Co-constructing Models as Tools in Vocational Practice
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VRIJE UNIVERSITEIT

Co-constructing models as tools in vocational practice

Learning in a knowledge rich environment

ACADEMISCH PROEFSCHRIFT

ter verkrijging van de graad Doctor aan
de Vrije Universiteit Amsterdam,
op gezag van de rector magnificus
prof.dr. L.M. Bouter,
in het openbaar te verdedigen
ten overstaan van de promotiecommissie
van de faculteit der Psychologie en Pedagogiek
op donderdag 2 december 2010 om 15.45 uur
in de aula van de universiteit,
De Boelelaan 1105

door
Martijn van Schaik

tegenwoordig in Bodegraven
promotoren: prof.dr. J. Terwel
           prof.dr. B. van Oers
“Sir, today I used Pythagoras' theorem three times.”
(a student, not a part of the sample, to the teacher)

A silent revolution in VMBO

Less traditional subject and brand new classrooms: preparatory senior secondary vocational education – celebrating its 10 year anniversary – has changed dramatically. “Teachers in VMBO primarily think: what do our students need?”

(Trouw 10-10-2009; Van der Waals 2009)

“Let your mind work!”
(teacher to student)

“See, you don’t even can recall it anymore.”
(Sander to Ryan)

“It doesn’t matter, we’ll see to what it leads us.”
(student to student)
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