing*.
8. Tondeur, J., van Braak, J., **Vanderlinde, R.** & Valcke, M. (2008). Wat zegt het beleid van de school over ICT-gebruik in de klas? *School & Begeleiding: Vaktijdschrift voor onderwijsadviseurs*, 14, 1-11.

9. Tondeur, J., van Braak, J., **Vanderlinde, R.**, & Sinnaeve, I. (2008). ICT-integratie in het lager onderwijs: Een uitdaging voor personeel en organisatie. *Personeel en Organisatie*, 18, 1-14.
10. **Vanderlinde, R.** (2006). Spanningsveld bij het uitwerken van een diversiteitsbeleid. *Delta: Tijdschrift voor hoger onderwijs*, 3, 36.
11. Gekiere, H., Garré, G., & **Vanderlinde, R.** (2006). Zorgkompas: Een instrument dat de brede zorg in het basisonderwijs ondersteunt. *Zorgbreed: Tijdschrift voor integrale leerlingenzorg*, 3, 2-10.
12. **Vanderlinde, R.**, & Gombeir, D. (2005). Zorgcoördinatie in de basisschool: Concrete vaststellingen en uitdagingen voor de toekomst. *Zorgbreed: Tijdschrift voor integrale leerlingenzorg*, 2, 17-24.
13. **Vanderlinde, R.**, & Gombeir, D. (2004). Samen sleutelen aan een zorgzame school: In kaart brengen van schoolspecifieke doelstellingen inzake zorgzaam omgaan met kinderen. *Welwijs: Wisselwerking onderwijs en welzijnswerk*, 15, 9-16.

## Books

### B1

1. **Vanderlinde, R.**, Smith, K., Murray, J. & Lunenberg, M. (Eds.) (2021). *Teacher Educators and their Professional Development: Learning From the Past, Looking to the future*. Routledge: Oxfordshire.
2. De Wever, B., **Vanderlinde, R.**, Tuytens, M., & Aelterman, A. (Eds.). (2016). *Professional learning in education: Challenges for teacher educators, teachers and student teachers*. Gent: Ginko Press & Academia Press.
3. Merchie, E., Tuytens, M., Devos, G., & **Vanderlinde, R.** (2016). *Hoe kan je de impact van professionalisering voor leraren in kaart brengen?* Brussel: Vlaams Ministerie van Onderwijs en Vorming.
4. **Vanderlinde, R.**, Rots, I., Tuytens, M., Rutten, K., Ruys, I., Soetaert, R., & Valcke, M. (Eds.) (2013). *Essays over de leraar en de toekomst van de lerarenopleiding*. Gent: Academia Press.
5. Morreel, E., Van Avermaet, P., **Vanderlinde, R.** (2012). *Ouderbetrokkenheid in ontwikkelingsperspectief: Onderzoeksoopdracht met betrekking tot ouderbetrokkenheid in het Brussels Nederlandstalig secundair onderwijs* (niet gepubliceerd onderzoeksrapport). Brussel/Gent: Vlaamse Gemeenschapscommissie/Steunpunt Diversiteit en Leren.
6. Van Keer, H., & **Vanderlinde, R.** (2007). *Nog een boek voor twee: Strategieën voor begrijpend lezen via peer tutoring*. Antwerpen: Garant.
7. D'haese, I., **Vanderlinde, R.**, & Gombeir, D. (2004). *Teachers and trainers in vocational education and training in Belgium* (unpublished research report). Thessaloniki: CEDEFOP.
8. Audenaert, S., **Vanderlinde, R.**, Gombeir, D., & Valcke, M. (2003). *Met verruimde kijk het beroepsveld tegemoet: Over de effectiviteit van deelname aan het Leonardo da Vinci programma* (niet gepubliceerd onderzoeksrapport). Gent: Universiteit Gent, Vakgroep Onderwijskunde.

### B2

1. Thomas, L., Tuytens, M., Devos, G., & **Vanderlinde, R.** (2021). The collegial networks of early career teachers in primary education. In Mercieca, B., & McDonald, J. (Eds.), *Sustaining Communities of Practice with Early Career Teachers*. 99-131. Singapore: Springer.
2. **Vanderlinde, R.**, Smith, K., Murray, J., & Lunenberg M. (submitted). Teacher educators' professional development: Looking to the future. In: Vanderlinde, R., Smith, K., Murray, J. & Lunenberg, M. (Eds.), *Teacher Educators and their Professional Development: Learning From the Past, Looking to the future*. (pp. 158-171). Routledge: Oxfordshire.

3. Murray, J., Smith, K., **Vanderlinde, R.**, & Lunenberg, M. (submitted). Teacher educators' professional development: Introduction and context. In: Vanderlinde, R., Smith, K., Murray, J. & Lunenberg, M. (Eds.), *Teacher Educators and their Professional Development: Learning From the Past, Looking to the future*. (pp. 1-14). Routledge: Oxfordshire.
4. Van Assche, E., Kelchtermans, G., **Vanderlinde, R.**, & Smith, K. (submitted). In: Vanderlinde, R., Smith, K., Murray, J. & Lunenberg, M. (Eds.), *Teacher Educators and their Professional Development: Learning From the Past, Looking to the future*. (pp. 15-27). Routledge: Oxfordshire.
5. **Tack, H.**, Vanderlinde, R., Bain, Y., Kidd, W., O'Sullivan, M., & Walraven, A. (2021). Learning and design principles for teacher educators' professional development. In R. Vanderlinde, K. Smith, J. Murray, & M. Lunenberg (Eds.), *Teacher Educators and their professional development : learning from the past, looking to the future*. London and New York: Routledge.
6. Tack, H. & **Vanderlinde, R.** (2020). Capturing the relations between teacher educators' opportunities for professional growth, work pressure, work related basic needs satisfaction, and teacher educators' researcherly disposition. In: K. Smith & M.A. Flores, *Teacher Educators as Teachers and as Researchers*. Routledge.
7. Thomas, L., Tuytens, M., Devos, G., Kelchtermans, G., & **Vanderlinde, R.** (2020). Unpacking the collegial network structure of beginning teachers' primary school teams. A mixed-method social network study. In D. Froehlich, M. Rehm, & B. Rienties (Eds.), *Mixed methods Social Network Analysis: Theories and Methodologies in Learning and Education*. Routledge.
8. Keppens, K., & **Vanderlinde, R.** (2019). Een sterke band met elke leerling: Hoe fiks je het? In I. Van de Putte, & W. Vantieghem (Eds.), *Vol potentieel: Krachtig lesgeven in diversiteit*. Gent: Acco.
9. De Coninck, K., Valcke, M., Ophalvens, I. & **Vanderlinde R.** (2018). Bridging the theory-practice gap in teacher education: The design and construction of simulation-based learning environments. In K. Hellmann, M. Schwichow, & K. Zaki (Eds.), *Kohärenz in der Lehrerbildung – Theorien, Modelle, empirische Befunde* (pp. 263-280). Berlin: Springer-Verlag.
10. Tack, H., & **Vanderlinde, R.** (2018). Towards a better understanding of teacher educators' professional development: Teacher educators' researcherly disposition as a promising concept. In J. Ritter, M. Lunenberg, K. Pithouse-Morgan, A. Samaras, & E. Vanassche (Eds.), *Teaching, Learning, and Enacting of Self-Study Methodology* (pp. 229-241). Singapore: Springer.
11. **Vanderlinde, R.**, Tuytens, M., De Wever, B., & Aelterman, A. (2016). Professional learning of teacher educators, teachers and student teachers: An introduction. In B. De Wever, R. Vanderlinde, M. Tuytens, & A. Aelterman (Eds.), *Professional learning in education: Challenges for teacher educators, teachers and student teachers* (pp. 9-20). Gent: Ginko Press & Academia Press.
12. Vanassche, E., Rust, F., Conway, P., Smith, K., Tack, H., & **Vanderlinde, R.** (2015). InFo-TED: Bringing Policy, Research, and Practice Together Around Teacher Educator Development. In C. Craig, & L. Orland-Barak (Eds.), *International teacher education: Promising pedagogies (Part C)* (pp. 341-364). Brinkley, UK: Emerald Books.
13. Davidsen, J., & **Vanderlinde, R.** (2014). Exploring What Touch-screens Offer from the Perspectives of Children: Methodological Challenges. In G. B. Gudmundsdottir, & K. B. Vasbo (Eds.), *Methodological challenges when exploring digital learning spaces in education* (pp. 115-132). Dordrecht: Sense Publishers
14. Van Houte, H., Devlieger, K., Schaffler, J., Remerie, T., & **Vanderlinde, R.** (2013). Processes and outcomes of a design based research project focusing on the development of a professional development programme for early childhood teachers to stimulate inquiry-based (science) education. In T. Plomp & N. Nieveen (Eds.), *Educational design research: Introduction and illustrative cases* (pp. 7130-7323). Enschede: SLO.

15. **Vanderlinde, R.,** & Gombeir, D. (2013). De lerarenopleiding als biotoop voor R&D: Een verkenning. In R. Vanderlinde, I. Rots, M. Tuytens, I. Ruys, R. Soetaert, & M. Valcke (Eds.), *Essays over de leraar en de toekomst van de lerarenopleiding* (pp. 97-110). Gent: Academia Press.
16. **Vanderlinde, R.** (2012). De kloof tussen onderzoek en praktijk: HTNO als oplossingsscenario? In E. Olijkan, & H. de Weger (Eds.), *HTNO: Brug tussen onderzoek en onderwijs* (pp. 27-31). Den Haag: Nederlandse Taalunie.
17. **Vanderlinde, R.,** & Van Keer, H. (2011). Peer tutoring bij begrijpend lezen: Met twee beter dan alleen. In S. Vanhooren, & A. Mottart (Eds.), *Het schoolvak Nederlands* (pp.44-48). Gent: Academia Press.
18. Tondeur, J., Coenders, A., van Braak, J., ten Brummelhuis, A., & **Vanderlinde, R.** (2009). Using online tools to support technology integration in education. In R. Subramaniam (Ed.), *Handbook of Research on New Media Literacy at the K-12 Level: Issues and Challenges* (pp. 437-450). Hershey: IGI Global.
19. Van Braak, J., **Vanderlinde, R.,** De Windt, V., Tondeur, J., De Muynck, E., Sinnaeve, I., & Hermans, R. (2008). Plannen van ICT op school (piCTos). Een onlinebeleidstool voor ICT op school. In D. Delcour, J. De Craemer, K. Dossche, D. Gombeir, J. Saveyn, & J. van Braak (Eds.), *ICT-eindtermen in school- en klaspraktijk* (pp. 119-141). Mechelen: Plantyn.

### B3

1. De Wever, B., **Vanderlinde, R.,** van Braak, J., & Van Houtte, M. (Eds.). (2011). *Aandacht voor ICT in onderwijs: Onderzoek, beleid en praktijk in balans? Proceedings VFO-studiedag*. Gent: Universiteit Gent, Vakgroep Onderwijskunde.
2. Valcke, M., De Cock, K., **Vanderlinde, R.,** & Gombeir, D. (Eds.). (2005). *Met en onderwijskundig onderzoek*. Gent: Academia Press.

### Research reports

1. Merchie, E., Tuytens, M., Devos, G., & **Vanderlinde, R.** (2015). *Eindrapport van de kortlopende O&O onderzoekopdracht: Indicatoren voor de effectiviteit van professionaliseringsinitiatieven*. Brussel/Gent: Vlaams Ministerie van Onderwijs en Vorming/Vakgroep Onderwijskunde.
2. Mertens, C., Ysenbaert, J., **Vanderlinde, R.,** & Van Avermaet, P. (2014). *Evaluatie van de engagementsverklaring: Bevraging van relevante stakeholders. (OBPWO-rapport)*. Brussel: Departement Onderwijs.
3. Mertens, C., **Vanderlinde, R.,** & Van Avermaet, P. (2014). *Ouderbetrokkenheid in Brusselse secundaire scholen: Ontwerpen en wetenschappelijke implementatie van de coachingstool 'Samen met Ouders'*. Brussel: Onderwijs Centrum Brussel (OCB).

### Conference papers (only last 10 years)

1. Franco, D., **Vanderlinde, R.** & Valcke, M. (2021, November). Immersive virtual reality simulations for competence development: innovative or rather utopic? Round table presentation at EAPRIL 2021, online, 24 - 26 November 2021.
2. Ponet, B., Tack, H., Vantieghem, W., & **Vanderlinde, R.** (2021, November). Practices of teacher educators to deal with diversity. Paper presented at NAFOL/HVL conference 2021, Bergen, Norway, 8-9 November 2021.
3. Franco, D., **Vanderlinde, R.** & Valcke, M. (2021, October). Dealing with verbal aggression in the classroom: Developing student-teachers' aggression management competence. Paper presented

on Scientific Network Meeting W000519N on 'Developing and stimulating competencies: Methodological challenges and opportunities for research', Belgium, Leuven, 13 - 15 October 2021.

4. Ponet, B., Tack, H., Vantieghem, W., Van Avermaet, P., & **Vanderlinde, R.** (2021, September). How teacher educators deal with diversity: a Flemish perspective. Paper presented as a part of a symposium at ECER 2021, online, 6-10 September 2021.
5. Ponet, B., Tack, H., Vantieghem, W., Van Avermaet, P., & **Vanderlinde, R.** (2021, August). Teacher educators' dealing with diversity. Poster presentation at EARLI 2021, online, 23-27 August 2021.
6. Franco, D., **Vanderlinde, R.**, & Valcke, M. (2021, August). Aggression management of pre-service teachers: competence development via online simulations. Poster presentation at EARLI 2021, online, 23-27 August 2021.
7. Gryson, T., Strubbe, K., Valcke, T. & **Vanderlinde, R.** (2021, August). Assessing Teacher Design Teams as a tool for the empowerment of Project Integrated General Subjects. Poster presentation at EARLI 2021, online, 23-27 August 2021.
8. **Vanderlinde, R.**, Thomas, L., Tuytens, M., & Muller, M. (2022, August). Supporting beginning teachers' professional identity: Studying an induction model in South Africa. Poster presentation at EARLI 2021, online, 23-27 August 2021.
9. Ophalvens, I., Tack, H., & **Vanderlinde, R.** (2021, August). Mentors and their professional vision of inclusive classrooms: Do they reach the expert norm?. Paper presentation at EARLI 2021, online, 23-27 August 2021.
10. Ophalvens, I., Tack, H., & **Vanderlinde, R.** (2021, August). Inside the 'black box': Advancing inside in learning during mentoring in teacher education. Poster presentation at JURE 2021, online, 18-20 August 2021.
11. Ophalvens, I., Tack, H., & **Vanderlinde, R.** (2020, October). The guidance of mentors during mentoring conversations: Which supervisory roles do they adopt? Paper presented at the NAFOL/HVL/NorTED conference 2020, online, 20-22 October 2020.
12. Valckx, J., **Vanderlinde, R.**, & Devos, G. (2021). Teachers' professional learning and development: The potential of Flemish departmental professional learning communities in secondary schools. Paper as part of symposium accepted for presentation at ECER, online, 6-10 September 2021.
13. Valckx, J., **Vanderlinde, R.**, & Devos, G. (2021). The role of departmental leadership for PLC characteristics, depending on teacher beliefs. Paper accepted for presentation at EARLI, online, 23-27 August 2021.
14. Thomas, L., Rienties, B., Tuytens, M., Devos, G., Kelchtermans, G., & **Vanderlinde, R.** (2020). Unpacking beginning teachers' collegial networks in relation to their job attitudes. Paper accepted for presentation at the AERA, USA, San Francisco, 17-21 April 2020. (CANCELLED DUE TO CORONA)
15. Hoebeke, K., Leen Haerens, L., Vansteenkiste, M., & **Vanderlinde, R.** (2020). The importance of effective class management in physical education: Does the style of ruleestablishment matter? Paper presented at the 3rd Week of Physical Education, Physical Activity and Sport, Liège (Belgium), 24-29 February 2020.
16. De Coninck, K., & **Vanderlinde, R.** (2019). *Investigating student teachers' competences to communicate with parents: tackling conceptual and methodological challenges*. Paper accepted for presentation at the Scientific Network Meeting on "Mapping competencies and competency acquisition: The Quest for new methods and measures, Belgium, Leuven, 16-18 October 2019.
17. De Coninck, K., & **Vanderlinde, R.** (2019). Conceptualising, measuring and developing student teachers' parent-teacher communication competences. Paper accepted for presentation as a part of a symposium at the Higher Education Conference, Amsterdam, the Netherlands, 28-29 October 2019.

18. Keppens, K., & **Vanderlinde, R.** (2019). Unravelling student teachers' inclusive teaching competence through videography. Paper presented as a part of a symposium at the Higher Education Conference, Amsterdam, the Netherlands, 28-29 October 2019.
19. Keppens, K., & **Vanderlinde, R.** (2019). Measuring student teachers' inclusive teaching competence. Paper presented at the Scientific Network Meeting on "Mapping competencies and competency acquisition: The Quest for new methods and measures", Belgium, Leuven, 16-18 October 2019.
20. Tack, H. & **Vanderlinde, R.** (2019). *Capturing relations between teacher educators' workplace context, work related basic needs satisfaction, and teacher educators' researcherly disposition.* Paper presented at EARLI, Aachen, Germany, 12-16 August 2019.
21. Thomas, L., Tuytens, M., Devos, G., Kelchtermans, G., & **Vanderlinde, R.** (2019). *Unpacking beginning teachers' collegial network structure: A mixed-method social network study.* Paper presented as a part of a symposium at EARLI, Aachen, Germany, 12-16 August 2019.
22. Valckx, J., **Vanderlinde, R.**, & Devos, G. (2019). *The importance of teacher and school factors for teacher collaboration in departmental professional learning communities.* Paper as a part of a symposium presented at AERA, Canada, Toronto, 5-9 April 2019.
23. De Coninck, K., Walker, J., Dotger, B., & **Vanderlinde, R.** (2019). *Measuring student teachers' self-efficacy beliefs about parent-teacher communication: Scale construction and validation.* Paper presented at the AERA, Canada, Toronto, 5-9 April 2019.
24. De Coninck, K., Keppens, K., Ophalvens, I., & **Vanderlinde, R.** (2019). *Ontwikkelen, begeleiden en meten van competenties in de initiële lerarenopleiding: Vernieuwende praktijkvoorbeelden.* Symposium gepresenteerd tijdens het VELON-VELOV congres, Nederland, Breda, 18-19 maart 2019.
25. **Vanderlinde, R.**, Mertens, L., & Kelchtermans, G. (2019). *Een Vlaamse opleiding voor lerarenopleiders: Achtergrond, uitgangspunten en curriculum.* Paper gepresenteerd tijdens het VELON-VELOV congres, Nederland, Breda, 18-19 maart 2019.
26. **Vanderlinde, R.**, Tack, H., Ouahab, A., Wastijn, B., & Vanerum, L. (2019). *Werken aan een onderzoekende houding via praktijkonderzoek.* Paper gepresenteerd tijdens de studiedag van de Opleiding voor Lerarenopleiders, Leuven, 1 februari 2019.
27. Valckx, J., **Vanderlinde, R.**, & Devos, G. (2018). *Measuring and exploring French teachers' subject-specific beliefs.* Paper presented at NAFOL, Norway, Hamar, 22-23 October 2018.
28. De Coninck, K., & **Vanderlinde, R.** (2018). *Preparing student teachers to communicate with parents: the impact of clinical simulations.* Paper presented at the NAFOL conference, Norway, Hamar, 22-23 October 2018.
29. White, M.L., Murray, J., Macphail, A., **Vanderlinde, R.**, Jones, K., & Grell, P. (2018). *Professional learning for European higher education-based teacher educators: Addressing Issues of Pan-European practices and policies.* Research workshop at the ECER, Italy, Bolzano, 3-4 September 2018.
30. Mutton, T., Willemse, M., Thompson, I., de Bruïne, E., De Coninck, K., **Vanderlinde, R.**, & Evans, M. *Preparing pre-school teachers for family school partnerships: International perspectives.* Symposium presented at the ECER, Italy, Bolzano, 3-4 September 2018.
31. De Coninck, K., & **Vanderlinde, R.** (2018). *Preparing student teachers to communicate with parents: the impact of clinical simulations.* Paper presented at the ECER, Italy, Bolzano, 3-4 September 2018.
32. Thomas, L., Tuytens, M., Devos, G., Kelchtermans, G., & **Vanderlinde, R.** (2018). *Social capital as an important asset for teacher retention. A mixed methods case study.* Paper presented at SUNBELT, The Netherlands, Utrecht, 26 June - 1 July 2018.



33. De Coninck, K., & Vanderlinde, R. (2018). *Preparing student teachers to communicate with parents: the impact of clinical simulations*. Paper presented at the EARLI SIG 11, Norway, Kristiansand, 13-15 June 2018.
34. Keppens, K., & **Vanderlinde, R.** (2018). *Exploring pre-service teachers' competence to teach in inclusive classrooms*. Paper presented at the EARLI SIG 11, Norway, Kristiansand, 13-15 June 2018.
35. Valckx, J., **Vanderlinde, R.**, & Devos, G. (2018). *The importance of transformational leadership, teacher autonomy, and teacher' self-efficacy for PLC characteristics in secondary school departments*. Paper presented at EARLI SIG 11, Norway, Kristiansand, 13-15 June 2018.
36. Thomas, L., Tuytens, M., Devos, G., Kelchtermans, G., & **Vanderlinde, R.** (2018). *Transformational school leadership as a key ingredient in teachers' first year in the profession*. Paper presented at AERA, United States, New York, 12-17 April 2018
37. Franco, D., **Vanderlinde, R.**, & Valcke, M. (2018). *Dealing with aggression in the classroom : online clinical simulations to measure mastery of aggression management competences*. Paper presented at INTED, Spain, Valencia, 5-7 March 2018.
38. De Coninck, K., Valcke, M., & **Vanderlinde, R.** (2018). *Measuring student teachers' parent-teacher communication competences: the design of a video-based instrument*. Paper presented at AERA, United States, New York, 13-17 April 2018.
39. Grammens, M., Rotsaert, T., Boelens, R., De Wever, B., & **Vanderlinde, R.** (2017). *Students' perceptions and preferences about the implementation of blended learning*. Paper presented at EAPRIL, Finland, Hämeenlinna, 29 November - 1 December 2017.
40. Tack, H., & **Vanderlinde, R.** (2017). *Teacher educators' professional development in Flanders: Practitioner research as a promising strategy*. Invited paper presented at the EARLI, Finland, Tampere, 29 August - 2 September 2017.
41. Thomas, L., Tuytens, M., Devos, G., Kelchtermans, G., & **Vanderlinde, R.** (2017). *Sinking alone or swimming together: The power of high quality support in teacher induction*. Paper presented at the EARLI, Finland, Tampere, 29 August – 2 September 2017.
42. Thomas, L., Tuytens, M., Devos, G., Kelchtermans, G., & **Vanderlinde R.** (2017). *Unravelling teachers' first years in the profession using mixed method social network analysis*. Paper presented at the EUSN, Germany, Mainz, 26-29 September 2017.
43. De Coninck, K., & **Vanderlinde, R.** (2017). *Designing innovative training formats supporting student teachers' parent-teacher communication competences*. Paper presented at the EARLI, Finland, Tampere, 29 August - 2 September 2017.
44. Keppens, K., & **Vanderlinde, R.** (2017). *Measuring pre-service teachers' professional vision of inclusive classrooms: a video-based comparative judgement instrument*. Paper presented at the EARLI, Finland, Tampere, 29 August - 2 September 2017.
45. Roose, I., Gheysens, E., Keppens, K., Van Avermaet, P., **Vanderlinde, R.**, & Struyven, K. (2017). *Video-based assessment of teachers' professional vision of inclusive classrooms*. ICT demonstration presented at the EARLI, Finland, Tampere, 29 August - 2 September 2017.
46. De Coninck, K., & **Vanderlinde, R.** (2017). *Hoe kunnen we student-leraren beter voorbereiden op ouder-leraar communicatie? Design en implementatie van klinische simulaties in de lerarenopleiding*. Ronde tafel presentatie op de ORD, België, Antwerpen, 28-30 juni 2017.
47. Valckx, J., Devos, G., & **Vanderlinde, R.** (2017). *The role of leadership for departments as professional learning communities and teachers' professional development*. Paper presented at AERA, United States, Texas, 27 April-1 May 2017.
48. Thomas, L., **Vanderlinde, R.**, Tuytens, M., & Devos, G. (2017). *A threefold perspective on beginning teachers: Career path, support network, and 'induction outcomes'*. Paper presented at AERA, United States, Texas, 27 April - 01 May 2017.

49. De Coninck, K., & Vanderlinde, R. (2016). *Measuring parent-teacher communication competences in teacher education: Design and results of a video-based measurement instrument*. Paper presented at the EAPRIL 2016, Portugal, Porto, 23 - 25 November 2016.
50. De Coninck, K., & **Vanderlinde, R.** (2016). *Clinical Simulations in teacher education: an innovative instruction strategy*. Poster presented at the EARLI SIG 11, Swiss, Zürich, 20-22 June 2016.
51. Keppens, K., & **Vanderlinde, R.** (2016). *Competence development of pre-service teachers to create inclusive learning environments by using videography*. Poster presented at the EARLI SIG 11, Swiss, Zürich, 20-22 June 2016.
52. Tack, H., & **Vanderlinde, R.** (2016). *Promoting the development of teacher educators' researcherly disposition: Effects of a professionalisation course on practitioner research*. Paper presented at the EARLI SIG 11, Swiss, Zürich, 20-22 June 2016.
53. Thomas, L., Ooghe, L., Tuytens, M., Devos, G., & **Vanderlinde, R.** (2016). *The social network of beginning teachers in relation to the development of their professional self: An explorative study*. Paper presented at the EARLI SIG 11, Swiss, Zürich, 20-22 June 2016.
54. Thomas, L., **Vanderlinde, R.**, Devos, G., & Tuytens, M. (2016). *The Induction of Early Career Teachers: A Network Perspective*. Poster presented at the EARLI SIG 11, Swiss, Zürich, 20-22 June 2016.
55. Valckx, J., Devos, G., & **Vanderlinde, R.** (2016). *The relationship between teacher and department characteristics on teachers' professional development in secondary schools*. Paper presented at EARLI SIG 11, Swiss, Zürich, 20-22 June 2016.
56. Valckx, J., Devos, G., & **Vanderlinde, R.** (2016). *De relatie tussen leraar- en vakgroepkenmerken voor de professionele ontwikkeling van leraren in secundaire scholen*. Paper gepresenteerd op ORD, Nederland, Rotterdam, 25-27 mei 2016.
57. Smith, K. **Vanderlinde, R.**, Lunenberg, M. & Murray, J. (2016). *Collaborative teacher educator professional development in Europe: Different voices, one goal*. Paper accepted for presentation at the American Educational Research Association (AERA), USA, Washington, DC, 08-12 April 2016.
58. Tack, H. & **Vanderlinde, R.** (2015). *Exploring the impact of a Masterclass 'Practitioner research' on teacher educators' researcherly disposition*. Paper presented at the EAPRIL 2015 Conference. Luxembourg, Belval, 24-27 November 2015.
59. Tack, H., & **Vanderlinde, R.** (2015). *Teacher educators' professional development: Conceptualisation and operationalisation of teacher educators' researcherly disposition*. Paper presented at the European Conference on Educational Research (ECER), Hungary, Budapest, 8-11 September 2015.
60. de Aldama, C., Pozo, J.I., **Vanderlinde, R.**, & Tondeur, J. (2015). *Towards an integration of ICT in the classroom: A case study of teachers' pedagogical support through the use of ICT*. Paper presented at the European Conference on Educational Research (ECER), Hungary, Budapest, 8-11 September 2015.
61. Ooghe, L., **Vanderlinde, R.**, Devos, G., & Tuytens, M. (2015). *De ontwikkeling van het professioneel zelfverstaan van beginnende leraren in relatie tot hun interacties en steun van persoonlijke netwerken*. Paper gepresenteerd op de Onderwijs Research Dagen (ORD), Leiden, 17-19 juni.
62. Tack, H., & **Vanderlinde, R.** (2015). *Teacher educators' professional development: The development of a researcherly disposition*. Paper presented at the American Educational Research Association (AERA), USA, Chicago, 15-21 April 2015.
63. Tack, H., Vanassche, E., **Vanderlinde, R.**, & Kelchtermans, G. (2015). *Teacher educators' professional development: insights from two Flemish research and development projects*. Paper presented at the Annual Invisible College for Research on Teaching, USA, Chicago, 14 April 2015.

64. Hurtekant, J., Pauwels, J., Ouahab, A., De Muynck, E., Dewindt, V., Tack, H., Mathieu, G., & **Vanderlinde, R.** (2015). *Professionalisering van lerarenopleiders door praktijkonderzoek: De Gentse Masterclass*. Paper gepresenteerd op de conferentie van de Vereniging van Lerarenopleiders Nederland (VELON), Arnhem, 26-27 maart 2015.
65. Tack, H., & **Vanderlinde, R.** (2015). *De impact van een professionaliseringstraject rond praktijkonderzoek op het professioneel leren van lerarenopleiders: Een kwalitatieve analyse*. Paper gepresenteerd op de conferentie van de Vereniging voor Lerarenopleiders Vlaanderen (VELOV), Hasselt, 26 februari 2015.
66. Tack, H., & **Vanderlinde, R.** (2014). *Teacher educators' professional development: Practitioner research, a promising approach?* Poster presented at the European Conference on Educational Research (ECER), Portugal, Porto, 1-5 September 2014.
67. Mertens, C., Verstraete, E., **Vanderlinde, R.**, & Van Avermaet, P. (2014). *Parental involvement in Brussels secondary schools: Scientific implementation of a coaching tool*. Paper presented at the European Conference on Educational Research (ECER), Portugal, Porto, 1-5 September 2014.
68. **Vanderlinde, R.**, Banoglu, K., & van Braak, J. (2014). *Explaining direct and indirect relations on technology use in primary schools*. Paper presented at the European Conference on Educational Research (ECER), Portugal, Porto, 1-5 September 2014.
69. Kidd, W., Lunenberg, M., **Vanderlinde, R.**, Smith, K., & Guberman, A. (2014). *Teacher education in crisis? An international attempt to reframe teacher educators' professionalism and pedagogy?* Paper presented at the European Conference on Educational Research (ECER), Portugal, Porto, 1-5 September 2014.
70. Montrieux, H., **Vanderlinde, R.**, Courtois, C., Schellens, T., & Valcke, M. (2014). Teachers' and pupils' perceptions about the impact of computer-supported-inquiry learning in secondary education on teaching practices. Poster presented at the EARLI SIG 20 meeting, Sweden, Malmö, 18-20 August 2014.
71. Tack, H., **Vanderlinde, R.**, Struyven, K., & Valcke, M. (2014). *Teacher educators' professional development: A mixed method study on the organization of professional development activities at institutional level*. Paper presented at the SIG 11 meeting of EARLI, Germany, Frauenchiemsee, 16-19 June 2014.
72. Struyven, K., & **Vanderlinde, R.** (2014). *Symposium towards successful teacher education programmes*. Paper presented at the SIG 11 meeting of EARLI, Germany, Frauenchiemsee, 16-19 June 2014.
73. Tack, H., & **Vanderlinde, R.** (2014). *Measuring and developing teacher educators' researcherly disposition*. Poster presented at the SIG 11 meeting of EARLI, Germany, Frauenchiemsee, 16-19 June 2014.
74. Banoglu, K., & **Vanderlinde, R.** (2014). *Professional Self-Efficacy Scale For Information And Communication Technologies (ICT) Teachers: Validity And Reliability Study*. Paper presented at the Eurasian Educational Research Congress.
75. Tack, H., & **Vanderlinde, R.** (2014). *Teacher educators' researcherly disposition: cleaning up a messy construct*. Paper presented at the 2014 NAFOL National conference: Once a teacher, always a teacher, NAFOL (Norwegian National Graduate School in Teacher Education), Troms, Norway, 20-22 May 2014.
76. Mertens, C., Verstraete, E., **Vanderlinde, R.**, & Van Avermaet, P. (2014). *Ouderbetrokkenheid in Brusselse secundaire scholen: Ondersteuning en wetenschappelijke implementatie van een coachingstraject*. Paper gepresenteerd op de Onderwijs Research Dagen (ORD), Nederland, Groningen, 11-13 juni 2014.
77. Tack, H., & **Vanderlinde, R.** (2014). *Teacher educators' professional development: practitioner research, a promising approach?* Poster presented at the 20<sup>th</sup> European Conference on

Educational Research (ECER 2014): The past, present and future of educational research in Europe, Porto, Portugal, 02-05 September 2014.

78. Hurtekant, J., Pauwels, J., Ouahab, A., Mathieu, G., Demuynck, E., Dewindt, V., Tack, H., & **Vanderlinde, R.** (2014). *Professionalisering van lerarenopleiders via praktijkonderzoek*. Poster gepresenteerd op de VELOV Conferentie 2014, België, Mechelen, 26 maart 2014.
79. Tack, H., & **Vanderlinde, R.** (2014). Praktijkgericht onderzoek in de Vlaamse geïntegreerde lerarenopleidingen: Een casestudie onderzoek. Poster gepresenteerd op de VELOV Conferentie 2014, België, Mechelen, 26 maart 2014.
80. Tack, H., & **Vanderlinde, R.** (2014). Praktijkgericht onderzoek in de Vlaamse geïntegreerde lerarenopleidingen: Een casestudie onderzoek. Paper gepresenteerd op het Congres voor Lerarenopleiders 2014: Innovatieve wegen voor het opleiden van leraren, Nederland, Eindhoven, 10-11 maart 2014.
81. Hurtekant, J., Pauwels, J., Ouahab, A., Mathieu, G., Demuynck, E., Dewindt, V., Tack, H., & **Vanderlinde, R.** (2014). *Professionalisering van lerarenopleiders via praktijkonderzoek*. Poster gepresenteerd op het Congres voor Lerarenopleiders 2014: Innovatieve wegen voor het opleiden van leraren, Nederland, Eindhoven, 10-11 maart 2014.
82. Niemi, H., Smith, K., **Vanderlinde, R.**, Rust, F., Czerniawski, G., Berry, M., & Golan, M. (2014). *Fragmentation of Teacher Educators' Professional Development - How does it Look Like from National Perspectives?*. Paper presented at the Teacher Education Policy in Europe Network (TEPE), Zagreb (Croatia), 15-17 May 2014.
83. Kerckaert, S., **Vanderlinde, R.**, Goeman, K., Pynoo, B., Elen, J., & van Braak, J. (2013). *Monitoring ICT integration: how to include early childhood education*. Paper presented at the European Distance and E-Learning Network 2013 Annual Conference European Distance and E-Learning Network 2013 Annual Conference (EDEN), Norway, Oslo, 12-15 June, 2013.
84. **Vanderlinde, R.**, & Kelchtermans, G. (2013). *Teachers' socialization in their first job: A year of micropolitical learning*. Paper presented at the International Study Association on Teachers and Teaching (ISATT), Ghent, 1-5 July 2013.
85. **Vanderlinde, R.**, Debever, A., Pareja Roblin, N., & van Braak, J. (2013). *Practitioner research in schools?: Collaboration is the key message*. Paper presented at the European Association for Research on Learning and Instruction (EARLI), Germany, Munich, 27-31 August 2013.
86. **Vanderlinde, R.**, Kerckaert, S., & van Braak, J. (2013). *The role of ICT in early childhood education: Results from an explorative teacher questionnaire*. Paper presented at the European Association for Research on Learning and Instruction (EARLI), Germany, Munich, 27-31 August 2013.
87. Tack, H., & **Vanderlinde, R.** (2013). *Measurement and development of teacher educators' research attitude*. Paper presented at the International seminar for PhD students in teacher education. The Netherlands, Amsterdam, 1-3 October 2013.
88. **Vanderlinde, R.** (2013). *Practice-oriented research in schools? Collaboration is the key message*. Paper presented at the European Association for Practitioner Research on Improving Learning in Education (EAPRIL), Switzerland, Biel/Bienne, 26-29 November.