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A white elephant or a silver bullet?

What (not) to do with online higher education

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Appendices

Appendix A: Codebook Study 2

Code	Definition	Example
A - General information		
A1 - Author(s)	Author(s) of the article	M. Fermín González J. Broadbent & W.L. Poon
A2 - Title	Title of the article	Factors contributing to student retention in online learning and recommended strategies for improvement: A systematic literature review A meta-analysis of blended learning and technology use in higher education: from the general to the applied
A3 - Year	Year of publication	2010 2017
A4 - Journal	Journal in which the article appeared	Internet and Higher Education Computer & Education
B - Definitions		
B1 - Definition of online and/or blended learning	How the study defines or operationalizes online and/or blended learning	Blended Learning is the combination of face-to-face and online learning outside of class, where the latter does not exceed 50% of the course time. Face-to-face classroom time therefore can be greater than 50%. (Bernard et al., 2014, p. 94) We operationally define the flipped classroom instructional strategy as students learning with instructional videos and supporting materials before class and then engaging in interactive and collaborative learning activities that facilitate them to understand, apply, analyze, evaluate, and create during class. (Cheng et al., 2019, p. 795)
B2 - Definition of effectiveness	How the study defines or operationalizes effectiveness	What is the impact of blended learning on the achievement of higher education students in formal education settings? How do course demographic features moderate the overall effect size? How do various pedagogical factors moderate this effect? How do various interaction treatments modify the overall treatment effect? Is there a difference between no technology as control condition and some technology in the control condition? (Bernard et al., 2014, p. 93)

		<p>How effective are webinars in promoting student achievement? (...)</p> <p>When students participate in a webinar-based learning environment, the effectiveness of webinars can be assessed in several ways. First, it can be assessed in terms of participants' development from pretest to posttest, measuring their relative increase in knowledge and skills. Second, webinar effectiveness can be assessed as the difference in achievement outcomes between webinar and control participants at posttest. Third, and arguably the most relevant for determining the effectiveness of webinars in promoting student achievement, we can compare how much webinar and control participants gained in knowledge and skills from pretest to posttest, taking into account their levels of prior knowledge before the intervention started. (...) The meta-analytic review reported here compares webinar effectiveness on all three levels. (Gegenfurtner & Ebner, 2019, p. 3)</p>
B3 - Outcomes	Which type(s) of outcome(s) are investigated in the study	<p>Cognitive ('what one knows or learns'): knowledge, self-regulatory skills</p> <p>Affective ('what one feels or experiences'): satisfaction, motivation</p> <p>Behavioral ('what one does'): retention, non-completion</p> <p>Not mentioned</p>
C - Research characteristics		
C1 - Research question or main aim	Main research question and/or the main aim of the research	<p>The aim of this review was to understand how students could best apply self-regulated learning strategies to achieve academic success within the online environment. (Broadbent & Poon, 2015, p. 2)</p> <p>1. What are the factors—within the aforementioned internal aspects of the open systems framework—that contribute toward student retention within the online learning environments? 2. What are the recommended strategies for improving student retention in online learning environments? (Muljana & Luo, 2019, p.</p>

		24)
C2 - Theory/Framework	Specific theory or framework applied	Community of inquiry framework (Open) systems theory Self-determination theory
C3 - Research method	Research method used	Systematic literature review Meta-analysis Questionnaires
C4 - Population	The population investigated	Empirical articles on student self-regulation between 2010-2020 Teachers in nursing education at the University of Amsterdam
C5 - Sampling method	How the authors collected their sample. If a review or meta-analysis: keywords, databases, inclusion and exclusion criteria	Only studies with random-assignment or controlled quasi-experimental designs have been included to draw on the best available evidence. (Means et al., 2013, p. 12) The following data sources and search tools were used: (1) electronic research databases, including ERIC, PsycINFO, PubMed, ABI/INFORM, and UMI ProQuest Digital Dissertations. (Means et al., 2013, p. 13)
C6 - Sample size	Number of included articles	105 articles
C7 - Time span	Years included	Published after 1990
D - Results		
D1 - Main conclusion	Overall conclusion	The overall finding of the meta-analysis is that online learning (the combination of studies of purely online and of blended learning) on average produces stronger student learning outcomes than learning solely through face-to-face instruction. (Means et al., 2013, p. 29)
D2 - Limitations	Important limitations to consider when interpreting the outcomes	In addition, meta-analyses of effectiveness studies provide only limited guidance for instructional design and implementation. (Means et al., 2013, p. 38) Lastly, although this review demonstrates that some individual SRL strategies are related to academic performance, the underlying processes responsible for this association remain unclear. (Broadbent & Poon, 2015, p. 12)
D3 - Future research	Recommendations for future research	Researchers and designers (and instructors) must carefully consider why these forms of activity and/or mediated setups are desirable, and more importantly, how they can better facilitate learning based on theory, so that they are powerful and replicable. (Bernard et al.,

		2014, p. 117)
D4 - Recommendations	General pragmatic/policy-oriented recommendations	Since factors within the open systems of online learning are interrelated, we recommend a collective effort from multiple stakeholders when addressing retention issues in online learning. (Muljana & Luo, 2019, p. 20) Lastly, we argue that increased peer learning should be prioritised in the context of online learning and that further research is needed to determine an appropriate measure of this strategy. (Broadbent & Poon, 2015, p. 13)
E - Course factors (related to the design/structure/content of the course – e.g., length, ratio between online and face-to-face, number of students, instructional strategies, pedagogical approach, “course in action”)		
E1 - Course factor (general)	General comments about course factors that are not further specified or discussed in the article	Course design plays an important moderating role on the final learning experience and achievement of learning objectives. (Castro & Tumibay, 2021)
E2 - Course subject	Subject taught in the course	Methodological course(s) Domain-specific course(s) Discipline(s) of included sample
E3 - Course characteristics	Course characteristics mentioned	Group size Type of course (lecture, seminar, etc.) Ratio of online and face-to-face activities Asynchronous or synchronous
E4 - Instructional resources	Instructional resources used	Use of (online) tools Ease of software navigation
E5 - Instructional and assessment strategies	Instructional and assessment strategies integrated within the course	Use of learning setting (Formal) formative/summative feedback Teaching presence
E6 - Interactional dynamics	Role interaction plays in the course	Type of interaction (e.g., student-student and student-teacher) (Informal) instructor feedback Communication channels
F - Institutional factors (institutional support that is not directly course-related – e.g., teacher development programs, student workshops, organizational culture, technological infrastructure)		
F1 - Structural (formal) institutional factors	Formal structure that affects the effectiveness of the (blended) learning process	Technical infrastructure Technological (ICT) support Teacher professional development programs Student helpdesk
F2 - Cultural (informal) institutional factors	Informal structure that affects the effectiveness of the (blended) learning process	Collegial learning Institutional culture Student peer support
G - Student factors (current knowledge, skills, attitudes and/or beliefs of students concerning (elements of) online education – partly directly shaped by the institutional factors)		
G1 - Background	Characteristics that only	Age, gender, etc.

characteristics	indirectly affect the effectiveness of blended learning	Cultural background Financial situation
G2 - Cognitive skills	(“First-order”) skills that pertain to direct hands-on (perceived) knowledge and abilities	Technological knowledge Writing skills
G3 - Metacognitive skills	(“Second-order”) skills that pertain to an awareness and understanding of one’s own thoughts and actions.	Self-regulatory skills Critical thinking Analytical abilities
G4 - Affective characteristics	Characteristics that pertain to one’s feelings and emotions	Motivation Attitude towards online/blended education Attitude towards technology (in class)
H - Teacher factors (current knowledge, skills, attitudes and/or beliefs of teachers concerning (elements of) online education – partly directly shaped by the institutional factors)		
H1 - Background characteristics	Characteristics that only indirectly affect the effectiveness of blended learning	Age, gender, etc. Cultural background (Online/blended) teaching experience
H2 - Cognitive skills	(“First-order”) skills that pertain to direct hands-on knowledge and abilities	Technological knowledge Pedagogical content knowledge
H3 - Metacognitive skills	(“Second-order”) skills that pertain to an awareness and understanding of one’s own thoughts and actions.	Self-regulatory skills Critical thinking Analytical abilities
H4 - Affective characteristics	Characteristics that pertain to one’s feelings and emotions	Motivation Attitude towards online/blended education Attitude towards technology (in class)

Appendix B: Interview guide Study 3

Thank you for taking the time to contribute to our research into experiential education. In this particular study, we wish to gain more insight into how the learning environment of your experiential course was **adjusted** following the COVID-19 measures, and how you evaluate these adjustments. In this conversation we will first explore the course in general. We will then focus in more detail at the design of the course as you have taught and adjusted it in the previous period. We will finish with your evaluation.

We are discussing the course... (fill in)

1. Can you shortly describe what the course is about?

2. How long have you been involved in this course?

What is your role? (teacher/developer/both)

We have specifically approached you because the course has an experiential component.

3. How did the experiential component originally look (pre-COVID)?

- structural elements (duration, collaboration, teacher feedback/involvement, guest teachers, assignments)
- agency (student autonomy, influence on design)
- authenticity (in comparison to the professional reality)

4. What did you intend to attain with the experiential components in this course?

In the last few months our education was strongly influenced by the COVID-19 measures.

5. What specific adjustments have you done following the COVID-19 measures?

- structural elements
- agency
- authenticity

6. How did this affect the experiential components?

7. What issues did you face when adjusting the course?

8. How did you solve these issues? What resources have you used?

You just indicated how the adjustments affected the experiential components of the course. An important characteristic of experiential learning is authenticity (i.e., the extent to which the learning environment as facilitated by you, a teacher, mirrors the (professional) reality. I would like to discuss this subject further.

9. In what way do you think that the adjustments affected the authenticity/ veridicality of the learning environment?

- authenticity of the task (context)
- physical context
- social context (interaction)
- form/method
- assessment

You just told about what you intended to attain with this course, in particular related to the experiential components. If you now reflect on how you have taught the course in the previous period...

10. Do you think you attained what you intended to attain, particularly pertaining to the experiential components of the course?

11. To what extent is this related to the adjustments you had to make following the COVID-19 measures?
12. Are there things you missed because you were restricted in terms of how you could shape the experiential components of the course?
13. Would you, based on your current experiences, make further adjustments to the experiential components should you have to teach the course under the same restrictions?
14. Are there any adjustments that you intend to keep (also without COVID restrictions)?
Thank you for sharing your experiences. Considering that our research focuses on the adjustments that you have made following the COVID-19 measures and the consequences those had on the experiential components of your course, and what you intend to attain with students...
15. Is there anything else you deem relevant to discuss, yet have not mentioned before?
Ok. The interview is over. Thank you for your time!

English summary: A white elephant or a silver bullet? What (not) to do with online higher education

A white elephant or a silver bullet? What (not) to do with online higher education

It had long been expected that online education would become more important in higher education. No one, however, had expected this process to accelerate due to a global health crisis. When the COVID-19 pandemic hit in early 2020, universities had to transition overnight to online education. This offered a unique opportunity to gain more insights into online teaching and learning strategies and how these can meaningfully contribute to existing on-site educational practices. Before the pandemic, many studies had already addressed the potential benefits of online education. Research shows that under the right conditions online education can result in equal if not better learning outcomes compared to on-site education. In addition, online education makes it possible to efficiently increase access to higher education around the globe, as well as increase its effectiveness through personalized learning trajectories (e.g., via adaptive software). Lastly, professional tasks increasingly take place in online settings. To prepare students to be able to fulfill their professional duties in online settings, is arguably best achieved through online learning.

The sudden transition resulted in a forced, not that well-thought-out type of online education (i.e., *emergency remote teaching*; ERT) that primarily aimed to ensure the continuation of education. Even though ERT is almost by definition suboptimal, a lot can be learned from the experiences of teachers and students during this period. Throughout the pandemic, their understanding of which online teaching and learning strategies work (and why and in which context) increased. The research that underpins this dissertation was initiated to gain insights from the experiences of teachers and students with online education that can be used to (re)develop more sustainable online teaching and learning strategies. This was the central question: *How did teachers and students experience emergency remote teaching during the COVID-19 pandemic and which online teaching strategies did they identify as advantageous or inauspicious?*

This question was examined through four studies:

- 1) A systematic literature review to map what was already known about effective online (higher) education prior to the pandemic;
- 2) A focus group study that examined what online teaching strategies teachers deployed, and how those strategies were experienced by teachers and students;
- 3) An interview study in which we looked at the experiences of legal teachers with facilitating experiential learning through online learning activities;
- 4) A survey study that focused on the role that teacher resilience played and how teachers reflect on the period of online teaching.

Chapter 2 presents a meta-review (Study 1) that aimed to map what insights concerning online education were already known prior to the pandemic. Review studies and meta-analyses were analyzed to identify factors that contribute to effective online higher education. Although many reviews and meta-analyses have been published recently on this topic, those are generally limited to specific subjects (e.g., technology use or online assessment), specific domains (e.g., medical), or specific learning outcomes (e.g., student performance). To gain a more comprehensive view of what online higher education necessitates, this study relates factors at four levels (course, student, teacher, and institution)

to three types of learning outcomes (affective, behavioral, and cognitive). The analysis of 47 reviews and meta-analyses (published between 2010 and 2023) shows that effective online education requires several things. At the *course level*: a clear structure; challenging, authentic, and inclusive learning activities; high-quality online interaction; and multiple assessment formats. At the *student level*: high self-regulation skills, sufficient digital literacy, and a positive attitude towards online education. At the *teacher level*: online teaching competences and professional development opportunities. At the *institution level*: an institution-wide vision on online education, adequate technological infrastructure, and accommodating student and teacher support. This study emphasizes that the factors represent interdependent processes and are best considered concomitantly when (re)developing online education.

Chapter 3 reports on a focus group study (Study 2) in which about a hundred teachers and students of all faculties of the University of Amsterdam were asked to reflect on the online teaching strategies that they used during the online transition during the COVID-19 pandemic. This study aimed to 1) get an overview of the online teaching strategies that teachers used to promote *teaching presence* and 2) examine how both teachers and students experienced those strategies. The *Community of Inquiry* (CoI) framework was used as a theoretical lens. The CoI framework has been extensively used to describe how learning occurs in online settings. One of the framework's central concepts is *teaching presence*, referring to the strategies that teachers deploy before and during online courses to orchestrate social and cognitive processes. Research has shown that some of the strategies to promote teaching presence can positively contribute to achieving learning outcomes and this study was intended to gain more insights into the underlying mechanisms. The focus groups with teachers and students showed that teachers carefully considered the course structure in advance of the course. In online education, teachers noticed how important it is to explicitly communicate about the course structure and to express mutual expectations. Compared to conventional on-site education, explicit communication is extra important in online education as students learn more autonomously and there is less room for teachers to make on-the-fly adjustments. During the course, teachers facilitated discourse through synchronous and asynchronous learning activities. For example, *breakout rooms* could lead to meaningful interaction with and among students, but only if certain conditions were met, such as clear instructions and whether students felt comfortable interacting. Online discussion boards were also experienced to be advantageous if students were proactively prompted to interact. Further, teachers offered direct cognitive and mental support, but found it difficult to remotely identify which students were in need of support. A possible solution to this issue was to more proactively check-up on students and to implement more activities aimed to monitor and improve students' social well-being. Notably, not all students recognized the aforementioned strategies, or they evaluated their usefulness differently compared to their teachers and peers. Some students wanted more cognitive support, whereas others preferred more mental support.

Chapter 4 presents an interview study (Study 3) in which legal educators were interviewed about their experiences with facilitating experiential learning during the period of online teaching. Experiential learning (learning by experiencing and reflecting on the experiences) is an important component of legal curricula and during the online transition the question arose whether it could be achieved through online learning activities. Next to the pedagogical benefits of online education, this question is relevant as legal processes increasingly take place online and students thus need to be able to adequately fulfill their professional duties in online settings as well. This study used Kolb's experiential learning cycle to examine what kind(s) of learning activities teachers considered to be relatively successful in online education, and where teachers struggled to achieve the learning outcomes through the online

alternatives. The analysis shows that teachers deemed *symbolically* oriented online learning activities (aimed at knowledge transfer) to be most advantageous, had more mixed feelings concerning the quality of *behaviorally* oriented online activities (aimed at knowledge application) and *perceptually* oriented online activities (aimed at conceptual understanding), and were rather critical of *affectively* oriented online activities (aimed at improving affection for the profession). Concerning the latter, teachers indicated that online experiential learning *felt* less authentic for students. The study's insights suggest that teachers struggled to facilitate experiential learning through online learning activities, but also that online experiential learning may have merits beyond the pandemic.

Chapter 5 reports on a survey study (Study 4) in which we examined whether teachers' experiences with online teaching could be associated with teacher resilience. Resilience refers to being able to anticipate, cope with, and adapt to adversity, and is often seen as an important factor to effectively respond to educational crises. A survey among teaching personnel at the University of Amsterdam revealed major differences between teachers and how they look back upon the period of online teaching. As resilience played an important part during the pandemic, we examined whether the differences in sentiment could be related to the resilient responses of teachers. Two groups were compared: teachers who voiced a relatively positive sentiment towards online teaching versus teachers who voiced a relatively negative sentiment. The answers of the two groups to three open-ended questions in the survey were compared by identifying the three mechanisms that shape resilient responses: a cognitive response, a behavioral response, and contextual reinforcement. The analysis suggests that the two groups did not use different tools or strategies *per se* (the behavioral response), but did have different cognitive responses. Teachers who voiced positive sentiments more frequently demonstrated the willingness and ability to analyze how the learning goals could be achieved through alternative online activities, whereas the cognitive responses of teachers who voiced negative sentiments more often consisted of problem noticing without being able to resolve those problems. In addition, the context (e.g., the technological infrastructure and collegial support) appeared to have reinforced teachers' responses, both in a beneficial manner (with positive teachers) and detrimental manner (with negative teachers). This study underlines the importance of teacher resilience during adverse times, as well as when further integrating more sustainable forms of online education. This study also shows that teacher resilience can be increased by training teachers to make pedagogical analyses (i.e., by increasing their adaptive expertise), thus echoing the notion of *planned resilience*.

Some overall conclusions can be drawn based on the conducted studies. Looking at the main question—How did teachers and students experience emergency remote teaching during the COVID-19 pandemic and which online teaching strategies did they identify as advantageous or inauspicious?—numerous experiences with online teaching have been described, and many online teaching strategies have been identified that have potential value beyond the pandemic. Examples include the possibilities that online forms of education offer to learn independent of place and time, or the opportunity for students to learn in a controlled, safe environment via online simulations. By contrast, many obstacles have been described as well, which have to be accounted for before online teaching and learning strategies can be sustainably integrated in higher education curricula. Obstacles include both technological issues (e.g., lagging internet and malfunctioning cameras) and pedagogical issues (e.g., facilitating high-quality online interaction and remotely identifying students' support needs). The first will likely resolve itself over time as technology improves, the latter calls for more teacher support that focuses on developing the competences that are specific to teaching in online settings.

The title of this dissertation concerns the question whether online education is a white elephant or a silver bullet; a suboptimal and expensive form of education, or valuable and welcome addition? At the very least, the online transition has fueled a debate about what good education does (not) encompass. The insights reported throughout this dissertation suggest that online education could play an important part in the future of higher education. Under the right conditions, online education could become a silver bullet.

Nederlandse samenvatting: Een witte olifant of een zilveren kogel? Wat (niet) te doen met online hoger onderwijs?

A white elephant or a silver bullet? What (not) to do with online higher education

Dat online onderwijsvormen een grote(re) rol zou gaan spelen in het hoger onderwijs lag al langer in de lijn der verwachting. Niemand had echter kunnen vermoeden dat deze trend in een stroomversnelling zou komen door een wereldwijde gezondheids crisis. Toen de coronapandemie begin 2020 uitbrak moesten universiteiten plotseling overschakelen naar online onderwijs. Dit bood een unieke kans om meer kennis te vergaren over online les- en leerstrategieën en hoe deze zinvol kunnen bijdragen aan bestaande onderwijspraktijken. Al voor de pandemie werd in veel onderzoeken gewezen op de potentiële voordelen van online onderwijs. Onderzoek laat zien dat online onderwijs in bepaalde gevallen kan leiden tot vergelijkbare of zelfs betere leeruitkomsten ten opzichte van onderwijs op locatie. Daarnaast zorgen online onderwijsvormen voor mogelijkheden om de toegang tot hoger onderwijs op efficiënte wijze te vergroten, alsmede de effectiviteit van onderwijs te verhogen middels gepersonaliseerde leertrajecten (bijvoorbeeld via adaptieve software). Tot slot vinden beroepsprocessen in toenemende mate plaats in online omgevingen, waarbij het voor de hand ligt dat studenten hier het beste op voorbereid kunnen worden in online leeromgevingen.

De plotselinge overgang leverde een gedwongen, beperkt doordachte vorm van online onderwijs op (ook wel *emergency remote teaching*; ERT) die vooral als doel had om het onderwijs überhaupt doorgang te laten vinden. Niettemin kan er veel geleerd worden van de ervaringen van docenten en studenten in deze periode, omdat zij steeds beter doorkregen welke online les- en leerstrategieën effectief zijn en welke niet (en waarom, en in welke context). Het onderzoek waarop dit proefschrift gebaseerd is, startte daarom met het doel te leren van de ervaringen van docenten en studenten met online onderwijs, zodat deze ervaringen gebruikt kunnen worden bij de (door)ontwikkeling van duurzamere online les- en leerstrategieën. Dit was de centrale vraag: *hoe hebben docenten en studenten ERT ervaren tijdens de COVID-19 pandemie en welke online lesstrategieën beschouwen zij als wel of niet waardevol?*

Deze vraag is onderzocht aan de hand van vier studies:

- 1) een systematische literatuurstudie om in kaart te brengen wat al bekend was over effectief online (hoger) onderwijs voor de pandemie;
- 2) een focusgroepstudie waarin onderzocht is welke online lesstrategieën docenten ingezet hebben, en hoe deze strategieën door docenten en studenten ervaren zijn;
- 3) een interviewstudie waarin gekeken is naar de ervaringen van juridisch docenten met het faciliteren van ervaringsgericht leren door online onderwijsactiviteiten;
- 4) een vragenlijststudie waarin gefocust is op de rol van veerkracht van docenten en het sentiment waarmee ze terugkijken naar de periode van online lesgeven.

Hoofdstuk 2 is een beschrijving van een meta-review (studie 1) die als doel had om in kaart te brengen welke inzichten met betrekking tot online onderwijs al bekend waren voorafgaand aan de pandemie. Hiervoor zijn reviewstudies en meta-analyses geanalyseerd om factoren te identificeren die bijdragen aan effectief online hoger onderwijs. Hoewel er recentelijk veel reviews en meta-analyses over dit onderwerp verschenen zijn, waren deze beperkt tot specifieke onderwerpen (bijvoorbeeld technologiegebruik of online toetsing), specifieke domeinen (bijvoorbeeld het medische domein) of specifieke leeruitkomsten (bijvoorbeeld studieprestaties). Om een meer alomvattend overzicht te geven

van wat online hoger onderwijs behelst, is voor deze studie gekozen om factoren op vier niveaus (de cursus, student, docent en instelling) te relateren aan drie typen leeruitkomsten (affectief, gedragsmatig en cognitief). Uit de analyse van 47 reviews en meta-analyses (gepubliceerd tussen 2010 en 2023) komt naar voren dat effectief online onderwijs op *cursusniveau* vraagt om: een eenduidige cursusstructuur, uitdagende, authentieke en inclusieve leeractiviteiten, interactie van hoge kwaliteit, en variatie in beoordelingsformats. Op *studentniveau* is het belangrijk dat studenten voldoende zelfregulerende vaardigheden en digitale geletterdheid hebben, evenals een positieve houding ten aanzien van online onderwijs. Op *docentniveau* hebben docenten bovenal de juiste competenties nodig om online les te kunnen geven en zijn er voldoende professionaliseringsmogelijkheden nodig. Op *instellingsniveau* is het belangrijk dat er een gezamenlijke visie op online onderwijs is, er een adequate technologische infrastructuur aanwezig is en dat er voldoende ondersteuning is voor studenten en docenten. De studie benadrukt dat deze factoren wederzijds afhankelijke processen representeren en dat het belangrijk is deze tegelijkertijd te adresseren bij het (her)ontwerpen van online onderwijs.

Hoofdstuk 3 rapporteert over een focusgroepstudie (studie 2) waarin ongeveer honderd docenten en studenten van alle faculteiten van de Universiteit van Amsterdam gevraagd is om te reflecteren op de online lesstrategieën die gebruikt zijn tijdens de online transitie als gevolg van de COVID-19 pandemie. Deze studie was erop gericht om 1) een overzicht te krijgen van de online lesstrategieën die docenten gebruikt hebben om *teaching presence* te bevorderen en 2) te onderzoeken hoe zowel docenten als studenten deze strategieën ervaren hebben. Voor deze studie is het *Community of Inquiry* (CoI) model gebruikt als theoretische lens. Het CoI-model is een veelgebruikt raamwerk om te beschrijven hoe leren ontstaat in online omgevingen. Eén van de centrale concepten van het raamwerk is *teaching presence*, wat verwijst naar de strategieën die docenten inzetten voorafgaand en tijdens online cursussen om sociale en cognitieve processen te orkestreren. Uit de literatuur is bekend dat sommige strategieën om *teaching presence* te bevorderen positief kunnen bijdragen aan het behalen van leeruitkomsten en deze studie was erop gericht meer inzichten te verkrijgen in de onderliggende mechanismen. De focusgroepen met docenten en studenten lieten zien dat docenten voorafgaand aan de cursus zorgvuldig nadachten over de cursusstructuur. Bij online onderwijs kwamen docenten erachter hoe belangrijk het is om de cursusopzet te expliciteren en wederzijdse verwachtingen uit te spreken. Dit is extra belangrijk bij online cursussen ten opzichte van onderwijs op locatie, omdat er bij online onderwijs minder ruimte is voor ad hoc bijsturing gedurende de cursus doordat studenten autonomer leren. Daarnaast faciliteerden docenten discussies (*discourse*) door synchrone en asynchrone leeractiviteiten. Zo bleken *breakout rooms* te leiden tot betekenisvolle online interactie met en tussen studenten, maar uitsluitend wanneer aan bepaalde condities voldaan werd, zoals duidelijke instructie vooraf en als studenten zich comfortabel voelden om te interacteren. Ook online discussiefora werden als waardevol ervaren, maar alleen wanneer studenten proactief gestimuleerd werden om te interacteren. Tot slot boden docenten directe cognitieve en mentale ondersteuning, maar vonden ze het lastig om op afstand de studenten te signaleren die hulp nodig hadden. Een mogelijke oplossing voor dit probleem was om proactiever te vragen naar het wel en wee van studenten en om meer activiteiten te implementeren die gericht zijn op het monitoren en verbeteren van het sociale welzijn van studenten. Opvallend was dat niet alle studenten deze strategieën herkenden en studenten soms de waarde ervan anders inschatten dan de docent of hun medestudenten. Zo wilden sommige studenten meer cognitieve ondersteuning, terwijl anderen meer behoefte hadden aan emotionele ondersteuning.

Hoofdstuk 4 presenteert een interviewstudie (studie 3) waarin docenten van rechtenopleidingen gevraagd is naar hun ervaringen met het faciliteren van ervaringsgericht leren tijdens de periode van

online onderwijs. Ervaringsgericht leren (leren door te ervaren en hierop te reflecteren) is een belangrijk onderdeel van de curricula van rechtenopleidingen en tijdens de online transitie deed de vraag zich voor of deze vorm van leren ook kan worden bewerkstelligd via online leeractiviteiten. Naast de pedagogische meerwaarde van online onderwijs is deze vraag belangrijk omdat juridische processen zich in toenemende mate online afspelen en studenten derhalve moeten leren hun professionele taken ook in online omgevingen adequaat uit te voeren. Voor deze studie is de ervaringsgerichte leeracyclus van Kolb gebruikt om te kijken welke type(n) leeractiviteit(en) door docenten werden beschouwd als relatief succesvol in online onderwijs en waar docenten moeite hadden om de beoogde leerdoelen te behalen via de geïmplementeerde online alternatieven. Uit de interviews blijkt dat docenten vrij tevreden waren over de zogeheten *symbolisch* georiënteerde leeractiviteiten (gericht op kennisoverdracht), gemengde gevoelens uitten over *gedragmatig* georiënteerde leeractiviteiten (gericht op kennistoepassing) en *perceptueel* georiënteerde leeractiviteiten (gericht op conceptueel begrip), en kritisch waren op *affectief* georiënteerde leeractiviteiten (gericht op het bevorderen van de professionele affectie). Wat betreft het laatste gaven docenten aan dat online ervaringsgericht leren als minder authentiek *voelde* voor studenten. De inzichten uit deze studie laten zien dat docenten moeite hadden met het faciliteren van ervaringsgericht leren via online leeractiviteiten, maar dat online ervaringsgericht leren ook mogelijkheden biedt die waardevol zijn na de pandemie.

Hoofdstuk 5 rapporteert over een vragenlijststudie (studie 4) waarin onderzocht is of de ervaringen van docenten met online lesgeven geassocieerd konden worden met veerkracht van docenten. Veerkracht verwijst naar het kunnen anticiperen, omgaan met en je aanpassen wanneer je geconfronteerd wordt met tegenspoed, en wordt gezien als een belangrijke factor om effectief te kunnen reageren op onderwijsgerelateerde crises. Via een vragenlijst die we verspreid hebben onder het docerend personeel aan de Universiteit van Amsterdam vonden we grote verschillen tussen docenten in hoe ze terugkijken op de periode van online lesgeven. Gezien de belangrijke rol die veerkracht speelde tijdens de pandemie hebben wij onderzocht of dit verschil in sentiment gerelateerd kon worden aan de veerkracht die docenten getoond hebben. We hebben hierbij gekeken naar twee groepen docenten: docenten die zich relatief positief uitlieten over online lesgeven versus docenten die zich relatief negatief uitlieten. De antwoorden van deze groepen op drie open vragen uit de vragenlijst zijn vergeleken door te kijken naar de drie mechanismen die ten grondslag liggen aan een veerkrachtige reactie: een cognitieve respons, een gedragsmatige respons en de contextuele versterking. De analyse suggereert dat de twee groepen niet zozeer andere tools of strategieën gebruikten (de gedragsmatige respons), maar wel verschilden in hun cognitieve respons. Docenten die overwegend positief terugblikten gaven vaker blijk van de bereidheid en vaardigheid om te analyseren hoe de leerdoelen via alternatieve online leeractiviteiten, daar waar de cognitieve respons van de andere groep zich vaker beperkte tot het signaleren van problemen zonder deze op te kunnen of willen lossen. Daarenboven bleek de context (bijvoorbeeld de technologische infrastructuur en de collegiale ondersteuning) een versterkende werking te hebben, zowel ten goede (bij positieve docenten) als ten slechte (bij negatieve docenten). In zijn algemeenheid laat deze studie het belang zien van docentveerkracht in tijden van tegenspoed en hoe belangrijk veerkracht is bij de verdere integratie van duurzamere vormen van online onderwijs. Deze studie laat ook zien dat docentveerkracht bevorderd kan worden door docenten te trainen in het maken van didactische analyses (oftewel, door hun adaptieve expertise te vergroten), daarbij ook aansluitend bij het idee van 'geplande veerkracht' (*planned resilience*).

Alles overziend zijn er een aantal conclusies te trekken op basis van de uitgevoerde studies. Kijkend naar de centrale vraag—hoe docenten en studenten *emergency remote teaching* tijdens de COVID-19

ervaren hebben en welke online lesstrategieën zij als wel of niet waardevol beschouwen—zijn er door dit proefschrift heen tal van ervaringen beschreven en veel online lesstrategieën geïdentificeerd die potentieel waardevol zijn, ook na de pandemie. Voorbeelden hiervan zijn de mogelijkheden die online onderwijsvormen bieden om plaats- en tijdonafhankelijk te leren en online simulaties die studenten in staat stellen om in een gecontroleerde, veilige omgeving te oefenen. Tegelijkertijd zijn er ook veel obstakels beschreven die geadresseerd dienen te worden alvorens online les- en leerstrategieën op een duurzame manier geïntegreerd kunnen worden in het hoger onderwijs. Het gaat hierbij zowel om technologische problemen als haperend internet en niet-werkende camera's, als om didactische uitdagingen als online interactie stimuleren en het op afstand kunnen signaleren welke studenten ondersteuning nodig hebben. Het eerste punt lost zich op den duur vanzelf op door verbeterende techniek, het tweede punt vraagt om ondersteuning van docenten gericht op het ontwikkelen van competenties die specifiek zijn voor lesgeven in een online omgeving.

De titel van dit proefschrift gaat over de vraag of online onderwijs een witte olifant of een zilveren kogel is; een suboptimale en kostbare onderwijsvorm of een waardevolle en welkome toevoeging? Op zijn minst heeft de online transitie een debat op gang gebracht over de vraag wat goed onderwijs (niet) is. De inzichten uit dit proefschrift suggereren dat online onderwijsvormen een substantiële rol kunnen spelen in het toekomstige hoger onderwijs. Onder de juiste condities heeft online onderwijs het in zich een zilveren kogel te worden.

Author contributions

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[1] Conceptualization	[6] Methodology	[10] Supervision
[2] Data Curation	[7] Project administration	[11] Validation
[3] Formal Analysis	[8] Resources	[12] Visualization
[4] Funding Acquisition	[9] Software	[13] Writing (Draft)
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CvD: Chevy van Dorresteijn

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DFT: Dina Fajardo-Tovar

JV: Joke Voogt

MV: Monique Volman

DD: Dorothy Duchatelet

NPR: Natalie Pareja Roblin

Chapter 2

	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]	[14]
CvD	■	■	■		■	■		■	■		■	■	■	■
DFT	■	■	■		■	■		■	■		■	■	■	
FC	■			■						■				■
JV	■			■						■				■
MM														
MV	■			■			■			■				■
NPR	■		■			■	■				■		■	■

Chapter 3

	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]	[14]
CvD	■	■	■		■	■		■	■		■	■	■	■
FC	■			■						■				■
JV	■			■						■				■
MM	■	■	■		■	■		■	■		■	■	■	■
MV	■			■			■			■				■
NPR	■	■	■		■	■		■	■		■	■	■	■

Chapter 4

	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]	[14]
CvD		■	■		■	■	■	■	■		■	■	■	■
DD	■	■				■		■	■					
FC	■			■						■	■			■
MV	■			■			■			■	■			■

Chapter 5

	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]	[14]
CvD	■	■	■		■	■		■	■		■	■	■	■
FC	■			■						■	■			■
JV	■			■						■				■
MM	■	■												
MV	■			■		■	■			■	■			■
NPR	■	■					■				■			■

List of publications

Academic (peer-reviewed) publications

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About the author

Chevy van Dorresteijn was born on November 1, 1993 in Hilversum, the Netherlands. After obtaining his vwo-diploma [pre-university education] in 2011, he obtained his first bachelor's degree in *Technische Bedrijfskunde* [Industrial Engineering and Management] from the University of Applied Sciences Utrecht in 2015 and a second bachelor's degree in *Algemene Sociale Wetenschappen* [Interdisciplinary Social Sciences] from the University of Amsterdam in 2018. He then obtained his master's degree in 2020 by completing the research master *Child Development and Education* at the University of Amsterdam. After his graduation, Chevy was mainly part of two major research projects at the Research Institute Child Development and Education from the University of Amsterdam: a project on online (higher) education and a project on experiential learning at the Faculty of Law. He now works as a teacher at the Faculty of Movement and Behavioural Sciences from the Vrije Universiteit Amsterdam, where he is also the coordinator of the academic training program for primary school teachers (*Universitaire Pabo*).

Dankwoord

Een collega zei ooit: “het zou een leuk idee zijn om het aantal gedronken koppen koffie te berekenen die voorafgingen aan je proefschrift”. Nu ben ik geen fervent koffiedrinker dus dat aantal zal meevallen. Thee daarentegen... Het aantal gegeten bananen en broodjes pindakaas met hagelslag(!) zal ook hoog oplopen. Wat ik vooral wil zeggen: voor een buitenstaander is het vrijwel onmogelijk uit te leggen hoe een promotieproces écht voelt. De leek haalt de termen proefschrift en scriptie (of promoveren en afstuderen) door elkaar. Gepromoveerde of promoverende collega's hebben daarentegen aan een half woord genoeg; bij het horen van het woord 'promotie' worden zij overvallen door een combinatie van blijdschap, weemoed, trots en een lichte (of minder lichte) vorm van PTSS. Dit voorwoord is vooraleerst de beschrijving van mijn academische bevalling, maar bovenal een dankbetuiging aan de mensen die dit mogelijk hebben gemaakt. Het voorwoord schrijven was al met al het spannendste schrijfwerk van dit hele proefschrift. Al was het maar omdat de kans statistisch gezien vrij groot is dat dit het enige deel is dat jij als lezer daadwerkelijk zult lezen. Ik geef je geen ongelijk.

Als eigengereide student heb ik vaak afgeweken van de gebaande paden. Na de middelbare school besloot ik als vwo'er—godbetert—naar het hbo te gaan om Technische Bedrijfskunde te studeren, om vervolgens alsnog in het sociale domein te belanden via Algemene Sociale Wetenschappen en Onderwijswetenschappen. Ook zou je mij formeel kunnen classificeren als eerstegeneratiestudent. Waarom ik er waarde aan hecht dit te vermelden weet ik niet precies, maar ik heb zowel de Hogeschool Utrecht als de Universiteit van Amsterdam altijd als een warm bad ervaren. Soms is het ook goed te benadrukken wanneer het wél goed gaat.

Tijdens het selectieproces voor de toelating tot de onderzoeksmaster werd mij de vraag gesteld waarom ik deze master wilde doen. In mijn motivatiebrief schreef ik het volgende (inclusief taalfouten):

To become the go-to person on a particular subject is one of my biggest professional dreams. I remember one particular moment during my bachelor which is exemplary for this dream. During a course the question was raised what I would like to have achieved during my professional career. My answer at the time was – and still is – that I would like to be remembered. Not just by loved ones, but as an academic. In line with Isaac Newton's famous aphorism 'standing on the shoulders of giants', I would like to climb the ladder to become one of these giants myself. An academic career would be a hugely beneficiary to this dream. Dream big, but start small...

Gebrek aan ambitie kon mij absoluut niet ontzegd worden. Niet dat deze ambitie mij tegenwoordig vreemd voorkomt, maar het voelt toch ietwat vreemd om dat over jezelf te zeggen. En ook dit voorwoord zal ik ongetwijfeld na vijf jaar half beschaamd teruglezen (hallo, toekomstige versie van mezelf!). De analogie met de ladder staat niettemin als een huis. Zonder een aantal belangrijke personen, wiens schouders ik mocht beklimmen, was ik zeker niet gekomen waar ik nu ben. Wat volgt is een ode aan hen.

Allereerst de docenten van mijn basisscholen en middelbare school. Het klinkt misschien wat sentimenteel, maar dankzij hen heb ik naar school gaan nooit als onplezierig ervaren. Een bloemlezing van enkele hoogtepunten die mij te binnen schieten: de schoolkampen, de vele schaakpotjes met klasgenoten (totdat de leraar toch echt naar huis wilde), het profielwerkstuk op Texel, de reis naar Barcelona en de vele potjes FIFA tijdens de les (sorrynotsorry). Evert, Jesse, Marnix, we zijn ieder ons

eigen weg gegaan, maar ik vind het mooi hoe onze wegen elkaar na al die jaren nog steeds kruisen.

Toen ik vervolgens als 17-jarige jongen een studie moest kiezen koos ik bij een open dag semi-willekeurig voor een lezing bij Technische Bedrijfskunde. Nog steeds ben ik de vriendelijke voorlichter in Utrecht dankbaar, want jouw verkooppraatje heeft mij over de streep getrokken: Utrecht werd het! Ik heb daar vier geweldige jaren gehad. Met de huidige inflatiecijfers kan ik alleen nog maar dromen van de vijf euro die we betaalden voor kannen bier in onze facultaire kelder kroeg. Menig middag en avond is daar versleten. Jongens, jullie waar top! En Paul en Sam, we zien elkaar nog regelmatig, laten we dat vooral blijven doen. Het is niet vaak dat ik mensen ontmoet die mijn curieuze gevoel voor humor onvoorwaardelijk delen.

Eén toevallige ontmoeting met een TBK-docent in de gang zorgde ervoor dat ik vervolgens bij de UvA terecht kwam. Om maar even aan te geven hoe contingent het leven is. Maar het geschiedde, en ik kwam bij Algemene Sociale Wetenschappen terecht. Een enorm hechte groep van maatschappelijk betrokken adolescenten die zichzelf en elkaar vonden in de drang deze wereld met wat idealisme een stuk mooier te maken. Voor mij was ASW het bewijs dat studeren ook geestelijk verrijkend kon zijn. Of mijn tijd bij de universiteit nu het gelijk bewees van sommigen uit mijn omgeving ('jij hoort toch op de universiteit') of niet, het was de tweede schot in de roos. Een brede studie waar je zelf invulling geeft aan je onderwijspad: ideaal! Lieve ASW'ers, verlies jezelf niet in je idealisme, maar laat je zeker ook niet afstompen door de boze buitenwereld en hun starre systeemwereld. Op het gevaar af mensen te passeren, wil ik twee mensen specifiek eruit lichten. Jelmer jongen, je bent ad rem en prettig gestoord. Stop alsjeblieft nooit met het sturen van kostelijke voicemail's. Fabian, jij cultiveert jouw liefde voor (onderwijs)filosofie iets meer dan ik het mijne, maar jou past het beter. Ik heb je zien groeien van dolende tiener naar een volwassen-in-de-wereld-zijnde twintiger die nu zijn eigen pad aan het plaveien is. Ik loop er graag met jou overheen.

Vervolgens koos ik resoluut voor het onderzoek met de onderzoeksmaster Child Development and Education: minder idealisme, meer statistiek. Ook leuk. In deze twee jaar heb ik me ontwikkeld van student tot student-assistent. Vrij letterlijk, als onderzoeksassistent bij het lectoraat Higher Education, Research and Innovation. Didi, toen ik ooit opmerkte dat ik verrast was hoe klein de brug is van masterstudent tot onderzoeker antwoordde jij dat je geen enkele twijfel had over mijn onderzoekscapaciteiten. Anderen hebben het vaak sneller door dan jijzelf. De 'HERI-jaren' zijn mij zeer dierbaar. Niet alleen vanwege het werk zelf, maar ook, en bovenal, vanwege de leuke collega's. Zonder anderen tekort te willen doen: Sanne, mijn onderzoeksmaatje. Ik kan het begrip 'body of knowledge' niet meer lezen zonder te denken aan onze ellenlange discussies over de vraag wat het begrip wel en niet omhelst en in hoeverre we uitsluitend zouden coderen wat er sec in de vacatures stond. Jason, mijn voetbalmaatje. Aan onze messcherpe analyses heeft het niet gelegen. Had ons hoofdcoach gemaakt en Ajax had de Champions League allang gewonnen. Dank ook aan alle andere HERI-collega's: Indira, Linda, Natalie, Rose en alle mede-studentassistenten. De ORD in Heerlen was een van de eerste momenten dat ik dacht: dit werk bevalt mij wel. (En denk eraan: ethos-pathos-logos!)

Terug naar de master zelf. Vijftien ambitieuze studenten die ieder op eigen wijze hun weg zochten in de academische wereld. Regelmatig zie ik nieuws van een van jullie voorbijkomen waarbij ik denk: goh, die is ook goed terechtgekomen. Velen van ons zullen een weg vinden binnen de academische gemeenschap (of daaraan verwant), maar laten we vooral niet alle kritiek vergeten die we als studenten hadden op het stroperige, logge en soms ronduit defecte proces dat wetenschap bedrijven is. Hate the game, not the

players. Maar een beter wetenschappelijk milieu begint bij jezelf. Ofzo. Isidora, ik ken jou als iemand met een uitgesproken sterk gevoel voor rechtvaardigheid, helaas een onderschatte karaktereigenschap. Steven, we delen dezelfde duistere humor en gezonde sceptische houding. Zoals R2J2 in Star Trek ooit zei: not take life so serious, we must. IYKYK

Deze lange aanloop – waarin alsnog talloze belangrijke mensen en ontmoetingen onbesproken blijven – leidde uiteindelijk tot mijn onderzoeken bij de Universiteit van Amsterdam. In augustus 2020 begon ik met frisse moed bij de UvA als onderzoeker naar online onderwijs. Het was een enorm leerzaam jaar waarin ik veel studies uitvoerde in een kort tijdsbestek, de expliciete en impliciete academische gedragscodes ontrafelde en me realiseerde dat een onderzoeksmaster ook daadwerkelijk goed voorbereid op het doen van onderzoek. Natalie, Dina, Monique M., Joke, Frank en Monique V., met jullie begon mijn onderzoekersavontuur en ik had me geen betere start durven wensen. Ondanks dat we elkaar hoofdzakelijk digitaal spraken werden we toch een hechte groep. Destijds had ik nog geen referentiekader, maar inmiddels durf ik al wel te stellen dat wij aardig wat voor elkaar hebben gekregen. Ook een grote dank aan Dorothy. Onder andere omdat jouw vertrek mijn verlenging betekende, maar bovenal voor het (voor)werk dat jij gedaan hebt voor dat andere grote project; op jouw schouders hebben we een prachtig resultaat geboekt.

Frank, ik dacht aan jou toen ik referenties moest aanleveren voor de toelatingsprocedure van de ResMa. Tijdens de open dag voor de master raakte ik met jou in gesprek en jij wist bijvoorbeeld nog feilloos dat mijn vader (destijds) gymdocent was. Het is een korte illustratie van de manier waarop jij investeert in het wel en wee van je studenten (en zoals ik later gemerkt hebt: je collega's). Jij toont een zeldzame betrokkenheid die vanzelfsprekend zou moeten zijn voor leidinggevendenden maar dat helaas niet is. Maar meer dan als HR-manager waardeer ik jou als collega met een scherp oog voor detail en als iemand die altijd opbouwend kritisch meedenkt. Ik ken je als iemand die nooit iemands werk zal afvallen en tegelijkertijd de juiste prikkelende vragen stelt. Met je proefballonnetjes ('ik roep maar even wat') dwing je anderen om werkelijk tot de kern te komen. Dat is natuurlijk koren op de molen voor een filosofisch ingesteld persoon als ik, heel fijn!

Monique, als je in het woordenboek het woord vakidoot opzoekt, kom je vast jouw naam tegen. Dat bedoel ik liefkozend, want weinig mensen halen zoveel plezier uit hun werk als jij. Meer dan eens verontschuldigde jij je dat je niet binnen 48 uur geantwoord had. Meestal was dat dan ook nog eens om 1 uur 's nachts (de nulhypothese dat jij nooit slaapt kan helaas niet verworpen worden). Weet dat het bijzonder motiverend is om door jou begeleid te worden. Vanwege je vele feedback, positieve aansporingen en jouw continue stimulans om vooral je eigen uniciteit te ontdekken.

Frank, Monique. Veel promovendi beweren dat ze geen betere promotoren hadden kunnen krijgen. De kans is verwaarloosbaar klein dat deze stelling klopt voor al die promovendi. Niettemin zal het voor minstens één promovendus wél moeten kloppen. Ik prijs mezelf gelukkig dat ik die ene persoon ben.

En Natalie, je had hier als co-promotor bij kunnen (en misschien wel moeten?) staan. Lang nadat het online onderwijsproject afgelopen was heb jij meegedacht en geholpen met het (her)ontwerp en opschrijven van de studies, daarvoor ben ik je eeuwig dankbaar! Als collega op de HvA en UvA diende je altijd als voorbeeld: consciëntieus in je werk, helder in je communicatie en empathisch in je omgang. En dat ook nog eens in drie talen!

Ook een grote dank aan alle collega's, met in het bijzonder de mede-promovendi en/of de mede-D8.03-kamergenoten. De lol was gauw weggeweest zonder de vele gesprekken die wij voerden aan de lunchtafel, bij de koffielooptjes en tijdens overleggen. Om van de borrels en andere 'buitencurriculaire' activiteiten nog maar te zwijgen. Promoveren is inherent een solitaire bezigheid, maar door jullie in ieder geval geen eenzame.

De afronding van mijn proefschrift viel samen met de start van een nieuw avontuur bij de concullega's van de Vrije Universiteit. Ik werd warm onthaald en heb nu de rol(len) waarvan ik tijdens mijn promotie niet van had durven dromen dat ze zo leuk zouden zijn. Soms zelfs iets te leuk, waardoor de afronding van het proefschrift naar de achtergrond geschoven werd, oeps. Enfin, ik heb nu geen last meer van dat tweesporenbeleid. En de Pa2-trein dendert voort!

Tot slot zijn er nog wat groepen die vooral indirect bijgedragen hebben aan de totstandkoming van dit proefschrift. In semi-chronologische volgorde.

Neem bijvoorbeeld mijn Victoriaanse vrienden. Eind vorige eeuw startte ik als klein grut bij de F15 en ben nooit meer weggegaan. Ook sinds ik in Amsterdam woon, blijf ik de tocht naar het Gooi maken. Een promotietraject afronden lukt uitsluitend wanneer je buiten je werk om kunt ontspannen en met jullie lukt dat als geen ander. Wij houden elkaar tezamen. Of we de nieuwe Veteranen worden zal de tijd leren, maar we zijn al aardig onderweg (en sommigen iets sneller dan anderen...). Dàààg!

Muziekvrienden van Orinoco Radio en MusicMeter, bij jullie kon ik mijn muzikale ei kwijt. In de afgelopen 15 jaar raakten we muzikaal vervlochten met elkaar. Sommigen van jullie werden veel meer dan een avatar op een scherm. Met dit proefschrift hebben jullie niet zoveel te maken, behalve dan dat dit proefschrift voor een aanzienlijk deel geschreven is op de muziek die jullie zo begeistert hebben voorgesteld. Wisten jullie trouwens dat dit dankwoord geschreven is in het jaar van de kat?

Lieve JD(A)(O&W)'ers, bij jullie vond ik een klankbord om te discussiëren over de problemen waar het écht om gaat en hoe deze problemen écht opgelost kunnen worden (anders dan met een wervelend wetenschappelijk betoog dat gelezen wordt door twee-en-een-half paardenkop). De JD was voor mij een veilige speeltuin om informeel te filosoferen over de vraag hoe we de (onderwijs)wereld een stukje vooruit kunnen helpen. Nu ik (bijna) te oud ben voor de JD heb ik nog één boodschap: iets minder luchtfietserie mag wel maar laat je ook niet ontmoedigen door verzuurde pragmatisten als ik. We kunnen wel wat meer idealistische vooruitgangdenkers gebruiken.

Begin 2021, middenin de eerste 'echte' lockdown, verhuisde ik van mijn studio in Zuid-Oost naar Oost. Aldaar trof ik een bont gezelschap van huisgenoten. Erhan, jij gaf (figuurlijk) kleur aan het huis door je unieke acte de présence. Alex, je claimt weggegaan te zijn vanwege je relatie maar ik vermoed dat je bang was dat ik het record bij Trackmania in handen zou krijgen. Het is je vergeven. Brian, jij bent een van die weinige mensen met wie ik aan een half woord genoeg heb om elkaar te begrijpen, anderen vaak met een verwarde blik achterlatend. Liesbeth, het vieren van de absurditeit van het leven lijkt jouw motto en jouw innemendheid is aanstekelijk. Lenna, jouw zoektocht naar een eerlijke en duurzame wereld houdt anderen scherp (waaronder mijzelf) en je openhartige levenshouding is er een om trots op te zijn. Sanne, je innemende karakter en oprechte interesse in het wel en wee van anderen zijn prijzenswaardig. Asha en Mees, jullie wonen er (op het moment van schrijven) pas net, maar jullie warme persoonlijkheden bieden veel huiselijk comfort. Kennen jullie trouwens die mop met die dode baby?

En last but not least, mijn lieve familie. Men zegt wel eens: je vrienden kies je, je familie krijg je. Jullie bewijzen dat het een het ander niet uitsluit. Zowel de 'Woesthoffen' als de 'Plakoppes' 'Van Dorresteijns' zijn een enorm hechte groep en de familieweekenden gaan in hoofdletters op mijn kalender. Ik kan eenieder van jullie 's nachts bellen en allen stappen direct in de auto om hulp te bieden (wat trouwens best als een geinig experiment klinkt). Ik erken op veel vlakken mijn privileges, maar de belangrijkste is het sociale vangnet dat jullie bieden.

Stevie, je zal dit nooit kunnen lezen, noch heb je verstandelijke capaciteiten om te bevatten hoe belangrijk jij voor mij (en anderen) bent. Mensen vragen wel eens hoe het is om met een verstandelijk beperkt zusje te leven. Waarop ik zeg: geen idee, ik weet niet beter. Zo zie ik haar ook niet, ze is 'gewoon mijn zusje'. (Mocht je toch een idee willen krijgen: kijk de film *What's Eating Gilbert Grape*, met een jonge Johnny Depp en een nog jongere Leonardo DiCaprio. Het zegt alles dat uit zijn rijke oeuvre dit de beste acteerprestatie van DiCaprio is.) Keer op keer laat jij zien waar het leven werkelijk om draait. Ik ken letterlijk niemand die niet valt voor jouw stralende persoonlijkheid.

Wilbert, Belinda, pap, mam. Als niet al te obstinate puber denk ik dat jullie het erger hadden kunnen treffen, maar niettemin met terugwerkende kracht excuses voor alle vruchteloze woordenwisselingen. Een warm thuis heb ik altijd als een vanzelfsprekendheid ervaren, maar ik zie inmiddels in dat het niet normaal is. Of: dat voor velen niet is ondanks dat het wel normaal zou moeten zijn. Mijn thuisnest was de vruchtbare voedingsbodem waaruit onder andere dit proefschrift ontsproten is. Dit succes is evengoed jullie succes. Jullie zijn en blijven de belangrijkste reuzen op wiens schouders ik heb mogen staan.

Aan alle anderen die ik niet persoonlijk heb kunnen bedanken: ook proficiat. Als je vindt dat je naam hier had moeten staan, beschouw dit als jouw plekje:

Tot slot: als iemand met een hoge mate van intrinsieke nieuwsgierigheid en brede interesse geniet ik van alle ontmoetingen voor, tijdens, na en buiten het werk. Dank voor het aanhoren van mijn zelden aflatende stroom van filosofische hersenspinsels, betweterige preken en welgemeende adviezen. De grens tussen luis in de pels en querulant is vaag wil ik maar zeggen.

*Verder niets, er zijn alleen nog een paar dingen
Die ik houd omdat geen mens er iets aan heeft
Dat zijn mijn goede jeugdherinneringen
Die neem je mee zolang je verder leeft*

Chevy van Dorresteyn

