REFERENCES


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APPENDIX A. EMPLOYED SEARCH STRATEGY

Amount of results per database and in total*

PsycINFO 1.419 results
ERIC 1.529 results
Web of Science 1.475 results
Sociological Abstracts 419 results
Google Scholar 6 additional results

Total 4.842 results
Total after removing duplicates 3599 results

*This search was performed at October 22, 2015

Search Strings PsycINFO

#1 Adolescent students/ OR middle schools/ OR middle school education/ OR middle school students/ OR junior high schools/ OR junior high school students/ OR high schools/ OR high school students/ OR high school education/ OR junior college students/ OR (6th-grade* OR sixth-grade* OR grade 6 OR grade six OR 7th-grade* OR seventh-grade* OR grade 7 OR grade seven OR 8th-grade* OR eight-grade* OR grade 8 OR grade eight OR 9th-grade* OR ninth-grade* OR grade 9 OR grade nine OR 10th-grade* OR tenth-grade* OR grade 10 OR grade ten OR 11th-grade* OR eleventh-grade* OR grade 11 OR grade eleven OR 12th-grade* OR twelfth-grade* OR grade 12 OR grade twelve OR junior high* OR highschool* OR high school* OR preuniversity OR pre-university OR secondary education OR secondary school OR intermediate general).ti,ab,id. OR ((adolescence 13 17 yrs).ag. OR (adolesc* OR pupil* OR
prevocational* OR pre-vocational* OR student* OR young adult* OR youth).ti,ab,id.) AND (school* OR class* OR teach* OR education*).ti,ab,id.)
Results: 410.386

#2 Identity development
identity formation/ OR (((identit*) ADJ4 (develop* OR formation* OR construction*)) OR ((identit*) ADJ2 (exploration OR work* OR educat* OR process*))).ti,ab,id.
Results: 18.978

#1 AND #2 3.954 results
Limited to 2005–2015 2.776 results
Limited to peer reviewed 1.419 results

Search Strings ERIC

#1 Adolescent students
(elementary secondary education or grade 6 or grade 7 or intermediate grades or secondary education or junior high schools or middle schools or grade 8 or grade 9 or high schools or grade 10 or grade 11 or grade 12).el. Or elementary secondary education/ or grade 6/ or grade 7/ or grade 8/ or grade 9/ or grade 10/ or grade 11/ or grade 12/ or secondary schools/ or secondary school students/ or secondary education/ or middle schools/ or middle school students/ or junior high schools/ or junior high school students/ or high schools/ or high school students/ or (6th-grade* or sixth-grade* or grade 6 or grade six or 7th-grade* or seventh-grade* or grade 7 or grade seven or 8th-grade* or eight-grade* or grade 8 or grade eight or 9th-grade* or ninth-grade* or grade 9 or grade nine or 10th-grade* or tenth-grade* or grade 10 or grade ten or 11th-grade* or eleventh-grade* or grade 11 or grade eleven or 12th-grade* or twelfth-grade* or grade 12 or grade twelve or junior high* or highschool* or high school* or preuniversity or pre-university or secondary education or secondary school or intermediate general).ti,ab. Or (((early adolescents/ or adolescents/ or late adolescents/)) or (adolesc* or pupil* or prevocational* or pre-vocational* or student* or young adult* or youth).ti,ab.) And
EMPLOYED SEARCH STRATEGY

(school* or class* or teach* or education*).ti,ab.)
Results: 717.625

#2 Identity development
(((identit*) adj4 (develop* or formation* or construction*)) or ((identit*) adj2 (exploration or work* or educat* or process*))).ti,ab.
Results 5.657

#1 AND #2       2.856 results
Limited to 2005–2015   1.937 results
Limited to peer reviewed  1.529 results

Search Strings Web of Science

#1 Adolescent students
TS=("6th-grade*" OR "sixth-grade*" OR "grade 6" OR "grade six" OR "7th-grade*" OR "seventh-grade*" OR "grade 7" OR "grade seven" OR "8th-grade*" OR "eight-grade*" OR "grade 8" OR "grade eight" OR "9th-grade*" OR "ninth-grade*" OR "grade 9" OR "grade nine" OR "10th-grade*" OR "tenth-grade*" OR "grade 10" OR "grade ten" OR "11th-grade*" OR "eleventh-grade*" OR "grade 11" OR "grade eleven" OR "12th-grade*" OR "twelfth-grade*" OR "grade 12" OR "grade twelve" OR "junior high*" OR "highschool*" OR "high school*" OR "preuniversity" OR "pre-university" OR "secondary education" OR "secondary school" OR "intermediate general" OR (("adolesc*" OR "pupil*" OR "prevocational*" OR "pre-vocational*" OR "student*" OR "young adult*" OR "youth") AND ("school*" OR "class*" OR "teach*" OR "education*")))
Results: 299.677

#2 Identity development
TS=(("identit*") NEAR/3 ("develop*" OR "formation*" OR "construction*") OR (("identit*") NEAR/1 ("exploration" OR "work*" OR "educat*" OR "process*")))
Results: 15.835
#1 Adolescent students
ALL("6th-grade*" OR "sixth-grade*" OR "grade 6" OR "grade six" OR "7th-grade*" OR "seventh-grade*" OR "grade 7" OR "grade seven" OR "8th-grade*" OR "eight-grade*" OR "grade 8" OR "grade eight" OR "9th-grade*" OR "ninth-grade*" OR "grade 9" OR "grade nine" OR "10th-grade*" OR "tenth-grade*" OR "grade 10" OR "grade ten" OR "11th-grade*" OR "eleventh-grade*" OR "grade 11" OR "grade eleven" OR "12th-grade*" OR "twelfth-grade*" OR "grade 12" OR "grade twelve" OR "junior high*" OR "highschool*" OR "high school*" OR "preuniversity" OR "pre-university" OR "secondary education" OR "secondary school" OR "intermediate general" OR ("adolesc*" OR "pupil*" OR "prevocational*" OR "pre-vocational*" OR "student*" OR "young adult*" OR "youth") AND ("school*" OR "classroom*" OR "teach*" OR "education*"))
Results: 75.829

#2 Identity development
ALL(("identit*") NEAR/3 ("develop*" OR "formation*" OR "construction*")) OR (("identit*") NEAR/1 ("exploration" OR "work*" OR "educat*" OR "process*"))
Results: 14.467

#1 AND #2 1.974 results
Limited to 2005–2015 1.043 results
Limited to peer reviewed 419 results

Search Strings Google Scholar
identity development | identity formation | identity construction | students
“high school” | “secondary school” | “secondary education” | “middle school”
APPENDIX B. OVERVIEW OF STUDIES INCLUDED IN REVIEW
<table>
<thead>
<tr>
<th>Study</th>
<th>Country</th>
<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
</tr>
</thead>
</table>
| Anagnostopoulos (2006) | U.S.A. | **Type:** Qualitative  
**Participants:** 10th grade classrooms of two urban high schools  
**Design:** Longitudinal (over the course of several weeks)  
**Data:** Classroom observations of English classes and over 60 interviews with teachers, principals, other school personnel and students | Social identity;  
Sociological perspective | According to the author, an obligatory homework class for underperforming students allowed students and teachers to distinguish between the following social identities: chronically underperforming students, students who underperform momentarily, and well-performing students |
| Barnett (2006) | U.S.A. | **Type:** Qualitative  
**Participants:** 18 female students who were not selected for the cheerleading/dance team and 18 female students who were selected for either one of these teams  
**Design:** Longitudinal (over the course of two months)  
**Data:** Two interviews per student and school observations | Personal, social and school identity;  
No particular theoretical perspective on identity development is mentioned | The findings suggest that being selected for the popular school teams positively affected the development of students' personal, social and school identity. However, the development of these identity dimensions among students who were not selected for the teams appeared to be negatively affected. Whereas for the former group being selected caused them to experience self-contentment, a higher social status and feelings of engagement with school, the opposite applied for the latter group. |
<table>
<thead>
<tr>
<th>Study</th>
<th>Country</th>
<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
</tr>
</thead>
</table>
| Čeplak (2012) | Slovenia | Type: Qualitative  
Participants: Approximately 100 high school students  
Design: Cross-sectional  
Data: 22 student focus groups, 22 student reports, and 44 student interviews. All participating students were in the academic track | Social identity;  
Sociological perspective | It was found that, in a context of high expectations of academic achievement, students’ experiences with school success or failure created socially constructed yet real categories of students, characterized by a certain social status, such as ‘unsuccessful students’. Additionally, the study demonstrated that when people started to link intelligence to educational levels, this allowed imposed identities of incapable or even stupid students to emerge among ‘unsuccessful students’. |
| Hoffman (2012) | U.S.A. | Type: Qualitative  
Participants: Six 6th grade students who enrolled in a wind band class  
Design: Longitudinal (over the course of five months)  
Data: Classroom observations, observations of faculty meetings, three interviews per student, and student logs | Social and musical identity;  
Combined theoretical perspectives | The results indicated that students (re)evaluated their identification with the band and their role in it, based on their perceived positioning by others. Those who felt rejected chose to enroll in other courses. Students who felt they could contribute to the band more strongly seemed to identify with the group. What is more, the study demonstrated how students in more privileged families had access to out-of-school music classes, unlike other students, which increased their chances of getting access to the best social positions within the wind band ensemble. This, in turn, appeared to mainly boost the development of the privileged students' social and musical identities. |
## Appendix B

<table>
<thead>
<tr>
<th>Study</th>
<th>Country</th>
<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jonsson &amp; Beach (2015)</td>
<td>Sweden</td>
<td>Type: Qualitative</td>
<td>Social identity; Social psychological perspective</td>
<td>Students in the pre-academic track ascribed themselves qualities such as <em>hard working</em> and with <em>good career prospects</em>, whereas they ascribed students from the pre-vocational track qualities like <em>daring</em>, <em>challenging toward authority</em> and <em>rebellious</em>.</td>
</tr>
<tr>
<td></td>
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<td>Participants: 224 students in the final year of the pre-university track</td>
<td>Design: Cross-sectional</td>
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<tr>
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<td></td>
<td>Data: Written student reports on typical students in academic programs and on typical students in vocational programs</td>
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</tr>
<tr>
<td>Knigge &amp; Hannover (2011)</td>
<td>Germany</td>
<td>Type: Mixed-methods</td>
<td>Social identity; Social psychological perspective</td>
<td>Adolescents indicated that people would think badly of students in a pre-vocational track while students in a pre-university track would enjoy a good reputation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participants: 39 students of whom 21 were in the prevocational program. The other students were in the final year of primary education</td>
<td>Design: Cross-sectional</td>
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<tr>
<td></td>
<td></td>
<td>Data: Student surveys that comprised both open and closed questions</td>
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<tr>
<td>Negru-Subtirica et al. (2015)</td>
<td>Romania</td>
<td>Type: Quantitative</td>
<td>Vocational identity; Psychosocial perspective</td>
<td>Students in the prevocational track were found to be more likely to find themselves in a state of identity diffusion. Students in the pre-university track, however, were more likely to find themselves in a state of identity moratorium or achievement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participants: 1112 students between 13 and 18 years old</td>
<td>Design: Longitudinal (over the course of about four months)</td>
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<tr>
<td></td>
<td></td>
<td>Data: Student surveys</td>
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</tbody>
</table>
### STUDIES INCLUDED IN REVIEW

<table>
<thead>
<tr>
<th>Study</th>
<th>Country</th>
<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pfeiffer et al.</td>
<td>Germany</td>
<td><strong>Type</strong>: Quantitative</td>
<td>Personal identity; No particular theoretical perspective on identity development is mentioned</td>
<td>Students in the intermediate track reported a higher attainment of having clear ideas about how they want to live their lives than students in the pre-university track.</td>
</tr>
<tr>
<td>(2012)</td>
<td></td>
<td><strong>Participants</strong>: 196 students between 11 and 18 years old who are in the pre-university or intermediate track</td>
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<tr>
<td></td>
<td></td>
<td><strong>Design</strong>: Cross-sectional</td>
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<tr>
<td></td>
<td></td>
<td><strong>Data</strong>: Student surveys</td>
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</tr>
<tr>
<td>Sica (2009)</td>
<td>Italy</td>
<td><strong>Type</strong>: Mixed-methods</td>
<td>Personal identity; Psychosocial perspective</td>
<td>The identity development of students from a school with a large population of low SES students was found to be more often motivated by a fear of who or what they did not want to become when they were older. However, the identity development of students from a school with a large population of high SES students was more often motivated by the self-understandings of their current self or by their imagined (not as terrifying) futures.</td>
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<td></td>
<td></td>
<td><strong>Participants</strong>: 105 students between 14 and 18 years old</td>
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<td></td>
<td></td>
<td><strong>Design</strong>: Cross-sectional</td>
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<tr>
<td></td>
<td></td>
<td><strong>Data</strong>: Student surveys that comprised both open and closed questions</td>
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</tr>
<tr>
<td>Solomon (2007)</td>
<td>U.K.</td>
<td><strong>Type</strong>: Qualitative</td>
<td>Mathematics identity; Sociocultural perspective</td>
<td>The grouping of high-performing mathematics students in special mathematics classes appeared to foster the development of mathematics identities. These students appeared to be more engaged in their mathematics classes. However, students who were not allocated to this special mathematics class seemed to develop mathematics identities of less well participating mathematics students.</td>
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<td></td>
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<td><strong>Participants</strong>: 18 students between 14 and 16 years old</td>
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<td></td>
<td></td>
<td><strong>Design</strong>: Cross-sectional</td>
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<tr>
<td></td>
<td></td>
<td><strong>Data</strong>: Student interviews</td>
<td></td>
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<tr>
<td>Study</td>
<td>Country</td>
<td>Methodology</td>
<td>Identity dimension(s); Theoretical perspective(s)</td>
<td>Key findings</td>
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</tbody>
</table>
| Solomontos-Kountouri & Hurry (2008) | Greek-Cyprus        | Type: Quantitative  
Participants: 1038 students between 16 and 19 years old, of whom 814 went to a state school, 150 to a state technical school and 74 to a private school  
Design: Cross-sectional  
Data: Student surveys | Vocational identity; Psychosocial perspective | Students of the state technical school were found to be more likely than the two other groups of students to be in an identity diffusion status with respect to the development of their vocational identities. Students of the private school were found to be more likely than the two other groups of students to be in an identity moratorium status with respect to the development of their vocational identities. |
| Yi (2013)                     | U.S.A.              | Type: Qualitative  
Participant: An English as a Second Language student from South Korea. At the beginning of the study, the student was 17 years old  
Design: Longitudinal (over the course of two years)  
Data: Participant observations of tutor meetings, student interviews and teacher interviews | Student identity; Sociocultural perspective | The results suggested that when English as a Second Language students are forced to take extra language classes, and when these classes are perceived to be associated with a stigma, English as a Second Language Learners may internalize this stigma in the development of their student identities. |
**STUDIES INCLUDED IN REVIEW**

*Table II. The role of teaching strategies in the identity development of adolescents*

<table>
<thead>
<tr>
<th>Study</th>
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<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
</tr>
</thead>
</table>
| Anderson (2007) | U.S.A. | **Type:** Qualitative  
**Participants:** 14 students between 16 and 18 years old. Some of the students did enroll in mathematics courses, whereas others did not; 1 mathematics teacher  
**Design:** Cross-sectional  
**Data:** Classroom observations, student interviews and teacher interviews | Mathematics identity; Sociocultural perspective | The analysis indicated that when students are able to develop their own strategies and meanings for solving mathematics problems, they learn to view themselves as capable members of a community engaged in mathematics learning. When their ideas and explanations are accepted in a classroom discussion, others also recognize them as members of the community. Also, when students are not able to make connections between the mathematics they learn in school and its perceived utility in their lives, they may construct an identity that does not include the need for advanced mathematics courses in high school. Furthermore, students who are not the quickest to get the correct answers may learn, albeit erroneously, that they are not capable of learning mathematics. |
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Aschbacher et al. (2010)</td>
<td>U.S.A.</td>
<td>Type: Qualitative Participants: 33 10th grade students from six different high schools who demonstrated an interest in Science, Engineering and Medicine Design: Longitudinal (over the course of three years, from 10th grade onwards) Data: Student interviews and student questionnaires</td>
<td>Science identity; Sociocultural perspective</td>
<td>The analysis indicated that providing students with merely one and a relatively narrow social position of a good science student (in this instance memorizing the book) may encourage students to disengage from science.</td>
</tr>
<tr>
<td>Brickhouse et al. (2000)</td>
<td>U.S.A.</td>
<td>Type: Qualitative Participants: 4 African-American girls from a lower economic background Design: Longitudinal (over the course of 18 months - during grade 7 and grade 8) Data: Student logs, classroom observations, student focus groups, and student, teacher and parent interviews</td>
<td>Science identity; Combined theoretical perspectives on identity development</td>
<td>The analysis indicated that providing students with various social positions of good science students (for example of being good at lab assignments, but also of being good at memorizing facts and theories) supports the development of students' science identity: it caused them to be more engaged in their science class in the sense that they demonstrated more initiative and that there were more science-related interactions with peers and teachers.</td>
</tr>
<tr>
<td>Study</td>
<td>Country</td>
<td>Methodology</td>
<td>Identity dimension(s); Theoretical perspective(s)</td>
<td>Key findings</td>
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</tbody>
</table>
| Calabrese        | U.S.A.  | Type: Qualitative  
| Barton et al. (2013) |         | Participants: 2 African-American girls  
|                  |         | Design: Longitudinal (from grade 6 through grade 8)  
|                  |         | Data: Curricular and extracurricular classroom observations, student interviews and school assignments | Science identity; Sociocultural perspective  
|                  |         |                                                   | The analysis indicated that providing students with merely one and a relatively narrow social position of a good science student (in this instance someone who works fast) may encourage students to disengage from science and to develop the idea that they are not good at it, even though they actively and enthusiastically participate in extracurricular science activities. |
| Carlone (2004)   | U.S.A.  | Type: Qualitative  
|                  |         | Participants: An elective Active Physics class comprising students from different grades  
|                  |         | Design: Longitudinal (over the course of six weeks)  
|                  |         | Data: Classroom observations, student assignments, e-mail correspondence of teachers and students, student questionnaires, and interviews with students, teachers, and other school personnel | Science identity; Sociocultural perspective  
<p>|                  |         |                                                   | The analysis indicated that providing students with merely one and a relatively narrow social position of a good science student (in this instance someone who completes lab assignments fast and successfully) may encourage students to focus on working fast and effective rather than on meaningfully connect with science. |</p>
<table>
<thead>
<tr>
<th>Study</th>
<th>Country</th>
<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
</tr>
</thead>
</table>
| Charland (2010)  | U.S.A.  | **Type:** Qualitative  
**Participants:** 58 African-American students who participated in one of the art classes of four urban high schools  
**Design:** Cross-sectional  
**Data:** Student interviews and focus groups | Artist identity;  
Psychosocial perspective | The analysis indicated that providing students with merely one and a relatively narrow social position of a good art student (in this instance someone who follows instructions rather than expressing him- or herself) may encourage students to disengage from visual art and to not further explore their artist identities. |
| Clark et al.     | U.S.A.  | **Type:** Qualitative  
**Participants:** 2 mathematics teachers  
**Design:** Cross-sectional  
**Data:** Classroom observations and teacher interviews | Mathematics identity;  
Sociocultural perspective | Teachers may have different ideas about when someone can be regarded a successful mathematics student, which may inform the way they organize their mathematics classes. Consequently, teachers may provide students with different sets of social positions of successful mathematics students in relation to which students can develop their mathematics identities. |
### STUDIES INCLUDED IN REVIEW

<table>
<thead>
<tr>
<th>Study</th>
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<th>Identity dimension(s); Theoretical perspective(s)</th>
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</tr>
</thead>
</table>
| Cobb et al. (2009) | U.S.A.  | Type: Qualitative  
Participants: 11 mathematics students who were taught both data analysis and algebra in their middle school  
Design: Longitudinal (over the course of fourteen weeks)  
Data: Classroom observations and student focus groups | Mathematics identity;  
Combined theoretical perspectives on identity development | The researchers found that in the algebra class someone was considered a good mathematics student when he/she was able to solve various concrete mathematical problems. In the data analysis class someone was considered a good mathematics student when he/she demonstrated a conceptual understanding of mathematics. In this latter class, there was more space for discussion, student input and creativity than in the algebra class which mainly evolved around repetitive assignments. Therefore, the data analysis class provided students with a broader range of opportunities to identify with mathematics, which fostered the development of mathematics identities in this class. |
| Cone et al. (2014) | U.S.A.  | Type: Qualitative  
Participants: 12 middle school students from Haitian descent as well as 12 parents and teachers from Haitian descent  
Design: Cross-sectional  
Data: Interviews and focus groups with the group of students, the group of parents and the group of teachers | Student identity;  
Combined theoretical perspectives on identity development | The analysis indicated that when students are offered one particular way to be a good student in one country (in the instance of the U.S.A of someone who develops and expresses his or her own opinion and thinks critically), while they were raised with a different ideas about how a good student behaves in another country (in this instance being quiet, obedient and good in memorizing facts), this may cause some confusion among students in the development of their learner identities. |
## APPENDIX B

<table>
<thead>
<tr>
<th>Study</th>
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<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>DeGennaro &amp; Brown (2009)</td>
<td>U.S.A.</td>
<td><strong>Type</strong>: Qualitative</td>
<td>Technology identity; No particular theoretical perspective on identity development is mentioned</td>
<td>The analysis indicated that providing students with merely one and a relatively narrow social position of a good web design student (in this instance someone who follows instructions very carefully, without thinking out of the box) may not allow them to connect to technology in a meaningful way and to think of themselves as technology users.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Participants</strong>: 12 African-American students between 12 and 15 years old who took an extracurricular web design class</td>
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<td><strong>Design</strong>: Longitudinal (throughout the entire course)</td>
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<td><strong>Data</strong>: Classroom observations, student interviews and student assignments</td>
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<tr>
<td>Evnitskaya &amp; Morton (2011)</td>
<td>Spain</td>
<td><strong>Type</strong>: Qualitative</td>
<td>Science identity; Sociocultural perspective</td>
<td>The findings show that teachers and learners use different linguistic and other resources to make meaning in relation to which adolescents construct their identities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Participants</strong>: A biology class with students of 12 years old and a biology class with students of 16 years old</td>
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<tr>
<td></td>
<td></td>
<td><strong>Design</strong>: Cross-sectional</td>
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<tr>
<td></td>
<td></td>
<td><strong>Data</strong>: Classroom observations</td>
<td></td>
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<tr>
<td>Hamilton (2002)</td>
<td>Scotland</td>
<td><strong>Type</strong>: Qualitative</td>
<td>Pupil identity; No particular theoretical perspective on identity development is mentioned</td>
<td>The schools in this study assessed students' academic performances in different ways. The public schools focused more on students' grades to determine their performance in comparison to their fellow students, whereas at one private school in particular more value was attached to a description rather than the grading of students' performances (for example: this student is able to understand the deeper meaning of texts). The way students' academic performances were assessed appeared to be reflected in how the students understood themselves as learners.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Participants</strong>: 4 schools of which 2 were public schools and 2 were private schools</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Design</strong>: Cross-sectional</td>
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<tr>
<td></td>
<td></td>
<td><strong>Data</strong>: Classroom observations, institutional documents, and interviews with students, parents, teachers and principals</td>
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<tr>
<td>Study</td>
<td>Country</td>
<td>Methodology</td>
<td>Identity dimension(s); Theoretical perspective(s)</td>
<td>Key findings</td>
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</table>
| Horn (2008)| U.S.A.  | **Type:** Qualitative  
**Participants:** 7 students who entered high school underprepared for college preparatory mathematics yet managed to succeed in their introductory college preparatory mathematics classes  
**Design:** Longitudinal (no information is presented on the time span)  
**Data:** Student and teacher interviews, classroom observations, observations of department meetings, a teacher belief survey, and senior graduation transcripts | Mathematics identity;  
Sociocultural perspective | In a class with a cumulative mathematics curriculum, someone's social position as a mathematics student, and hence the development of his/her mathematics identity, was affected by how long he/she could keep up with the learning content. The results suggested that this caused a fair share of students to relatively easy develop the idea that they are not good at mathematics. Additionally, it was found that in a mathematics curriculum that leaves space for differences in mathematics abilities and that allows all students to participate in class, students were more likely to develop positive mathematics identities. |
| Lambert (2015)| U.S.A. | **Type:** Qualitative  
**Participants:** 2 students of 12 years old during their mathematics classes. Both students were identified as learning disabled  
**Design:** Longitudinal (over the course of a schoolyear)  
**Data:** Classroom observations, student interviews and teacher interviews | Mathematics identity;  
Sociocultural perspective | The students in this study were offered a variety of mathematical learning activities such as participating in mathematical discussions or learning about formulas. The results suggested that this allowed students to identify with or disengage themselves from mathematics in different ways, and that this played a role in how they came to see themselves as mathematics learners. |
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<th>Study</th>
<th>Country</th>
<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
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</table>
| Rubin (2007)     | U.S.A.       | Type: Qualitative  
Participants: A class at an urban high school. Six students were selected as key informants and the focus was on social science classes  
Design: Longitudinal (throughout grade 9)  
Data: Classroom observations, student interviews, teacher interviews, and school, district, and state education department records | Learner identity; Sociocultural perspective | The analysis indicated that providing students with merely one and a relatively narrow social position of a good learner (in this instance someone who successfully completes repetitive assignments) may encourage students to disengage from learning in school and to develop the idea that they are not good at it. |
| Smagorinsky et al. (2005) | U.S.A.       | Type: Qualitative  
Participants: A 19 year old student in high school and his architecture teacher  
Design: Longitudinal (over the course of three months)  
Data: Classroom observations and student and teacher interviews | Learner identity; No particular theoretical perspective on identity development is mentioned | The analysis indicated that providing students with merely one and a relatively narrow social position of a good learner (in this instance someone who follows instructions and does not think out of the box) may encourage students to disengage from learning. |
| Wallace (2012)   | Not applicable | Type: Theoretical  
Science identity; No particular theoretical perspective on identity development is mentioned | It is argued that providing students with merely one and a relatively narrow social position of a good science student in an authoritarian way (in this instance someone who follows instructions) may discourage students to engage in science and to connect to it in a meaningful way. |
### STORIES INCLUDED IN REVIEW

*Table III. The role of teacher expectations in the identity development of adolescents*

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<tr>
<th>Study</th>
<th>Country</th>
<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
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<tbody>
<tr>
<td>Aschbacher et al. (2010)</td>
<td>U.S.A.</td>
<td>Type: Qualitative Participants: 33 10th grade students from six different high schools who demonstrated an interest in Science, Engineering and Medicine Design: Longitudinal (over the course of three years, from 10th grade onwards) Data: Student interviews and student questionnaires</td>
<td>Science identity; Sociocultural perspective</td>
<td>Teachers may (consciously and explicitly, or not) communicate different expectations towards different groups of students. The results of this study demonstrated that many Asian-American students thought that their science teachers had high expectations of them and their abilities, whereas many African-American and Latino students thought that their science teachers had lower expectations of them than of the other students in their class. This appeared to inform the development of the science identities of the latter two groups who, because of these perceived teacher expectations, appeared to be less inclined to enroll in a science-related education program after high school.</td>
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<td>Study</td>
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<td>Identity dimension(s); Theoretical perspective(s)</td>
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| Bartlett (2007)| U.S.A.  | **Type**: Qualitative  
**Participants**: 1 immigrated student at a bilingual school  
**Design**: Longitudinal (over the course of four years)  
**Data**: Annual student interviews, classroom observations and teacher interviews | Student identity;  
Sociocultural perspective | In the school that was studied the school staff collectively conveyed that all students in that school had the possibility to grow and flourish, irrespective of, for example, their first language. In this school, Spanish was considered a resource rather than a problem. Also, because various classes were taught by teachers that, like some of the students, had a non-dominant cultural background, it seemed easier for students to feel accepted, appreciated and included. The results indicated that this, combined with the high expectations that teachers explicitly had of their students, fostered the development of students’ student identity. |
| Berg (2010)   | Norway  | **Type**: Qualitative  
**Participant**: A foster child  
**Design**: Longitudinal (over the course of two years)  
**Data**: Classroom observations, observations of meetings between social workers and teachers, school records, student interviews, and interviews with social workers and teachers | Student identity;  
Sociocultural perspective | Repetitively, the research participant was approached by his teachers and social workers based on others’ reports and on the previous experiences they had with him as an outsider and a difficult student. As a consequence, the teachers and social workers would no longer be open to the student’s changed behavior, or they would not be able to recognize this as such. Because of this, the range of social positions that were accessible to the student was limited, which was found to hinder his identity development as a student. |
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<th>Study</th>
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<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
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</table>
| Bottrell (2007)           | Australia| **Type**: Qualitative  
**Participants**: 12 female adolescents who visit a youth center on a regular basis  
**Design**: Longitudinal (over the course of one year)  
**Data**: Youth center observations and adolescent interviews | Social identity;  
Sociological perspective | Because teachers (explicitly and consciously, or not) perceptibly distinguished between more and less successful students, some students who felt they belonged to the group of less successful students got the idea that they were not worth bothering about. |
| Edwards-Groves & Murray (2008) | Australia| **Type**: Qualitative  
**Participants**: 17 male adolescents with an Aboriginal background who showed potential but were at risk of entering the criminal justice system  
**Design**: Longitudinal (over the course of eighteen months)  
**Data**: Classroom observations, observations of recreational activities, and interviews and focus groups with those adolescents | Student identity;  
Sociocultural perspective | Teachers may (consciously and explicitly, or not) communicate different expectations towards different groups of students. The results of this study demonstrated that Aboriginal students thought that their teachers had lower expectations of them than of the other students in their class. Based on these perceived teacher expectations, some of the Aboriginal students came to understand themselves as slow students. |
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<th>Study</th>
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<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
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</table>
| Fields & Enyedy (2013) | U.S.A.  | **Type:** Qualitative  
**Participants:** 2 students of 11 years old who were skilled in programming, and their year groups  
**Design:** Longitudinal (over the course of several months)  
**Data:** Classroom observations, observations at students' homes, observations at the students' programming club, student interviews, student questionnaires and focus groups with the two students and the students in their collaboration groups | Student identity;  
Sociocultural perspective                                                                 | The teacher positioned the students repetitively as programming experts. The results indicated that, especially when the students thought that their friends and family also positively valued their programming skills, this stimulated the students to identify with the social position of a programming expert and with the social position of a successful student. |
| Heyd-Metzuya-nim (2013) | Israel | **Type:** Qualitative  
**Participants:** A mathematics teacher and a 13 years old student who struggles with mathematics  
**Design:** Longitudinal (over the course of five months)  
**Data:** Classroom observations, mathematics assignments, a student interview and a parent interview | Mathematics identity;  
Sociocultural perspective                                                                                                                                                                   | The teacher (who is the author of this publication) stopped engaging with a student in her class during some point of the year, because she no longer expected the student to make any additional progress in mathematics. Consequently, the student changed the story of herself as a mathematics learner from someone who is willing and able to learn mathematics to someone who could no longer grow as a mathematics student. |
## Studies Included in Review

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<th>Study</th>
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<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
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</table>
| Jethwani (2015) | Bermuda | **Type:** Qualitative  
**Participants:** 35 black low-income or middle class students between 13 and 15 years old who attend schools of which over 90% of the student population is black  
**Design:** Cross-sectional  
**Data:** Student interviews | Student identity;  
Combined theoretical perspectives on identity development | Teachers may (consciously and explicitly, or not) communicate different expectations towards different groups of students. The results of this study demonstrated that male students thought that their teachers assumed that boys are more likely to be disobedient than girls. According to the student participants, teachers reacted more surprised when female students disobeyed, or when male students performed well. Also, the students reported that teachers expressed more concerns with respect to what the male students would end up like. |
| Johnson et al.  | U.S.A.  | **Type:** Qualitative  
**Participants:** 3 women with non-dominant cultural backgrounds who built a career in the field of science  
**Design:** Cross-sectional  
**Data:** Interviews with two of the research participants and a report of the third participant | Science identity;  
Sociocultural perspective | The participants shared that they thought their science teachers had lower expectations of them as female African-American students than of the other students in their class. Consequently, they felt they would never be recognized as taking up the identity position of a successful science student. |
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<th>Study</th>
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<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
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<td>Landers (2013)</td>
<td>U.S.A.</td>
<td><strong>Type:</strong> Qualitative <strong>Participants:</strong> 14 middle school students with different mathematics performances, their mathematics teacher and their parents <strong>Design:</strong> Longitudinal (over the course of three years) <strong>Data:</strong> Classroom observations, student logs, student interviews, teacher interviews, and parent interviews</td>
<td>Student identity; Sociocultural perspective</td>
<td>The results suggested that when students are repetitively approached by their teachers based on their previously demonstrated good behavior (for example because they are known to finish their homework in time), this informs their self-understandings as a student.</td>
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<tr>
<td>Olitsky et al.</td>
<td>U.S.A.</td>
<td><strong>Type:</strong> Qualitative <strong>Participants:</strong> A magnet middle school 8th grade classroom. The students were admitted to this school because of their previous performances. Four female students (of whom some have a non-dominant background) participated in a collaborative research project together with a university-researcher and their science teacher <strong>Design:</strong> Longitudinal (over the course of a schoolyear) <strong>Data:</strong> Classroom observations and student interviews</td>
<td>Learner identity; Sociocultural perspective</td>
<td>The results indicated that when students perceive to be repetitively approached by their teachers based on their previously demonstrated behavior (for example too active or disobedient behavior), teachers may no longer be open to improved student behavior, or they may not be able to recognize this as such. Because of this, the range of identity positions that, in students’ experience, are accessible to them is limited, and informs how they come to understand themselves as a learner.</td>
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<td>Study</td>
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<td>Methodology</td>
<td>Identity dimension(s); Theoretical perspective(s)</td>
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<td>Rubin (2007)</td>
<td>U.S.A.</td>
<td>Type: Qualitative; Participants: A class at an urban high school. Six students were selected as key informants and the focus was on social science classes; Design: Longitudinal (throughout grade 9); Data: Classroom observations, student interviews, teacher interviews, and school, district, and state education department records</td>
<td>Learner identity; Sociocultural perspective</td>
<td>The results indicated that the teachers talked about the Latino students as &quot;urban, deficient, prone to delinquency, unmotivated and severely disadvantaged by their families&quot; (p. 234). This categorization was reinforced through interactions between teachers and students, which disengaged students from learning so that they would no longer have to comply to the untenable school standards.</td>
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<td>Seaton (2007)</td>
<td>U.S.A.</td>
<td>Type: Qualitative; Participants: 8 female adolescents attending a rural middle school; Design: Longitudinal (over the course of a school year); Data: Observations of the female adolescents' daily activities, teacher interviews and student focus groups</td>
<td>Personal and student identity; No particular theoretical perspective on identity development is mentioned</td>
<td>It was found that when teachers enter the classroom with ideas about how their students will act or behave, the may no longer be open to improved student behavior, or they may not be able to recognize this as such. Consequently, students sometimes felt they had to hide their identities in school.</td>
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<td>Study</td>
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<td>Identity dimension(s); Theoretical perspective(s)</td>
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| Smith (2008)  | U.S.A.  | Type: Qualitative  
Participants: A 9th grade classroom of students who were selected for an honors program  
Design: Longitudinal (over the course of a schoolyear)  
Data: Classroom observations, student interviews and student focus groups | Student identity; No particular theoretical perspective on identity development is mentioned | The results suggested that when teachers express high expectations towards honor students by explicitly mentioning that they are expected to work harder, do more and show more integrity than other students, some students might identify with this available social position of an honors student. However, other honors students appeared to distance themselves from these (in their experience) extremely high expectations, which made them quit the honors class. |
| Steele (1997) | Not applicable | Type: Theoretical | Learner identity; No particular theoretical perspective on identity development is mentioned | It is argued that African-American students feel that their teachers have lower expectations of them than of other students, which may frustrate their identification with school. |
| Vetter (2010) | U.S.A.  | Type: Qualitative  
Participants: An 11th grade English classroom at an urban high school  
Design: Longitudinal (over the course of five months)  
Data: Classroom observations, student interviews and teacher interviews | Literacy identity; Sociocultural perspective | The analysis indicated that teachers can, by positioning themselves as 'merely' facilitators and by posing playful, unofficial questions, position students as engaged class participants. The only social position that a teacher makes available by doing this, is the one of an engaged literacy student, which informed the way students positioned themselves in class. |
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<th>Study</th>
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<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
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</table>
| Wortham (2006) | U.S.A.  | **Type**: Qualitative  
**Participants**: A 9th grade classroom  
**Design**: Longitudinal (over the course of several months)  
**Data**: Classroom observations | Learner identity;  
Sociocultural perspective                                                              | Wortham demonstrated that many acts of academic learning are simultaneously acts of social identification, especially when it comes to participant examples as a form of personalized pedagogy. When teachers repetitively assign certain students—from non-dominant cultural backgrounds—negatively evaluated social positions in participant examples (like the position of a slave, or of a beast), while assigning positively evaluated social positions in participant examples to other students, this may help to limit the social positions that are available to students. |
## APPENDIX B

**Table IV. The role of peer norms in the identity development of adolescents**

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<tr>
<th>Study</th>
<th>Country</th>
<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
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<tbody>
<tr>
<td>Charland (2010)</td>
<td>U.S.A.</td>
<td><strong>Type</strong>: Qualitative <strong>Participants</strong>: 58 African-American students in art classes of four urban high schools <strong>Design</strong>: Cross-sectional <strong>Data</strong>: Student interviews and student focus groups</td>
<td>Artist identity; Psychosocial perspective</td>
<td>The results indicated that when, among students, a negative evaluation of enjoying art emerges (which was seen as something for ‘nerds’ or ‘sissies’), this may discourage students to identify with and explore their artist identity.</td>
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<tr>
<td>Fields &amp; Enyedy (2013)</td>
<td>U.S.A.</td>
<td><strong>Type</strong>: Qualitative <strong>Participants</strong>: 2 students of 11 years old who were skilled in programming, and their year groups <strong>Design</strong>: Longitudinal (over the course of several months) <strong>Data</strong>: Classroom observations, observations at students’ homes, observations at the students’ programming club, student interviews, student questionnaires and focus groups with the two students and the students in their collaboration groups</td>
<td>Student identity; Sociocultural perspective</td>
<td>The analysis suggested that once a student has adopted a specific position within his/her classroom, resistance may occur in the classroom when that student (possibly with the help of the teacher) tries to take up a different role or position. For example, one of the research participants was known for his sarcasm, which was generally interpreted to be mean. This made it difficult for this student to, even in a new learning context (namely a programming class) take up the social position of an attentive expert student.</td>
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### Studies Included in Review

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<th>Study</th>
<th>Country</th>
<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
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<tr>
<td>Fletcher et al. (2009)</td>
<td>U.K.</td>
<td><strong>Type</strong>: Qualitative</td>
<td>Student identity; No particular theoretical perspective on identity development is mentioned</td>
<td>This study demonstrated that at a school where a lot of violence is present, it can be more 'safe' for students to not explore the social position of a good student if this would mean that they would no longer be protected (but threatened instead) by the most popular and therefore safest group of students within that school.</td>
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<td><strong>Participants</strong>: 14 10th grade students who attended a school in London with an economically and socially disadvantaged catchment area</td>
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<td><strong>Design</strong>: Longitudinal (over the course of a school year)</td>
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<td><strong>Data</strong>: Classroom observations, student interviews and teacher interviews</td>
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<td>Hall (2010)</td>
<td>U.S.A.</td>
<td><strong>Type</strong>: Qualitative</td>
<td>Reader identity; Sociocultural perspective</td>
<td>When, within a classroom, the (perceived) norm prevails that it is alright to mock people who do not know the answer to a question or who make mistakes during reading assignments, this may limit the access of students to the social position of someone who is becoming a better reader. Because of this norm, students may prefer to stay invisible (because not participating) bad readers, rather than to show that they are not good at reading yet and to try to improve their reading skills. This may happen even when the social position of becoming a good reader is promoted by the teacher.</td>
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<td><strong>Participants</strong>: 3 pairs of middle school teachers and students with reading difficulties</td>
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<td><strong>Design</strong>: Longitudinal (over the course of a school year)</td>
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<td><strong>Data</strong>: Classroom observations, student questionnaires, teacher questionnaires, student interviews and teacher interviews</td>
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<td>Study</td>
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<td>Methodology</td>
<td>Identity dimension(s); Theoretical perspective(s)</td>
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<tr>
<td>Hall et al. (2010)</td>
<td>U.S.A.</td>
<td><strong>Type</strong>: Qualitative&lt;br&gt;<strong>Participants</strong>: 3 pairs of middle school teachers and students with reading difficulties&lt;br&gt;<strong>Design</strong>: Longitudinal (over the course of a schoolyear)&lt;br&gt;<strong>Data</strong>: Classroom observations, student questionnaires, teacher questionnaires, student interviews and teacher interviews</td>
<td>Reader identity; Sociocultural perspective</td>
<td>When, within a classroom, the (perceived) norm prevails that it is alright to mock people who do not know the answer to a question or who make mistakes during reading assignments, this may limit the access of students to the social position of someone who is becoming a better reader. Because of this norm, students may prefer to stay invisible (because not participating) bad readers, rather than to show that they are not good at reading yet and to try to improve their reading skills. This may happen even when the social position of becoming a good reader is promoted by the teacher.</td>
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<td>Ideland &amp; Malmberg (2012)</td>
<td>Sweden</td>
<td><strong>Type</strong>: Qualitative&lt;br&gt;<strong>Participants</strong>: 20 students of whom half attended an urban school&lt;br&gt;<strong>Design</strong>: Cross-sectional&lt;br&gt;<strong>Data</strong>: Observations of four sex-segregated focus groups on health and the body</td>
<td>Student identity; Sociocultural perspective</td>
<td>This study showed that differences may occur across schools in the social positions that are made (un)available through peer norms. At the non-urban school, the social position of misbehaving students was only accessible to boys, whereas the girls pressured each other into behaving like good students. However, the opposite applied to the urban school, where girls could lose their credibility among their friends when they positioned themselves as good students.</td>
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<td>Study</td>
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<td>Identity dimension(s); Theoretical perspective(s)</td>
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<td>Johnson et al. (2011)</td>
<td>U.S.A.</td>
<td><strong>Type:</strong> Qualitative</td>
<td>Science identity; Sociocultural perspective</td>
<td>The study showed how a student who finds it meaningful to study science, was held back in engaging in her science classes, because the prevailing norm among her friends is that science is for nerds.</td>
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<td></td>
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<td><strong>Participants:</strong> 3 women with non-dominant cultural backgrounds who built a career in the field of science</td>
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<td><strong>Design:</strong> Cross-sectional</td>
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<td><strong>Data:</strong> Interviews with two of the research participants and a report of the third participant</td>
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<td>Marcouyeux &amp; Fleury-Bahi (2011)</td>
<td>France</td>
<td><strong>Type:</strong> Quantitative</td>
<td>School identity; Social psychological perspective</td>
<td>The more positive the school’s perceived image was, the more likely students were to identify with school and learning.</td>
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<td><strong>Participants:</strong> 542 students between 15 and 17 years old</td>
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<td><strong>Design:</strong> Cross-sectional</td>
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<td><strong>Data:</strong> Student surveys</td>
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<td>Vetter et al. (2011)</td>
<td>U.S.A.</td>
<td><strong>Type:</strong> Qualitative</td>
<td>Student identity; Sociocultural perspective</td>
<td>The study showed that when a student finds it meaningful to go to school and to learn, but the prevailing norm among her friends is that it is not 'cool' to make an effort for school, this may encourage this student to be loud during her classes or to try to be funny. In doing so, the student appeared to successfully negotiate the possibility to both be smart and crazyghetto.</td>
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<td><strong>Participant:</strong> 1 Latina student at an urban high school</td>
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<td><strong>Design:</strong> Longitudinal (during the first two years of high school)</td>
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<td><strong>Data:</strong> School observations, student interviews and interviews with the student’s mother</td>
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<td>Study</td>
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<td>Methodology</td>
<td>Identity dimension(s); Theoretical perspective(s)</td>
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<td>Volman &amp; Ten Dam (2007)</td>
<td>The Netherlands</td>
<td><strong>Type:</strong> Qualitative&lt;br&gt;<strong>Participants:</strong> 22 teachers that either taught Care or Technology, and 23 students from the 7th and 8th grade&lt;br&gt;<strong>Design:</strong> Cross-sectional&lt;br&gt;<strong>Data:</strong> Classroom observations, student interviews and teacher interviews</td>
<td>Social identity; Sociocultural perspective</td>
<td>The results suggested that explicit curriculum goals with respect to students' identity development may be undermined by peer norms. Despite the fact that the courses Care and Technology were introduced to decrease gender stereotypes, adolescents kept confirming these stereotypes amongst each other, which particularly appeared to hinder the identification with Care amongst male students, and the identification with Technology amongst female students.</td>
</tr>
<tr>
<td>Wilmot (2014)</td>
<td>South Africa</td>
<td><strong>Type:</strong> Mixed-methods&lt;br&gt;<strong>Participants:</strong> 24 students between 16 and 18 years old who attend a middle class girls' school&lt;br&gt;<strong>Design:</strong> Cross-sectional&lt;br&gt;<strong>Data:</strong> Sociolinguistic student interviews</td>
<td>Social identity; No particular theoretical perspective on identity development is mentioned</td>
<td>Students who are isiXhosa mother tongue speakers and adopted a prestigious type of English that was taught in their middle-class schools were sometimes mocked by peers attending working class schools. Nevertheless, the students attending the middle class schools chose to focus on the access that their variety of English would give them to a Western and middle-class culture, and hence identified with the prestigious type of English that was associated with being middle-class.</td>
</tr>
</tbody>
</table>
### Table V. The role of in-breadth explorative learning experiences in the identity development of adolescents

<table>
<thead>
<tr>
<th>Study</th>
<th>Country</th>
<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
</tr>
</thead>
</table>
| Barrett & Baker  | Australia   | **Type**: Qualitative  
**Participants**: A group of 22 adolescents in a juvenile detention center who voluntarily participated in an one year lasting music program  
**Design**: Longitudinal (over the course of a year)  
**Data**: Class observations, student interviews, teacher interviews, and interviews with the principal and program manager | Personal and learner identity; Sociocultural perspective | The music program, that focused on the informal development of vocal and instrumental skills, invited participants to explore new talents, interests and sides of themselves. In doing so, the program made new social positions available in relation to which adolescents developed their personal self-understandings and their self-understandings as learners. The authors conclude that through this program, the participants were able to redefine a self that did not revolve around criminal activity. |
<p>| Brickhouse       | Not applicable | <strong>Type</strong>: Theoretical | Science identity; Sociocultural perspective | It is argued that in stimulating the development of science identities it is important to provide students with the opportunity to try out different social positions. |</p>
<table>
<thead>
<tr>
<th>Study</th>
<th>Country</th>
<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bruin &amp; Ohna (2013)</td>
<td>Norway</td>
<td><strong>Type:</strong> Qualitative</td>
<td>Learner identity; No particular theoretical perspective on identity development is mentioned</td>
<td>The alternative education program provided students an opportunity to develop practical skills related to future working life. The results demonstrated that the participants experienced this education program to be more meaningful than their regular education offered at school. The alternative program enabled them “to discover and nourish hidden talents and interests and new sides of themselves and to experience how feeling able builds self-confidence and supports learning” (p. 1100). This was reflected in the respondents’ self-understandings as a learner as conveyed in the interviews.</td>
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<tr>
<td></td>
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<td><strong>Participants:</strong> 8 students attending upper secondary education who, because of their risk of dropping out, participate in an alternative education program</td>
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<td></td>
<td></td>
<td><strong>Design:</strong> Cross-sectional</td>
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<td><strong>Data:</strong> Student interviews</td>
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### STUDIES INCLUDED IN REVIEW

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<thead>
<tr>
<th>Study</th>
<th>Country</th>
<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
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</thead>
</table>
| Carlone et al. (2015)     | U.S.A.  | Type: Qualitative  
Participants: A group of 16 promising students who did not have science-related hobbies went on a four week lasting summer camp on herpetology  
Design: Longitudinal (throughout the summer camp)  
Data: Summer camp observations and student interviews | Herpetology identity; Sociocultural perspective | The analysis suggested that the hands-on and on-site introduction to reptiles and amphibians (for example by observing frogs or by attending herpetology lectures in the field), may open a new world to adolescents that they can explore and that they may possibly identify with. Additionally, the authors stress the importance of allowing adolescents to explore new social positions on their own pace to prevent them from not wanting to explore new social positions at all. In the summer program that they studied, students were, for example, allowed to decide whether they (at least initially) merely wanted to observe the reptiles and amphibians from a distance, or whether they wanted to physically work with them right away. |
| Johnson et al. (2011)     | U.S.A.  | Type: Qualitative  
Participants: 3 women with non-dominant cultural backgrounds who built a career in the field of science  
Design: Cross-sectional  
Data: Interviews with two of the research participants and a report of the third participant | Science identity; Sociocultural perspective | Through extracurricular science programs the research participants were introduced to aspects of science that were different from those at school. Whereas they did not identify as much with the latter aspects of science, they did identify with the former aspects of science and came to find that they wanted to explore these further. |
<table>
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<tr>
<th>Study</th>
<th>Country</th>
<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
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</thead>
<tbody>
<tr>
<td>Jones &amp; Deutsch (2013)</td>
<td>U.S.A.</td>
<td>Type: Qualitative</td>
<td>Personal and learner identity; No particular theoretical perspective on identity development is mentioned</td>
<td>The results suggested that the hands-on and on-site introduction to people and places that are related to future education programs and professions (for example through attending a lecture at a college, or through voluntary work), may open a new world to adolescents that they may identify with and that they may want to explore. This appeared to support adolescents in developing a crystalized and clear sense of self.</td>
</tr>
<tr>
<td>Squire (2006)</td>
<td>Not applicable</td>
<td>Type: Theoretical</td>
<td>Personal identity; No particular theoretical perspective on identity development is mentioned</td>
<td>It is argued that students can gain initial experience with a certain profession or role through simulation games, that are argued to invite adolescents to explore new social positions.</td>
</tr>
<tr>
<td>Stapleton (2015)</td>
<td>U.S.A.; South Asia</td>
<td>Type: Qualitative</td>
<td>Environmental identity; Sociocultural approach</td>
<td>The results suggested that the hands-on and on-site introduction to people and places that are related to climate change (for example through attending lectures on the topic, through visiting areas that are affected by climate change, or through studying the matter), may make adolescents more aware of environmental issues and their role in it. This appeared to inform adolescents' behaviors and environmental self-understandings.</td>
</tr>
<tr>
<td>Study</td>
<td>Country</td>
<td>Methodology</td>
<td>Identity dimension(s); Theoretical perspective(s)</td>
<td>Key findings</td>
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<tr>
<td>Stokes &amp; Wyn</td>
<td>Not applicable</td>
<td>Type: Theoretical</td>
<td>Vocational identity; No particular theoretical perspective on identity development is mentioned</td>
<td>It is argued that the hands-on introduction to various professions may foster the development of adolescents' vocational identities. This hands-on introduction is, to a certain extent, already facilitated in vocational education programs, but can be stimulated further by relating students' out-of-school work experiences more to the learning contents and activities at school.</td>
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<tr>
<td>(2007)</td>
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<tr>
<td>Van Sluys</td>
<td>U.S.A.</td>
<td>Type: Qualitative</td>
<td>Learner identity; Sociocultural perspective</td>
<td>The students voluntarily helped the researcher in her study on a parent project where parents were asked to participate in school practices to better understand the practices their children are involved in. The role of the students was to observe the parent meetings. In helping out the researcher, the students' unique talents were valued and recognized. For example, one student preferred drawing over writing during the field work, and allowing him to do so changed his identification as a resistant student to one who could use his affinity for drawing to collective academic work. &quot;Claiming a successful student identity was something learners could do in this project once they understood different and more complex ways to define success. For these students, the project created a space in their school lives to try on and try out new ways of being while working with research colleagues&quot; (p. 149).</td>
</tr>
<tr>
<td>(2010)</td>
<td></td>
<td>Participants: 6 students between 14 and 15 years old with a non-dominant cultural background</td>
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</table>
### Table VI. The role of in-depth explorative learning experiences in the identity development of adolescents

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<thead>
<tr>
<th>Study</th>
<th>Country</th>
<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
</tr>
</thead>
</table>
| Adams et al. (2014)    | U.S.A.  | **Type**: Qualitative  
**Participants**: 8 female alumni of an extracurricular science program and their teachers. The alumni had a non-dominant cultural background  
**Design**: Cross-sectional  
**Data**: Alumni focus group and interviews, and teacher interviews | Science identity;  
No particular theoretical perspective on identity development is mentioned | The science program, that mainly focuses on groups that are underrepresented in science, comprised “hands-on activities, scientist talks, visits to the museum’s behind-the-scenes research labs and collections, and field trips [...] Program staff choose research topics that span the museum’s areas of expertise and are broad enough to give youth flexibility in what they investigate” (p. 15). The analysis suggested that in this setting, adolescents were enabled to further specify their science interests, which appeared to inform their science identities. |
| Farland-Smith (2012)  | U.S.A.  | **Type**: Qualitative  
**Participants**: 50 girls who participated in a week lasting summer program on science  
**Design**: Longitudinal (over the course of a summer in which the program was offered multiple times)  
**Data**: Program observations, student questionnaires, and student logs | Science identity;  
Sociocultural perspective | The study’s findings indicated that the interaction with both male and female professionals from various disciplines within the science field (like ecologists, aquatic ecologists and physical anthropologists) may help adolescents to vividly imagine how they could become valuable members of a science community. |
<table>
<thead>
<tr>
<th>Study</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Furman &amp; Calabrese Barton (2006)</td>
<td>U.S.A.</td>
<td><strong>Type</strong>: Qualitative</td>
<td>Science identity; Sociocultural perspective</td>
<td>In the program, students were asked to create a documentary on science. It was up to the students, though, what the documentary would be about. The results indicated that this assignment allowed the students to explore the social position of a science expert: It provided them with the opportunity to position themselves as people who are knowledgeable when it comes to science.</td>
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<td><strong>Participants</strong>: 2 students of about 13 years old with a lower socio-economic status. The students participated in an extracurricular science program</td>
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<td><strong>Design</strong>: Longitudinal (over the course of a semester)</td>
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<td><strong>Data</strong>: Program observations, science classroom observations at school, student interviews and student assignments</td>
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### APPENDIX B

<table>
<thead>
<tr>
<th>Study</th>
<th>Country</th>
<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
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</thead>
<tbody>
<tr>
<td>Gilmartin et al. (2007)</td>
<td>U.S.A.</td>
<td>Type: Mixed-methods Participants: 1138 students of approximately 16 years old participated in the survey. In addition, 23 students who attended the school with the lowest percentage of female science teachers were interviewed, and 36 students who attended the school with the highest percentage of female science teachers were interviewed. Design: Cross-sectional Data: Student surveys and student interviews</td>
<td>Science identity; Combined theoretical perspectives on identity development</td>
<td>The analysis demonstrated that the percentage of female science teachers at a school is not significantly related to the perceived expectations that teachers have of their students, the extent to which students think of themselves as good at science, the engagement of students in science classes, the aspirations students may have to study science in college, and the science-related stereotypes of students. According to the authors, these results may be explained by students' idea that female science teachers generally do not have real-life science experience apart from teaching. This assumption among students appeared to prevail when it came to male teachers too.</td>
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<td>Study</td>
<td>Country</td>
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<td>Key findings</td>
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| Hughes et al. (2013) | U.S.A.  | Type: Mixed-methods  
Participants: The study focused on two STEM summer programs, of which one is gender-segregated (only girls attended this program), whereas the other was not. The students were between 10 and 15 years old  
Design: Longitudinal (over the course of the one or two week lasting summer programs)  
Data: Student surveys that were filled in before the summer programs, student application forms, program observations, and student and teacher interviews that were held after the programs had ended | STEM identity; Combined theoretical perspectives on identity development | The results suggested that the on-site interaction with women from various disciplines within the STEM field (like vets or marine biologists) may support female students' STEM identity development. Such experiences were found to stimulate the in-depth exploration of students' STEM identities by inviting them to vividly imagine their possible futures in the STEM field, but also by inviting them to reassess their prejudices with regard to the STEM field. For example, during the programs, the girls found that in a marine biology lab more women than men were employed. What is more, the people who worked in this lab turned out to be 'normal and social'. In addition, the girls learned from a female vet that although she was told as a kid that she was not good at mathematics, she later found out that this was not true, which allowed her to still become what she wanted to become. |
### APPENDIX B

<table>
<thead>
<tr>
<th>Study</th>
<th>Country</th>
<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jones &amp; Deutsch (2013)</td>
<td>U.S.A.</td>
<td><strong>Type</strong>: Qualitative</td>
<td>Personal and learner identity; No particular theoretical perspective on identity development is mentioned</td>
<td>One of the programs that was offered by the after school club focused on preparing youth for college life. In this program, adolescents were helped in making college- and profession-related decisions. In field trips, they visited some state colleges. The findings indicated that the interaction with college students introduced the adolescents to new role models, which appeared to inform adolescents’ personal self-understandings and their self-understandings as learners.</td>
</tr>
<tr>
<td>Kendrick et al. (2013)</td>
<td>Kenya</td>
<td><strong>Type</strong>: Qualitative</td>
<td>Vocational identity; No particular theoretical perspective on identity development is mentioned</td>
<td>In this school club, students were provided with ‘real’ resources, among which a digital camera, a voice recorder, laptops, and a subscription to a newspaper. These resources allowed the club members to participate in authentic journalism practices (for example interviewing someone with a voice recorder and typing an article on it for a newspaper), which appeared to support adolescents in picturing what the life of a journalist looks like. This study indicated that authentic tools may make certain social positions more easily imaginable to adolescents, which could facilitate their in-depth identity exploration.</td>
</tr>
</tbody>
</table>

- **Type**: Type of study (Qualitative, Quantitative, etc.)
- **Participants**: Number and characteristics of participants
- **Design**: Study design (Longitudinal, Cross-sectional, etc.)
- **Data**: Data collection methods (Observations, Interviews, Questionnaires, etc.)
### STUDIES INCLUDED IN REVIEW

<table>
<thead>
<tr>
<th>Study</th>
<th>Country</th>
<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
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</thead>
<tbody>
<tr>
<td>Liu &amp; Hanafin (2010)</td>
<td>China; U.S.A.</td>
<td>Type: Mixed-methods</td>
<td>Science identity; Sociocultural perspective</td>
<td>The students participated in a program on Global Warming and Transportation during weekly two-hour after-school sessions. The project offered online resources for research, hands-on scientific inquiry activities and inter-cultural exchanges. Students worked on the same project at both sites. Each activity aimed to improve inquiry, reading, writing, and communication skills. Students worked on a given topic for a period of about three to four weeks. The program provided students who already demonstrated an interest in science with the opportunity explore various subfields within the field of science.</td>
</tr>
<tr>
<td>Luehmann (2009)</td>
<td>Not applicable</td>
<td>Type: Theoretical</td>
<td>Learner identity; Sociocultural perspective</td>
<td>It is argued that by providing students with authentic learning experiences (for example by means of instruments or resources that are also used by professionals) the development of adolescents’ already present self-understandings as learners may be fostered.</td>
</tr>
<tr>
<td>Study</td>
<td>Country</td>
<td>Methodology</td>
<td>Identity dimension(s); Theoretical perspective(s)</td>
<td>Key findings</td>
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<tr>
<td>Polman (2010)</td>
<td>U.S.A.</td>
<td>Type: Qualitative Participants: 17 students with a non-dominant cultural background who participated in an extracurricular science summer program that aimed to ignite an interest for science related professions Design: Longitudinal (over the course of the eight weeks lasting summer program) Data: Program observations, two interviews with eight teachers, fourteen student interviews and student assignments</td>
<td>Science identity; Sociocultural perspective</td>
<td>During the summer program students worked in the science field fulltime. Because the program offered a wide variety of activities, the students were enabled to, based on their already present interests and talents, explore new interests and talents. For example, one student &quot;began to link her identification as a tinkerer to engineering, and combined this with her identification as a potential chemist, to formulate her identification as an intended chemical engineer&quot; (p. 143).</td>
</tr>
<tr>
<td>Polman &amp; Hope (2014)</td>
<td>U.S.A.</td>
<td>Type: Qualitative Participants: 16 students who participated in an extracurricular science program that focused on science journalism Design: Longitudinal (over the course of two years) Data: Program observations, student interviews with some of the students, and student assignments</td>
<td>Science identity; Sociocultural perspective</td>
<td>In this program students wrote science news stories that they submitted to a regional science newspaper, where their news stories were reviewed by an editor. This provided students with the opportunity to try out the position of a science journalist.</td>
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<tr>
<td>Study</td>
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<td>Identity dimension(s); Theoretical perspective(s)</td>
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<tr>
<td>Polman &amp; Miller (2010)</td>
<td>U.S.A.</td>
<td>Type: Qualitative</td>
<td>Science and vocational identity; Sociocultural perspective</td>
<td>During the summer program students worked in the science field fulltime. Because the program offered a wide variety of activities, the students were enabled to position themselves and be positioned by others in various ways with respect to science.</td>
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<tr>
<td></td>
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<td>Participants: 17 students with a non-dominant cultural background who participated in an extracurricular science summer program that aimed to ignite an interest for science related professions</td>
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<td></td>
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<td>Design: Longitudinal (over the course of the eight weeks lasting summer program)</td>
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<td>Data: Program observations, two interviews with eight teachers, fourteen student interviews and student assignments</td>
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<tr>
<td>Study</td>
<td>Country</td>
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</table>
| Rahm et al. (2014) | Canada  | **Type**: Qualitative  
|                   |         | **Participants**: Students between 10 and 14 years old who participated in an extracurricular science program for girls  
|                   |         | **Design**: Longitudinal (over the course of two years)  
|                   |         | **Data**: Program observations, student interviews, teacher interviews, student focus groups, and student assignments | Science identity; Sociocultural perspective | The program introduced the students to various science-related activities, among which writing for a scientific newsletter was to be found (this is the activity this study focuses on). In this way, the program allowed students to further explore their already present identifications with science, which, for example, made students aware that science comprises more than merely the hard sciences. Students "found ways to navigate the program that reinforced dimensions of themselves they were keen on developing further. Participation over time also helped them test out and play with identities that were not necessarily accessible to them elsewhere" (p. 20). |
| Rudd (2012)       | U.S.A.  | **Type**: Qualitative  
|                   |         | **Participants**: Members of a slam poetry group  
|                   |         | **Design**: Longitudinal (over the course of two years)  
|                   |         | **Data**: Group session observations, student interviews with five students, and coach interviews | Literacy identity; Sociocultural perspective | The study indicated that by performing at open mic nights students could experience what it was like to publicly perform as a poet and to be recognized as such. |
### STUDIES INCLUDED IN REVIEW

<table>
<thead>
<tr>
<th>Study</th>
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<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
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</thead>
</table>
| Russ et al. (2015) | U.S.A.   | **Type:** Qualitative  
**Participants:** 9 teachers and 5 students of an extracurricular ecology summer program  
**Design:** Longitudinal (over the course of the six week lasting summer program)  
**Data:** three interviews with each of the students and teachers | Ecological identity; No particular theoretical perspective on identity development is mentioned | During the program students participated in hands-on and on-site activities like environmental restoration, maintaining community, and environmental monitoring. Also, students attended indoor classes on the urban environment. The analysis suggests that the program stimulated the adolescents to think of themselves as capable of making environmental change. Moreover, it helped the adolescents to be recognized as environmental leaders by people from their neighborhood, which appeared to inform adolescents’ environmental self-understandings. |
| Whiting (2006)   | Not applicable | **Type:** Theoretical | Scholar identity; Combined theoretical perspectives on identity development | It is argued that the development of African-American male adolescents’ scholar identities may be fostered by providing them with role models (both in real life and through literature) in which they can recognize themselves. |
### APPENDIX B

**Table VII. The role of reflective explorative learning experiences in the identity development of adolescents**

<table>
<thead>
<tr>
<th>Study</th>
<th>Country</th>
<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
</tr>
</thead>
</table>
| Choi (2009) | U.S.A.  | **Type:** Qualitative  
**Participants:** 4 Asian English Language Learners who attended an American high school. The students participated in an extracurricular reading club  
**Design:** Longitudinal (the exact period is unknown)  
**Data:** Student interviews and online discussions among the students | Social and learner identity; Sociocultural perspective | By providing students with novels on main characters and contexts that students may identify with (in this instance, with Asian main characters who live in other continents), and by combining these with discussions of the novels, students may explore what their priorities are. For example, during the reading club, the students discussed how the priorities of family, work and education relate to each other, and how these priorities may be ordered. |
### Studies Included in Review

<table>
<thead>
<tr>
<th>Study</th>
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<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
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</thead>
</table>
| Hall (2007) | U.S.A. | **Type:** Qualitative  
**Participants:** 3 male adolescents between 16 and 17 years old who had a non-dominant cultural background. The adolescents participated in an extracurricular City School Outreach program  
**Design:** Cross-sectional  
**Data:** Program observations, student interviews and student assignments | Personal and social identity;  
No particular theoretical perspective on identity development is mentioned | The City School Outreach program focused on offering students a safe environment to talk about their problems. One of the topics discussed concerned stereotypical images of people of color in society and in mass media: "As students [...] engaged in group dialogue, it was apparent that this activity enabled them to discuss and analyze, in their own language, existing sociopolitical inequities that they openly regarded as problematic. In a subsequent meeting, [the author] asked the boys to bring a self-composed piece that artistically conveyed their feelings on the subject. They could express themselves in any writing genre in which they felt comfortable" (p. 223). The results suggested that these meetings helped the students to reflect on the role of societal processes in their identity development. Also, due to their new knowledge of and perspectives on social inequalities, students felt more resilient which was found to foster their personal identity development. |
## APPENDIX B

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<thead>
<tr>
<th>Study</th>
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<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
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</table>
| Hardee & Reyelt (2009) | U.S.A.      | **Type**: Qualitative  
**Participants**: 2 groups of approximately 10 adolescents, of which one group participated in an art program for adolescents in a juvenile arbitration program, whereas the other group was characterized by adolescents who experienced academic difficulties. Most adolescents had a low socio-economic status and a non-dominant cultural background  
**Design**: Longitudinal (the exact period is unknown)  
**Data**: Art program observations and student interviews | Personal identity;  
No particular theoretical perspective on identity development is mentioned                                                                 | In the art programs, students were challenged - by means of theater, writing and other creative assignments - to critically reflect upon dominant ideologies and power relations. The analysis indicated that these programs helped students to reflect on the role of societal processes in their identity development. Additionally, due to their new knowledge of and perspective on social inequalities, students felt more resilient which appeared to foster their personal identity development. |
| Harrell-Levy & Kerpelman (2010) | Not applicable | **Type**: Theoretical  
**Combined theoretical perspectives on identity development**                                                                 | Personal identity;  
Combined theoretical perspectives on identity development                                                                 | It is argued that teachers can best foster adolescents’ identity development by providing them with meaningful learning experiences and by inviting them to critically reflect upon their prevailing ideas and assumptions. This stimulates adolescents to critically assess their already present identifications and to explore alternative identifications. |
<table>
<thead>
<tr>
<th>Study</th>
<th>Country</th>
<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henfield (2012)</td>
<td>Not applicable</td>
<td>Type: Theoretical</td>
<td>Learner identity; A phenomenological approach that shares close similarities with the sociocultural perspective</td>
<td>It is argued that the development of African-American male adolescents' learner identities can be fostered by teachers when they acknowledge that the stereotypical social role of an African-American man may conflict with the stereotypical social role of a talented student. Such an acknowledgement may make African-American male adolescents more resilient in the development of their learner identities.</td>
</tr>
<tr>
<td>Ligorio (2010)</td>
<td>Not applicable</td>
<td>Type: Theoretical</td>
<td>Personal identity; Combined theoretical perspectives on identity development</td>
<td>It is argued that by inviting students, in their educational activities, to think more consciously about their own feelings, perspectives and thoughts, they may come to understand themselves better. This is argued to foster their identity development.</td>
</tr>
</tbody>
</table>
# Appendix B

<table>
<thead>
<tr>
<th>Study</th>
<th>Country</th>
<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Muhammad (2012)</td>
<td>U.S.A.</td>
<td><strong>Type:</strong> Qualitative&lt;br&gt;<strong>Participant:</strong> A 16 year old African-American female who participated in a writing summer program for students with non-dominant cultural backgrounds.&lt;br&gt;<strong>Design:</strong> Longitudinal (over the course of five weeks)&lt;br&gt;<strong>Data:</strong> Student interview and student assignments</td>
<td>Personal identity;&lt;br&gt;No particular theoretical perspective on identity development is mentioned</td>
<td>In the program, the student reads books on, among other things, identity and resiliency, and was asked to write on these issues openly and without apology. The results suggested that these assignments allowed the student to reflect upon her multiple identities and made the student realize how little space she experienced at school for her cultural and personal identity, which appeared to make her more resilient.</td>
</tr>
<tr>
<td>Rogers et al. (2007)</td>
<td>U.S.A.</td>
<td><strong>Type:</strong> Qualitative&lt;br&gt;<strong>Participants:</strong> 25 urban youth between 16 and 17 years old who participated in a summer program on educational activism&lt;br&gt;<strong>Design:</strong> Longitudinal (over the course of the five week lasting summer program)&lt;br&gt;<strong>Data:</strong> Summer program observations and student assignments</td>
<td>Personal identity;&lt;br&gt;Sociocultural perspective</td>
<td>During the summer program, students engaged in college-level reading and writing while getting familiar with social theory and social research that allowed the students to critically reflect upon the social conditions in their schools and communities. The analysis indicated that this could help students to better understand who they are and how they could contribute to society.</td>
</tr>
<tr>
<td>Study</td>
<td>Country</td>
<td>Methodology</td>
<td>Identity dimension(s); Theoretical perspective(s)</td>
<td>Key findings</td>
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<tr>
<td>Rossiter (2007)</td>
<td>Not applicable</td>
<td>Type: Theoretical</td>
<td>Personal identity; No particular theoretical perspective on identity development is mentioned</td>
<td>It is argued that reflective explorative learning experiences are important because they foster adolescents’ understanding of how their identity development is influenced by their context. This is thought to help adolescents find an appropriate balance between societal and personal desires and expectations regarding their own identity development.</td>
</tr>
<tr>
<td>Sinai et al. (2012)</td>
<td>Israel</td>
<td>Type: Qualitative</td>
<td>Personal identity; Psychosocial perspective</td>
<td>The analysis suggested that collectively reading and discussing a poem on someone's youth, combined with individual assignments in which students, for example, had to complete the phrase taken from the poem’s title: “My Childhood was...?”, or to replace all the poem’s adjectives, may help some students to reflect upon who they are and want to be.</td>
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</table>
## Study Methods

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<tr>
<th>Study</th>
<th>Country</th>
<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ten Dam et al. (2004)</td>
<td>Not applicable</td>
<td><strong>Type</strong>: Theoretical</td>
<td>Technological and care identity; Sociocultural perspective</td>
<td>When students first enter a class, they might already have ideas on the extent to which they (for example as girls, boys, students with a non-dominant cultural background, or students with a lower socio-economic status) would be able to identify with the class. It is argued that by reflecting on these assumptions in class discussions, these assumptions may be contested and students might be left with a wider range of social positions to identify with.</td>
</tr>
<tr>
<td>Vianna &amp; Stetsenko (2011)</td>
<td>U.S.A.</td>
<td><strong>Type</strong>: Qualitative</td>
<td>Personal identity; Sociocultural perspective</td>
<td>The boy was not content with the education he received, because he experienced it as authoritarian and not meaningful. As a response, the first author provided him with a book of Freire on educational inequality, and the author challenged the student to critically reflect upon both the context's and his own role in his current education. The results suggested that this allowed the boy to understand his own educational experiences in light of societal trends. This appeared to have fostered the boy's understanding of who he was and how he could contribute to society. The assignment appeared to have helped the boy to develop a meaningful life agenda that, in his case, concerned the contribution to a more fair U.S.A. by working as a prosecutor.</td>
</tr>
</tbody>
</table>
### STUDIES INCLUDED IN REVIEW

Table VIII. The role of meaningful learning experiences in the identity development of adolescents

<table>
<thead>
<tr>
<th>Study</th>
<th>Country</th>
<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
</tr>
</thead>
</table>
| Basu et al. (2009) | U.S.A.  | **Type:** Qualitative  
**Participants:** A 9th grade science class  
**Design:** Longitudinal (over the course of a school year)  
**Data:** Teacher logs, student interviews, parent interviews and student assignments | Science identity;  
Sociocultural perspective | One student was invited by her teacher to co-design a lesson for their physics class, which allowed the student to develop critical science agency not only in organizing the lesson for her own fellow students, but also in the improvement of the lesson for next year’s ninth grade students. The other student was allowed to develop critical science agency by being provided with curricular and extracurricular space to expand his knowledge and skills regarding robotics. The authors argue that because these agentic actions relate to the students’ future goals of respectively becoming a lawyer, and developing a career in science, they appeared to allow for the development of these student researchers’ science identities. |
| Black et al. (2010) | England | **Type:** Qualitative  
**Participants:** 2 students who took post compulsory mathematics  
**Design:** Longitudinal (over the course of two years)  
**Data:** Three interviews per student | Mathematics identity;  
Sociocultural perspective | The analysis indicated that students are more inclined to identify with mathematics when they get introduced to mathematics as something they can use in daily life or in their future careers. |
<table>
<thead>
<tr>
<th>Study</th>
<th>Country</th>
<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brickhouse et al. (2000)</td>
<td>U.S.A.</td>
<td>Type: Qualitative</td>
<td>Science identity; Combined theoretical perspectives on identity development</td>
<td>The results suggested that the organization of meaningful learning experiences fosters the development of positive science identities. It was found that science-related learning experiences are considered to be meaningful when references to popular culture are made and when students can relate their daily lives to what they learn in school. One student, for example, could relate the rodent problem she had at home to the science class.</td>
</tr>
<tr>
<td>Brickhouse (2001)</td>
<td>Not applicable</td>
<td>Type: Theoretical</td>
<td>Science identity; Sociocultural perspective</td>
<td>It is argued that in stimulating the development of science identities it is important to connect the learning content to the out-of-school science field.</td>
</tr>
<tr>
<td>Cobb et al. (2009)</td>
<td>U.S.A.</td>
<td>Type: Qualitative</td>
<td>Mathematics identity; Combined theoretical perspectives on identity development</td>
<td>The study demonstrated that when, in class, there is room for discussion, personal input and students' creativity, a bridge may be built between students' already present personal identities and the roles that are offered in their mathematics class. This is argued to foster students' identification with mathematics.</td>
</tr>
<tr>
<td>Study</td>
<td>Country</td>
<td>Methodology</td>
<td>Identity dimension(s); Theoretical perspective(s)</td>
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<tr>
<td>Cowie et al. (2011)</td>
<td>Not applicable</td>
<td><strong>Type</strong>: Theoretical</td>
<td>Science identity; Sociocultural perspective</td>
<td>It is argued that to foster the positive development of science identities it is important to build on students' funds of knowledge as a resource in class, so that students can bring who they are into the classroom which can enhance their science engagement.</td>
</tr>
<tr>
<td>Flum &amp; Kaplan (2006)</td>
<td>Not applicable</td>
<td><strong>Type</strong>: Theoretical</td>
<td>Personal identity; Psychosocial perspective</td>
<td>It is argued that teachers should stimulate self-reflection among students by stimulating them to examine how the learning content and activities relate to them personally. Also, it is argued that teachers should enter dialogues with students on the meaning of the things that are taught in school.</td>
</tr>
</tbody>
</table>
| Freire et al. (2009) | Portugal | **Type**: Qualitative  
Participants: 20 students who attended an urban school that presents high truancy, failure and dropout rates  
**Design**: Cross-sectional  
**Data**: Student focus group | Learner identity; Sociocultural perspective | The results suggested that when students do not experience space at school for their personal experiences and perspectives, this may cause them to disengage from their education because they would not find their education to be meaningful. |
<table>
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<tr>
<th>Study</th>
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<th>Key findings</th>
</tr>
</thead>
</table>
| Hazari et al. (2010) | U.S.A. | **Type:** Quantitative  
**Participants:** 3829 college/university students who had taken high school physics  
**Design:** Cross-sectional  
**Data:** Student surveys | Physics identity;  
Combined theoretical perspectives on identity development | The study demonstrated that physics classes that address students' beliefs about the world, discuss the benefits of being a scientist, and discuss currently relevant science topics, increase the chance that students will positively identify with physics. |
| Higgins (2015) | Not applicable | **Type:** Theoretical | Linguistic identity;  
No particular theoretical perspective on identity development is mentioned | It is argued that when, in language classes, multiple perspectives and social positions are appreciated, this does justice to the reality of diversity. Consequently, as many students as possible might be able to identify with the learning content and deem the learning content to be meaningful. |
| Lemke (2001) | Not applicable | **Type:** Theoretical | Science identity;  
Sociocultural perspective | It is argued that certain groups of students may experience difficulties in identifying with science, because a science identity is often associated with men and with very advanced technical skills in contemporary society, and that society should reconsider whether admission to the science field really is equally free to all. |
| Mittendorff et al. (2008) | The Netherlands | **Type:** Qualitative  
**Participants:** Three case studies were performed, one of which concerned prevocational students who took a career guidance course  
**Design:** Cross-sectional  
**Data:** Interviews with students, teachers and career counselors | Personal and vocational identity;  
No particular theoretical perspective on identity development is mentioned | The students were asked to create portfolios to help them think about their future education and career. The analysis suggested that students did not use portfolios to reflect on their identity development, but rather to build up a CV. No career dialogues between teachers and students were held at school, which might explain why students in this school did not use their portfolios as a resource for their identity development; when it comes to students' identity development, the portfolios might not have been meaningful to them. |
<table>
<thead>
<tr>
<th>Study</th>
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<th>Key findings</th>
</tr>
</thead>
</table>
| Mortimer et al. (2010) | U.S.A.  | Type: Qualitative  
Participants: Immigrant students with a low socio-economic status who participate in an extracurricular university preparation program  
Design: Longitudinal (over the course of the program)  
Data: Program observations and interviews with students and teachers | Learner identity;  
Combined theoretical perspectives on identity development | The program aimed to help immigrant students to identify themselves as university-bound students. In this program "educators explicitly discussed the behaviors and attitudes of a university-bound student, hoping that the [students] would adopt this identity" (p. 114). Activities focused on "time management, study skills, the university search, character development and values" (p. 116). However, the results indicated that the teachers failed to recognize that their students might interpret and appreciate the university bound behaviors and attitudes that they were taught about differently than the teachers themselves did. For example, the teachers stressed the importance of voluntary work to get admitted to a university, but they did not recognize that there may not have been any space in their students' daily lives for unpaid employment. In other words, the students did not experience the program to be meaningful, and therefore the program did not appear to foster the students' learner identity development. |
### APPENDIX B

<table>
<thead>
<tr>
<th>Study</th>
<th>Country</th>
<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
</tr>
</thead>
</table>
| Polman & Miller (2010)   | U.S.A.  | **Type:** Qualitative  
**Participants:** 17 students with a non-dominant cultural background who participated in an extracurricular science summer program that aimed to ignite an interest for science related professions  
**Design:** Longitudinal (over the course of the eight weeks lasting summer program)  
**Data:** Program observations, two interviews with eight teachers, fourteen student interviews and student assignments | Science and vocational identity; Sociocultural perspective                      | During the summer program students worked in the science field fulltime. The results indicated that because the program offered a wide variety of activities, a bridge could be built between students' already present identifications and the social positions that were made available to them in the program. |
| Skerrett (2012)          | U.S.A.  | **Type:** Qualitative  
**Participants:** A 9th grade reading class. The study in particular focuses on one student and the teacher  
**Design:** Longitudinal (over the course of a schoolyear)  
**Data:** Three student interviews, several short teacher interviews, the teacher's e-mail correspondence, and classroom observations | Reader identity; Sociocultural perspective                                    | The study demonstrated how the teacher appeared to help the student to claim her already present reader identity. Initially, the student did not understand herself to be a reader. Yet, this seemed to have changed when the teacher tried to make it clear to her that she is reading the entire day because reading also includes the reading of comics, Facebook posts or graffiti tags. By providing the student with a wide variety of media and positively valued social positions when it comes to reading, the teacher seemingly stimulated the student to identify with reading (which was now deemed by the student to be meaningful) and to further explore her reader identity. |
<table>
<thead>
<tr>
<th>Study</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Steele (1997)</td>
<td>Not applicable</td>
<td>Type: Theoretical</td>
<td>Learner identity; No particular theoretical perspective on identity development is mentioned</td>
<td>It is argued that when students can bring their own experiences and perspectives to the classroom, space is offered for the appreciation of multiple perspectives and social positions, which allows a relatively large share of students to positively identify with what is taught.</td>
</tr>
<tr>
<td>Subramaniam et al. (2012)</td>
<td>Not applicable</td>
<td>Type: Theoretical</td>
<td>Science identity; Sociocultural perspective</td>
<td>It is argued that when students can bring their own experiences and perspectives to the science class, a bridge may be built between students' already present identifications and the social positions that are made available in their science class. This is argued to foster students' positive identification with science. The library, as a space for exploration, is argued to be able to facilitate this process.</td>
</tr>
</tbody>
</table>
| Tan & Calabrese Barton (2007) | U.S.A. | Type: Qualitative  
Participant: An 11 year-old girl who underperformed in her science class at the beginning of the schoolyear  
Design: Longitudinal (over the course of a schoolyear)  
Data: Classroom observations, student interviews, student focus groups and student assignments | Science identity; Sociocultural perspective | The results indicate that when teachers leave students space to perform ‘discursive agency’ (in this instance by encouraging the student to share her stories and to expand on her narratives, while linking it to the science content), this may foster their science identity development. |
<table>
<thead>
<tr>
<th>Study</th>
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</thead>
</table>
| Thompson (2014) | U.S.A.      | **Type:** Qualitative  
**Participants:** 17 students with a non-dominant cultural background who participated in a science lunch program for girls  
**Design:** Longitudinal (over the course of two years)  
**Data:** Program observations (the program lasted four weeks), three interviews per student (of which one interview was held two years after the program had ended), and student focus groups | Science identity;  
Sociocultural perspective | During the program, students were involved in science-related discussions, but they also read science-related newspaper articles and attended lectures of people who worked in the science field. Students got to decide what theme would be discussed in the lunch program. The analysis suggested that because of this students felt more engaged in their science lunch program than in their regular science classes, which appeared to foster the positive identification with science among at least some of the lunch program participants. |
| Whiting (2006)  | Not applicable | **Type:** Theoretical  
**Scholar identity:**  
Combined theoretical perspectives on identity development | Scholar identity;  
Combined theoretical perspectives on identity development | It is argued that the development of African-American male adolescents' scholar identities may be fostered when they see themselves affirmed in the learning materials and content. |
**STUDIES INCLUDED IN REVIEW**

*Table IX. The role of a supportive classroom climate in the identity development of adolescents*

<table>
<thead>
<tr>
<th>Study</th>
<th>Country</th>
<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
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</thead>
<tbody>
<tr>
<td>Archer et al.</td>
<td>U.K.</td>
<td>Type: Qualitative</td>
<td>Learner identity;</td>
<td>The students reported that they experience to have less space in their regular education than in the Chinese schools to try out various social positions. This was explained by them by referring to the higher pressure in regular education to be a good student and to obtain good grades. The analysis indicated that the Chinese schools, more than the regular schools, offered students a social climate in which the students felt safe to explore the identification with various social positions.</td>
</tr>
<tr>
<td>(2009)</td>
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<td>Participants: 6 Chinese schools that offered complementary education in after-school hours</td>
<td>Combined theoretical perspectives on identity development</td>
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<td>Design: Cross-sectional</td>
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<td>Data: Classroom observations and interviews with students, teachers and parents</td>
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<tr>
<td>Buxton (2005)</td>
<td>U.S.A.</td>
<td>Type: Qualitative</td>
<td>Learner identity;</td>
<td>The analysis suggested that creating a safe social climate does not mean that teachers should let students slide through because they are afraid to further damage at-risk students' self-esteem. Instead, based on the examination of how a successfully implemented common vision of academic success contributed to the development of adolescents' positive student identities, Buxton argued that self-esteem and a student identity should be developed in the process of pursuing real academic accomplishments.</td>
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<td>Participants: Student and teachers at an urban magnet high school</td>
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<td>Design: Longitudinal (over the course of three years)</td>
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<td>Data: Classroom observations, interviews with teachers and other personnel, student assignments, and school documents</td>
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## APPENDIX B

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<th>Study</th>
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</thead>
<tbody>
<tr>
<td>Carlone et al. (2015)</td>
<td>U.S.A.</td>
<td><strong>Type:</strong> Qualitative</td>
<td>Herpetology identity; Sociocultural perspective</td>
<td>The results suggested that inviting students to help each other and to support each other in the exploration of their herpetology identity, may help to create a social climate in which students actually feel safe enough to explore their herpetology identity.</td>
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<td></td>
<td></td>
<td><strong>Participants:</strong> A group of 16 promising students who did not have science-related hobbies went on a four week lasting summer camp on herpetology</td>
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<td><strong>Design:</strong> Longitudinal (throughout the summer camp)</td>
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<td><strong>Data:</strong> Summer camp observations and student interviews</td>
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<tr>
<td>Cummins et al. (2015)</td>
<td>Not applicable</td>
<td><strong>Type:</strong> Theoretical</td>
<td>Personal and student identity; No particular theoretical perspective on identity development is mentioned</td>
<td>It is argued that in the creation and sharing of written, spoken, signed, visual, musical, and dramatic art products, students may receive positive feedback and affirmation of self, which may foster their personal and student identity development. This appears to be particularly important for marginalized students.</td>
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## STUDIES INCLUDED IN REVIEW

<table>
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<tbody>
<tr>
<td>Fields &amp; Enyedy (2013)</td>
<td>U.S.A.</td>
<td>Type: Qualitative</td>
<td>Student identity; Sociocultural perspective</td>
<td>The analysis suggested that once a student adopts a specific role within his/her classroom, some resistance may occur in the classroom when that student (possibly with the help of the teacher) tries to take up a different role or position. For example, one of the research participants was known for his sarcasm, which was generally interpreted to be mean. This appeared to make it difficult for this student to, even in a new learning context (namely a programming class) take up the social role of an attentive expert. It is argued that by making students aware of the fact that someone’s role and attitude can differ across contexts, a social climate may occur in which students can safely try out various social roles.</td>
</tr>
<tr>
<td>Flum &amp; Kaplan (2006)</td>
<td>Not applicable</td>
<td>Type: Theoretical</td>
<td>Personal identity; Psychosocial perspective</td>
<td>It is argued that a social climate that supports students’ identity development is characterized by a learning environment in which students feel respected and accepted, in which teachers communicate their enthusiasm about learning, and in which students feel safe enough to take risks and make mistakes in exploring their identities.</td>
</tr>
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### APPENDIX B

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</thead>
<tbody>
<tr>
<td>Hamman &amp; Hendricks</td>
<td>Not applicable</td>
<td><strong>Type:</strong> Theoretical</td>
<td>Personal identity; Psychosocial perspective</td>
<td>It is argued that teacher compliments may contribute to a supportive social climate, because compliments make students feel valued and recognized for their abilities. This is thought to help students think about who and what they want to become. It is deemed to be important that, in this process, teachers leave students with enough space to try out various social positions. By accepting the student as a person, including his or her fluctuations and experimentation, his or her identity exploration will be fostered. However, the authors stressed that not all behavior should be tolerated.</td>
</tr>
<tr>
<td>Study</td>
<td>Country</td>
<td>Methodology</td>
<td>Identity dimension(s); Theoretical perspective(s)</td>
<td>Key findings</td>
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<tr>
<td>Hardee &amp; Reyelt (2009)</td>
<td>U.S.A.</td>
<td>Type: Qualitative</td>
<td>Personal identity; No particular theoretical perspective on identity development is mentioned</td>
<td>The results indicated that showing students what they have in common by inviting them to openly discuss personal issues may contribute to a safe social climate that is characterized by a strong sense of community. In this study, for example, students were asked to create art pieces. Subsequently, they discussed their personal interpretations of the art that was made, which, in turn, made them see what experiences and views they shared. This made the students feel supported in the exploration of their personal identity.</td>
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<tr>
<td></td>
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<td>Participants: 2 groups of approximately 10 adolescents, of which one group participated in an art program for adolescents in a juvenile arbitration program, whereas the other group was characterized by adolescents who experienced academic difficulties. Most adolescents had a low socio-economic status and a non-dominant cultural background</td>
<td>Design: Longitudinal (the exact period is unknown)</td>
<td>Data: Art program observations and student interviews</td>
</tr>
<tr>
<td>Harrell-Levy &amp; Kerpelman (2010)</td>
<td>Not applicable</td>
<td>Type: Theoretical</td>
<td>Personal identity; Combined theoretical perspectives on identity development</td>
<td>It is argued that it is important to stimulate cooperation within classrooms. Only when students feel connected to and comfortable around each other, they can actively explore their identities while providing each other with constructive feedback.</td>
</tr>
<tr>
<td>Study</td>
<td>Country</td>
<td>Methodology</td>
<td>Identity dimension(s); Theoretical perspective(s)</td>
<td>Key findings</td>
</tr>
<tr>
<td>------------------------</td>
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<td>---------------------------------------------------</td>
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</tr>
<tr>
<td>Hazari et al. (2015)</td>
<td>U.S.A.</td>
<td>Type: Mixed-methods</td>
<td>Physics identity; Sociocultural perspective</td>
<td>The results indicated that students who were taught by teachers who 1) explicitly indicated that no students would get left behind, 2) showed their own fallibility, 3) and would develop personal relationships with students, were more likely to identify with physics.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participants: Classes of four physics teachers who paid a lot of attention to conceptual knowledge, students teaching classmates, students' class participation, discussing the benefits of being a scientist, discussing science current events, labs addressing real-world beliefs, and discussing female under-representation</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Design: Cross-sectional</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Data: Student and teacher surveys, classroom observations and student and teacher interviews</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jones &amp; Deutsch (2013)</td>
<td>U.S.A.</td>
<td>Type: Qualitative</td>
<td>Personal and learner identity; No particular theoretical perspective on identity development is mentioned</td>
<td>The results indicated that showing students what they have in common by inviting them to openly discuss personal issues may contribute to a safe social climate that is characterized by a strong sense of community. This may help students to feel supported in the exploration of their identities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participants: 17 adolescents who participated in an afterschool club of whom 15 have an African-American background</td>
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<tr>
<td></td>
<td></td>
<td>Design: Longitudinal (over the course of a year)</td>
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<tr>
<td></td>
<td></td>
<td>Data: Club observations and two student interviews per adolescent</td>
<td></td>
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</tbody>
</table>
### STUDIES INCLUDED IN REVIEW

<table>
<thead>
<tr>
<th>Study</th>
<th>Country</th>
<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
</tr>
</thead>
</table>
| Kendrick et al. (2013) | Kenya   | **Type:** Qualitative  
**Participants:** 32 students with a low socio-economic status who participated in an extracurricular journalism club of a girls' school; the journalism club's teacher  
**Design:** Longitudinal (over the course of one year)  
**Data:** Club observations, student and teacher interviews, student questionnaires, and student assignments | Vocational identity; No particular theoretical perspective on identity development is mentioned | The analysis suggested that when teachers invest in personal relationships with students this may help students to feel appreciated. |
| Lam & Tam (2010) | China   | **Type:** Quantitative  
**Participants:** 1260 students  
**Design:** Cross-sectional  
**Data:** Student surveys | Personal and learner identity; Psychosocial perspective | The results demonstrated that a personal teacher-student relationship decreases the chance that students are assigned an identity foreclosure status. |
## APPENDIX B

<table>
<thead>
<tr>
<th>Study</th>
<th>Country</th>
<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
</tr>
</thead>
</table>
| Olitsky (2007) | U.S.A.  | Type: Qualitative  
Participants: An 8th grade classroom during their science classes at an urban magnet school  
Design: Longitudinal (over the course of a schoolyear)  
Data: Classroom observations, observations of research meetings with the teacher and four students, student interviews, teacher interviews, and school assignments made by students | Science identity;  
Combined theoretical perspectives on identity development | It was found that in the classroom under study students with a non-dominant cultural background were more likely to be mocked when they would provide a wrong answer (but also when they would use 'presumptuous' jargon) than their fellow classmates. The results indicated that, because of this, students with a non-dominant cultural background may feel that the social position of a successful science student is not accessible to them, which may hinder the development of their science identities. |
| Parker (2014) | U.S.A. | Type: Qualitative  
Participants: 36 high school choral singers  
Design: Longitudinal (covering three waves)  
Data: One to three interviews per student | Music identity;  
Social psychological perspective | The results indicated that showing students what they have in common by inviting them to openly discuss personal issues may contribute to a safe social climate that is characterized by a strong sense of community. Additionally, this sense of belonging can be stimulated by jointly introducing students to new, bonding experiences, such as working on a new song. |
<table>
<thead>
<tr>
<th>Study</th>
<th>Country</th>
<th>Methodology</th>
<th>Identity dimension(s); Theoretical perspective(s)</th>
<th>Key findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robb et al. (2007)</td>
<td>U.K.</td>
<td><strong>Type:</strong> Qualitative&lt;br&gt;<strong>Participants:</strong> 38 16 year old students who participated in a summer program, lived in socio-economically deprived areas, had expressed an interest in studying medicine, and were considered by their teachers to have high academic ability.&lt;br&gt;<strong>Design:</strong> Cross-sectional&lt;br&gt;<strong>Data:</strong> Student interviews and student reports</td>
<td>Learner identity; Sociological perspective</td>
<td>When teachers explicitly expressed to students that they had faith in them, this appeared to stimulate students' identification with the act of learning. These explicit expectations and compliments gave students the idea that their hard work mattered and was appreciated.</td>
</tr>
<tr>
<td>Rudd (2012)</td>
<td>U.S.A.</td>
<td><strong>Type:</strong> Qualitative&lt;br&gt;<strong>Participants:</strong> Members of a slam poetry group&lt;br&gt;<strong>Design:</strong> Longitudinal (over the course of two years)&lt;br&gt;<strong>Data:</strong> Group session observations, student interviews with five students, and coach interviews</td>
<td>Literacy identity; Sociocultural perspective</td>
<td>The study indicated that a safe group environment may be reinforced by the adoption of non-authoritarian position of coaches. This is argued to support the literacy identity development of adolescents.</td>
</tr>
<tr>
<td>Study</td>
<td>Country</td>
<td>Methodology</td>
<td>Identity dimension(s); Theoretical perspective(s)</td>
<td>Key findings</td>
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<td>-------------------------------------------</td>
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<tr>
<td>Tan &amp; Calabrese Barton (2007)</td>
<td>U.S.A.</td>
<td>Type: Qualitative</td>
<td>Science identity; Sociocultural perspective</td>
<td>The results suggested that when a student is shy or insecure when it comes to the value of her contributions during a science class, it may help when the teacher slowly increases the level of difficulty of the questions that he or she asks the student while taking the student's answers very seriously as a sign of recognition. This would make the student feel less assessed and, consequently, the student may experience the social climate to be safe to explore her identification with science. It is also indicated that this process may be reinforced when peers of such students show their believes in that student's science ability.</td>
</tr>
<tr>
<td></td>
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<td>Participant: An 11 year-old girl who underperformed in her science class at the beginning of the school year</td>
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<td></td>
<td></td>
<td>Design: Longitudinal (over the course of a school year)</td>
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<tr>
<td></td>
<td></td>
<td>Data: Classroom observations, student interviews, student focus groups and student assignments</td>
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<tr>
<td>Van Ryzin (2014)</td>
<td>U.S.A.</td>
<td>Type: Qualitative</td>
<td>Personal identity; No particular theoretical perspective on identity development is mentioned</td>
<td>The analysis suggested that when students have the feeling that they can be themselves and talk openly, this stimulates their identity exploration.</td>
</tr>
<tr>
<td></td>
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<td>Participant: 4 male adolescents who participated in a Stepping Stone project (a project that is focused on who you are and want to be) and their parents</td>
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<tr>
<td></td>
<td></td>
<td>Design: Cross-sectional</td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Data: Student and parent interviews</td>
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</tr>
</tbody>
</table>
APPENDIX C. TOPIC LIST STUDENT INTERVIEW #1

Starting the Interview

Brief introduction of the researcher and the research project.

Asking for permission to audiotape the interview. In case of permission, explaining what will and will not happen with the audiotape.

Explaining that and how the interview data will be anonymized.

Mentioning that the interview will take approximately 45 minutes of the respondent’s time.

Theme 1: Outlining the Respondent’s Educational Trajectory

What type of schools did you attend so far?

Were you ever demoted? If so, how was the decision of your demotion made? By whom? Based on what? How did you feel about it back then? How do you feel about it right now?

Were you ever allowed to skip a schoolyear? If so, how was this decision made? By whom? Based on what? How did you feel about it back then? How do you feel about it right now?

How was the high school you would attend after primary school selected? By whom? How do you feel about that? How do you feel about attending this school?

Did you change tracks during high school? If so, what is your experience hereof?
Theme 2: School Experiences

Do you enjoy going to school? Why/why not?

Are there days on which you leave school feeling pleased or happy? Please elaborate.

Are there days on which you leave school feeling upset? Please elaborate.

What is your favorite subject? Why?

What is your least favorite subject? Why?

Who is your favorite teacher? Why?

Who is your least favorite teacher? Why?

Theme 3: Learner Identity

How would you describe yourself as a learner in school? Why?

Do you find it important to go to school? Why/why not?

What are your strengths when it comes to learning? Please elaborate.

What are your weaknesses when it comes to learning? Please elaborate.

Who of your school teachers would endorse your self-understanding as a learner? Why? How do you feel about that?

Who of your school teachers would not endorse your self-understanding as a learner? Why? How do you feel about that?

In what ways do you learn most effectively? Please elaborate. How often does school provide you with the opportunity to learn in this way? How do you feel about that?
In what ways do you learn least effectively? Please elaborate. How often does school require you to learn in this way? How do you feel about that?

*Theme 4: Student-Specific Questions Based on the Classroom Observation Data*

*Theme 5: Influential Learning Experiences*

What events do you think informed your self-understanding as a learner the most? Please elaborate.
Starting the Interview

Brief introduction of the researcher and the research project.

Asking for permission to audiotape the interview. In case of permission, explaining what will and will not happen with the audiotape.

Explaining that and how the interview data will be anonymized.

Mentioning that the interview will take approximately 45 minutes of the respondent’s time.

Last time we mainly discussed your educational trajectory thus far, your experiences thereof, your current experiences of going to school, and your self-understandings as a learner. In the present interview, I would like to discuss your out-of-school learning experiences.

Theme 1: Learning Experiences at Home

Can you please tell me what your family looks like?

Do you know what kind of education your parents received? Did they attend school or a course after they started working? If so, please elaborate.

Do your parents work? In case they do, what kind of jobs do they have? In case they do not, did they used to have a job? What kind of jobs were that?

How do your parents feel about you being in the ninth grade of the [educational track the respondent is in]?
How important do your parents find it that you go to school? How can you tell? Has this always been like that? How do you feel about it?

Do your parents still learn new things? Please elaborate.

Is there a particular degree that your parents would want you to attain? Please elaborate. How do you feel about that?

Is there a particular degree that you yourself would want to attain? Please elaborate. How would you feel if you would get a different degree?

Do you think your parents enjoy teaching you new things? How can you tell? How do you feel about that?

To what extent do you feel supported by your parents to learn new things? Please elaborate.

Are there certain things of which your parents find it more important that you learn them than of other things? Please elaborate. What is your stance in this matter?

When do you understand someone to be a good student?

To what extent do you think you are a good student?

When do you think your parents understand someone to be a good student? How can you tell? How do you feel about that?

Do you think your parents think that you are a good student? Why? How can you tell? How do you feel about that?

*Theme 2: Learning Notions in School*

When do you think your teachers understand someone to be a good student? How can you tell? How do you feel about that?
Do you think your teachers think that you are a good student? Why? How can you tell? How do you feel about that?

To what extent do you feel you can be yourself in school if you also wanted to be considered a good student in school?
Do you think your school finds it important that learning is fun? Why? How do you feel about that?

Theme 3: Learning Notions among Peers

To what extent do you think your friends in your class find it important to be a good student? How can you tell? How do you feel about that?

To what extent do you think your friends from out of school find it important to be a good student? How can you tell? How do you feel about that?

Is it accepted in your peer groups to enjoy learning new things? How can you tell? How do you feel about that?

Theme 4: Learning Notions in Leisure Institutes

Do you attend a sports club?

Do you attend music classes?

Do you attend other extracurricular activities?
If so, what is it exactly that you do? For how long have you been doing that? How many times a week do you do this?

Do you remember why you started to join [a sports club]/attend [music classes]? Please elaborate.

When do you think your teachers/trainers understand someone to be a good student/pupil? How can you tell? How do you feel about that?
Do you think your teachers/trainers think that you are a good student/pupil? Why? How can you tell? How do you feel about that?

To what extent do you think you are a good student/pupil? Please elaborate.

What sorts of things do you learn from your hobby? Are these things that you can transfer to the school context? Please elaborate.

Do you find it important to get better at your hobby? Why/why not?

**Theme 5: Learning Notions at Work**

Do you have a job?

If so, what is it exactly that you do? For how long have you been doing that? How many times a week do you do this?

Do you remember why you applied for this job? Please elaborate. What characterizes a good employee at your work? How can you tell? How do you feel about that?

Do you think your supervisor thinks that you are a good employee? Why? How can you tell? How do you feel about that?

To what extent do you think you are a good employee? Please elaborate.

What sorts of things do you learn at your job? Are these things that you can transfer to the school context? Please elaborate.

Do you find it important to get better at your job? Why/why not?

**Theme 6: Wrapping up Questions**

Could you see yourself learning new things when you are about thirty years old? Why/why not?
Could you see yourself starting a new education program when you are about thirty years old? Why/why not?

Looking back at your life so far, what events do you think were crucial to how you recognize yourself as a learner today? Please elaborate.
## APPENDIX E. OBSERVATION INSTRUMENT

<table>
<thead>
<tr>
<th>Theme</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
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<tr>
<td>Type of school</td>
<td></td>
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<tr>
<td>Track</td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td></td>
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<tr>
<td>Teacher</td>
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</table>

**Knowledge**
- What is the class about? How is this conveyed?
- Who determines what the class is about and how?
- How do the students react to the subject matter that is addressed in this class?
- To what extent does this deviate from other classes of this ninth grade classroom?
- What tools are employed to address the subject matter?
- Who determines what resources can be used and how?
- How do the students react to the resources that they can use in this class?
- To what extent does this deviate from other classes of this ninth grade classroom?

**Skills**
- What skills does this class aim to develop? How is this conveyed?
- Who determines what skills are developed in this class and how?
<table>
<thead>
<tr>
<th>Competence</th>
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</thead>
<tbody>
<tr>
<td>What types of learning practices are expected of students (e.g., taking</td>
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<tr>
<td>notes, working in groups, asking questions)</td>
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<tr>
<td>What types of learning practices are explicitly praised? / What are</td>
</tr>
<tr>
<td>considered accomplishments?</td>
</tr>
<tr>
<td>Who determines what practices/accomplishments are praiseworthy and how?</td>
</tr>
<tr>
<td>How do the students relate to this definition of competence in this class ?</td>
</tr>
<tr>
<td>To what extent does this definition of competence deviate from other</td>
</tr>
<tr>
<td>classes of this ninth grade classroom?</td>
</tr>
<tr>
<td>Are the learning goals explicitly mentioned? If so, how? How often?</td>
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SAMENVATTING

LEREN TE LEREN

HET ONTWIKKELLEN VAN LEERIDENTITEITEN BINNEN EN BUITEN DE SCHOOL

In dit proefschrift is de ontwikkeling van de leeridentiteiten van adolescenten onderzocht. Een leeridentiteit kan gezien worden als de manier waarop iemand zichzelf als lerende begrijpt. Misschien denkt iemand bijvoorbeeld wel over zichzelf als iemand die heel leergierig is, of juist als iemand die het leren van nieuwe dingen snel opgeeft. Verder kan iemand van zichzelf weten dat hij of zij het interessant vindt om dingen te leren die met economie te maken hebben, maar misschien minder geïnteresseerd is in het verfijnen van zijn of haar tekenkunsten. Hoe mensen zichzelf als lerende begrijpen speelt ook een rol in hun schoolbetrokkenheid (Calabrese Barton, Kang, Tan, O’Neill, Bautista-Guerra, & Brecklin, 2013; Mortimer, Wortham, & Allard, 2010; Rubin, 2007). Onderzoek toont bijvoorbeeld aan dat adolescenten die zichzelf zien als mensen die nooit aan de verwachtingen van hun leraren kunnen voldoen, geneigd zijn steeds minder tijd en energie in hun onderwijs te stoppen (Boaler & Staples, 2008; Gresalfi, 2004). Zeker omdat er recent zorgen zijn geuit over de lage schoolbetrokkenheid in Nederland van leerlingen in het voortgezet onderwijs (Onderwijsinspectie, 2019; OECD, 2016, 2017), is het belangrijk om meer te weten te komen over hoe de leeridentiteiten van adolescenten zich ontwikkelen en hoe ervoor kan worden gezorgd dat hun leeridentiteiten positief bijdragen aan hun betrokkenheid bij het onderwijs. Dat is waar het onderzoek in dit proefschrift op is gericht.

Adolescenten (en mensen meer in het algemeen) ontwikkelen hun leeridentiteiten in relatie tot de leerervaringen die zij hebben opgedaan, zoals de lessen die zij op school hebben gevolgd, maar ook hun leerervaringen buiten school, bijvoorbeeld thuis (Coll & Falsafi, 2010; Pollard & Filer, 2007). Bij dit laatste type leerervaring kan worden gedacht aan het leren van een traditioneel familierecept, of het kijken van een documentaire samen met de ouders. Hoewel de rol van buitenschoolse leerervaringen door veel onderzoekers
wordt erkend, heeft onderzoek tot nu toe met name inzicht geboden in de rol die leerervaringen op school spelen in de leeridentiteitsontwikkeling van adolescenten. Sterker nog, we weten vooral veel over wat er op school mis kan gaan in de leeridentiteiten en de mate van schoolbetrokkenheid die adolescenten ontwikkelen (e.g., Calabrese Barton et al., 2013; Rubin, 2007). Over hoe de leeridentiteitsontwikkeling van adolescenten op school kan worden ondersteund om hun betrokkenheid bij school te bevorderen is veel minder bekend. Ook in de dagelijkse onderwijspraktijk is er relatief weinig expliciete aandacht voor de leeridentiteitsontwikkeling van leerlingen: adolescenten ontwikkelen hun leeridentiteiten min of meer per ongeluk, waardoor sommigen over zichzelf als lerende gaan denken op manieren die hun schoolbetrokkenheid niet ten goede komen (Volman, 2015).

De grote hoeveelheid aan onderzoeken die laten zien dat leerlingen moeite kunnen hebben om zich betrokken te voelen bij school wanneer zij hun buitenschoolse ervaringen niet aan de lessen op school kunnen relateren, onderstrept het belang om deze leerervaringen in ogenschouw te nemen in de ondersteuning van de leeridentiteitsontwikkeling van adolescenten (Anderson, 2007; Calabrese Barton et al., 2013; Moll, Amanti, Neff, & Gonzále, 1992; Rubin, 2007; Seaton, 2007; Willis, 1977). Cone, Buxton, Lee en Mahotiere (2014) lieten bijvoorbeeld zien hoe sommige adolescenten die naar school gingen in de VS maar een Haitiaanse achtergrond hadden in verwarring raakten vanwege twee tegenstrijdige boodschappen: thuis werd hun geleerd dat zij stil moesten zijn op school en te allen tijde de docenten moesten gehoorzamen, terwijl zij op school juist werden aangemoedigd om hun eigen meningen te vormen en te uiten, en om kritisch te denken. Zulke discontinuïteiten tussen school aan de ene kant en buitenschoolse contexten als thuis of vriendengroepen aan de andere kant kunnen de schoolbetrokkenheid van adolescenten belemmeren. Een relatief hoge mate van continuïteit tussen deze contexten blijkt de schoolbetrokkenheid van leerlingen juist te ondersteunen (Bronkhorst & Akkerman, 2016; Phelan, Davidson, & Cao, 1991; Valenzuela, 1999).

Het is echter nog onduidelijk welke rol continuïteiten en discontinuïteiten precies spelen in de schoolbetrokkenheid van adolescenten. Onderzoek naar leeridentiteiten kan helpen om deze processen beter te begrijpen, omdat het de eerdere leerervaringen van adolescenten verbindt aan hun huidige deelname aan verschillende leerpraktijken via de manier waarop zij zichzelf als lerende begrijpen. Daarom is in deze dissertatie de volgende hoofdvraag onderzocht: *Welke rol spelen continuïteiten en discontinuïteiten tussen schoolse en buitenschoolse contexten in de leeridentiteitsontwikkeling van adolescenten?* Om deze
vraag te onderzoeken is exploratief onderzoek uitgevoerd waarin het perspectief van adolescenten centraal stond. Hierbij was de aandacht vooral gericht op continuïteiten en discontinuïteiten in twee aan elkaar gerelateerde fenomenen. Het eerste fenomeen betreft de leeridentiteitsposities, of de sociale rollen als lerende, die in bepaalde contexten zoals school, thuis of de sportvereniging beschikbaar zijn. Hierbij kan worden gedacht aan rollen als de creatieve leerling, de snelle leerling, of de opstandige leerling. Het tweede fenomeen betreft de leernoties, of de ideeën over leren, die in bepaalde contexten aanwezig zijn. Hierbij kan worden gedacht aan ideeën over wat legitieme manieren zijn om bepaalde dingen te leren en over wat het doel van leren is, zoals misschien het halen van de hoogste cijfers van de klas. De leeridentiteitsposities en leernoties die in contexten aanwezig zijn, zijn twee belangrijke aspecten van leerervaringen in relatie waartoe adolescenten hun leeridentiteiten ontwikkelen (Coll & Falsafi, 2010; Pollard & Filer, 2007).

ONDERZOEKSDESIGN

Dit promotieonderzoek bestaat uit vier deelstudies die werden uitgevoerd om de bovenstaande hoofdvraag te beantwoorden. Er is een literatuurstudie uitgevoerd (hoofdstuk 2), er is een conceptueel kader ontwikkeld (hoofdstuk 4) en er zijn twee empirische onderzoeken uitgevoerd (hoofdstuk 3 en 5). Deze laatste drie onderzoeken waren gebaseerd op interviews met adolescenten (hoofdstuk 3 en 4), of op leerlingeninterviews, observaties van lessen waar deze leerlingen aan deelnamen, en schoolopdrachten en schooltoetsen (hoofdstuk 5). De interviews betroffen de leerervaringen van de adolescenten in de verschillende leerpraktijken waaraan zij deelnamen. De andere data zijn verzameld om te onderzoeken hoe en welke verschillende leeridentiteitsposities op hun scholen beschikbaar werden gesteld.

Voor dit onderzoek zijn adolescenten benaderd die van elkaar verschillen in termen van hun schoolbetrokkenheid, hun onderwijsniveau (vmbo-t, havo, vwo) en de pedagogisch-didactische grondslag van hun school (Vrije Schoolonderwijs, Montessorionderwijs en traditioneel onderwijs). Ook zijn zoveel mogelijk verschillende lessen geobserveerd. Op deze manier is gepoogd variatie te waarborgen in de leeridentiteitsposities en leernoties waar de verschillende adolescenten mee in aanraking kwamen zodat een vergelijkend perspectief gehanteerd kon worden. Een vergelijkend perspectief ondersteunt namelijk de kennisontwikkeling in exploratief onderzoek en draagt bij aan de validiteit van de onderzoeksbevindingen (e.g., Merriam, 1998): door
adolescenten te vergelijken wat betreft de (dis)continuïteiten die zij ervaren en hun leeridentiteiten, kon een beter begrip worden ontwikkeld van hoe deze (dis)continuïteiten, hun leeridentiteiten en hun schoolbetrokkenheid verbonden zijn.

DE DEELSTUDIES EN HUN BELANGRIJKSTE BEVINDINGEN

_Deelstudie 1: De Rol van School in de Identiteitsontwikkeling van Adolescenten_

Deelstudie 1, die gepresenteerd is in hoofdstuk 2, beoogde inzichten te vergaren in wat al bekend was over de rol van processen in het onderwijs in de identiteitsontwikkeling van adolescenten. Hierbij is niet alleen gekeken naar de leeridentiteitsontwikkeling van adolescenten, maar ook naar hun meer algemene persoonlijke en sociale identiteitsontwikkeling én naar de ontwikkeling van specifieke, aan school gerelateerde aspecten van identiteit (zoals de ontwikkeling van een wiskunde- of geschiedenisidentiteit). Voor deze deelstudie zijn 111 wetenschappelijke publicaties systematisch geanalyseerd. Uit de analyse blijkt allereerst dat scholen en leraren soms onbedoeld (en vaak negatief) de identiteiten die adolescenten ontwikkelen, beïnvloeden via onderwijsprocessen die deel uitmaken van het zogenaamde verborgen curriculum (Jackson, 1968): via selectiepraktijken en differentiatie, via de pedagogisch-didactische aanpak in de klas, via de verwachtingen van docenten en via normen onder leeftijdsgenoten worden boodschappen aan adolescenten gecomuniceerd over wie zij kunnen en mogen zijn. Deze onderwijsprocessen beïnvloeden bovendien welke leerervaringen adolescenten wel en niet krijgen aangereikt, en daarmee welke leeridentiteit ze wel en niet kunnen ontwikkelen.

Een tweede bevinding is dat onderzoek naar hoe scholen en docenten de identiteitsontwikkeling intentioneel kunnen ondersteunen schaars is. Veel onderzoeken over dit onderwerp zijn gebaseerd op studies over extracurriculaire programma’s of educatieve zomerkampen. Deze onderzoeken impliceerden dat de identiteitsontwikkeling van adolescenten wordt ondersteund als ze nieuwe leerervaringen kunnen opdoen. Zo kunnen deuren naar nieuwe werelden worden geopend. Dit noemden we breedte-exploratie. Daarnaast kunnen adolescenten worden ondersteund om hun al aanwezige (leer)identiteiten verder te specificeren door middel van wat we diepte-exploratie noemen. Iemand die bijvoorbeeld al weet affiniteit te hebben met het vak geschiedenis, wordt dan uitgenodigd om te verkennen welke aspecten van dit vak
hem of haar met name aanspreken. Op deze manier kunnen adolescenten zich een concreter beeld vormen van wie ze zijn en wat ze willen. Daarnaast laat de literatuur zien dat de identiteitsontwikkeling van adolescenten op school kan worden ondersteund door middel van reflectief exploratieve leerervaringen. Dit zijn leerervaringen die adolescenten helpen om hun eigen gedachten en gevoelens beter te begrijpen, bijvoorbeeld door daar een dialoog over aan te gaan. Het kan adolescenten inzichten bieden in hoe ze zijn geworden wie ze zijn, en ook in wie ze willen zijn.

Tot slot suggereren verschillende onderzoeken dat, bij het aanreiken van de verschillende typen exploratieve leerervaringen (breedte, diepte, en reflectief), het belangrijk is dat dit gebeurt in een veilig pedagogisch klimaat én aan de hand van betekenisvolle lessen. Meer specifiek wordt gesuggereerd dat exploratieve leerervaringen hiervoor zodanig moeten worden aangeboden dat ze de buitenschoolse kennis en ervaringen van leerlingen aanspreken in de klas en leerlingen de ruimte bieden om op school gebruik te maken van deze buitenschoolse kennis en ervaringen.

**Deelstudie 2: De Rol van Continuïteiten en Discontinuïteiten in de Leeridentiteiten van Adolescenten**

Deelstudie 2, gepresenteerd in hoofdstuk 3, betreft een onderzoek naar de relaties tussen de schoolbetrokkenheid van adolescenten, hun leeridentiteiten en de (dis)continuïteiten in leernoties die zij ervaren tussen schoolse en buitenschoolse contexten zoals thuis, vriendengroepen, sportverenigingen, muzieklessen en bijbanen. Er zijn interviews gehouden met vijftien adolescenten met verschillende niveaus van schoolbetrokkenheid (hoog, gematigd, of laag) om twee deelvragen te onderzoeken. De eerste deelvraag was ‘Met welke continuïteiten en discontinuïteiten in leernoties komen adolescenten die verschillen in schoolbetrokkenheid in aanraking?’ De tweede deelvraag was ‘Welke relaties kunnen worden gevonden tussen de (dis)continuïteiten in leernoties die adolescenten ervaren, en hun leeridentiteiten?’.

Met betrekking tot de eerste deelvraag zijn er geen verschillen tussen adolescenten gevonden in de (dis)continuïteiten die adolescenten ervaarden tussen de schoolcontext aan de ene kant en de werk-, sport- en muziekcontexten aan de andere kant. Continuïteiten en discontinuïteiten in leernoties tussen deze contexten leken dus geen rol te spelen in de schoolbetrokkenheid van adolescenten. Er zijn wel verschillen tussen adolescenten gevonden in de (dis)continuïteiten die zij ervaarden tussen de schoolcontext enerzijds en hun
thuiscontext en vriendengroepen anderzijds. De studie laat zien dat de adolescenten met een hoge mate van schoolbetrokkenheid continuïteit ervaarden tussen deze contexten als het gaat om ideeën over wat een goede leerling is en hoe belangrijk het is er één te zijn: al hun docenten, ouders en vrienden dachten dat een goede leerling op school wordt gekenmerkt door de tijd en moeite die hij of zij in school investeert, en soms ook door de cijfers die hij of zij haalt. Bovendien dachten deze adolescenten dat al hun vrienden, ouders en docenten het belangrijk vonden dat zij een zo goed mogelijke leerling probeerden te zijn. De adolescenten met een gematigde schoolbetrokkenheid gaven aan dat ofwel hun ouders ofwel hun docenten meer bezig waren met hun cijfers dan met de mate waarin zij zich inzetten op school. Ook hadden zij op zijn minst een aantal vrienden die zich niet zo betrokken toonden bij school. Er is slechts één leerling met een lage mate van schoolbetrokkenheid geïnterviewd. Deze leerling was een van de weinige adolescenten die uitsluitend vrienden had die het niet belangrijk vonden om hun best te doen voor school en er goede resultaten te halen.

De bovenstaande bevindingen maken aannemelijk dat (dis)continuïteiten tussen de schoolcontext aan de ene kant en de thuiscontext en vriendengroepen aan de andere kant in ideeën over ‘de goede leerling’ een rol spelen in de leeridentiteitsontwikkeling van adolescenten. Daarom is bij het beantwoorden van de tweede deelvraag verder ingezoomd op de relatie tussen deze discontinuïteiten en de leeridentiteiten van de adolescenten. De analyse suggereert allereerst dat de aan- of afwezigheid van haalbare verwachtingen gerelateerd is aan de leeridentiteiten van adolescenten. Zo ervaarde de leerling met de lage schoolbetrokkenheid als enige een continuïteit tussen de schoolcontext en zijn thuiscontext in de afwezigheid van haalbare verwachtingen, wat gerelateerd leek te zijn aan hoe hij zichzelf als lerende begreep. Deze leerling, en geen van de andere geïnterviewde leerlingen, gaf in de interviews namelijk aan dat school hem niets kon schelen en dat hij vanwege zijn adhd en dyslexie toch nooit een goede leerling zou kunnen zijn.

Verder impliceert de analyse dat erkenning voor de tijd en moeite die adolescenten in hun onderwijs investeren (of de afwezigheid daarvan) gerelateerd lijkt te zijn aan hun leeridentiteiten. Zo is alleen voor leerlingen die dachten dat ofwel hun ouders ofwel hun docenten weinig waarde hechtten aan hun inzet voor school (dus die daarin een discontinuïteit ervaarden) gevonden dat zij zichzelf zagen als leerlingen die slechts hun best deden voor
de vakken die ze interessant vonden. Dit waren ook allemaal adolescenten die zich gematigd trokken toonden bij school. Sommigen van deze adolescenten voelden zich, in tegenstelling tot adolescenten die zowel vanuit huis als op school erkenning ervaarden voor hun schoolinzet, simpelweg niet geroepen om meer tijd en energie in school te investeren. Anderen voelden zich ontmoedigd om dit te doen, omdat dit toch niet gezien zou worden door belangrijke volwassenen in hun omgeving.

Ten derde lijken pro- en/of anti-schoolnormen onder leeftijdgenoten gerelateerd te zijn aan de leeridentiteiten van adolescenten. Alle adolescenten die docenten hadden die belang hechtten aan het zijn van een goede leerling maar geen vrienden hadden die dit belangrijk vonden, begrepen zichzelf als leerlingen die niet zo veel om hun onderwijs gaven. Zij toonden ook een lage of gematigde mate van betrokkenheid bij school. Adolescenten die zowel vrienden en klasgenoten hadden die het goed wilden doen op school als vrienden en klasgenoten die dit niet wilden, begrepen zichzelf als leerlingen die alleen hun best deden voor de vakken die ze interessant vonden. Van de adolescenten die zich in hoge mate betrokken toonden bij school, hadden sommige vrienden die school belangrijk vonden, maar best wat klasgenoten die dat niet vonden. Deze adolescenten gaven aan door interesse gedreven te zijn voor sommige vakken, terwijl ze voor andere vakken vooral hun best deden om hoge cijfers te kunnen halen. Alleen adolescenten die het idee hadden dat zowel hun vrienden als hun klasgenoten het belangrijk vonden om een goede leerling te zijn, gaven aan dat zij het leren van nieuwe dingen in al hun vakken heel leuk en interessant vonden en niet slechts gericht waren op het halen van hoge cijfers.

De hierboven besproken bevindingen impliceerden dat continuïteiten tussen school, thuis, vriendengroepen en leeftijdgenoten in leernotities over ‘de goede leerling’ de leeridentiteiten — en daarmee de mate van schoolbetrokkenheid — van adolescenten versterken, soms ook op negatieve wijze zoals bij afwezigheid van haalbare verwachtingen ten aanzien van leren. Discontinuïteiten lijken van adolescenten te vereisen dat zij met zichzelf over hun identificaties met verschillende leeridentiteitsposities en leernoties onderhandelen om zo een coherent en relatief stabiel beeld van zichzelf als lerende te ontwikkelen. Dit kan ertoe leiden dat zij suboptimale leeridentiteiten ontwikkelen die hun schoolbetrokkenheid niet ten goede komen.
Deelstudie 3: Agency en Schoolbetrokkenheid

Het doel van deelstudie 3, gepresenteerd in hoofdstuk 4, is te verkennen hoe het concept leeridentiteit kan helpen om te begrijpen wanneer adolescenten wel en niet agency inzetten om bij school betrokken te zijn. Hiertoe is een conceptueel kader gepresenteerd waarin een stuk theorie is ontwikkeld over wanneer, hoe en waarom adolescenten agency tonen om zich constructief te verhouden tot discontinuïteiten die tot een verminderde schoolbetrokkenheid kunnen leiden. Dit conceptuele kader bestaat uit drie kernconcepten. Het eerste concept is leerbetrokkenheid, of de mate waarin adolescenten zich betrokken voelen en tonen bij een bepaalde leerpraktijk zoals school (zie ook Lawson & Lawson, 2013). Het tweede concept betreft de leervoorkeuren van adolescenten. Dit zijn de relatief stabiele leerdoelen, -waarden en -overtuigingen die mensen in relatie tot eerdere leerervaringen hebben opgedaan, en die een aspect van hun leeridentiteiten weerspiegelen (zie ook Azevedo, 2011). Zulke leervoorkeuren komen naar voren in de redenen die mensen aandragen voor waarom zij zich meer of juist minder betrokken voelen bij bepaalde leerervaringen, zoals ‘ik vind het leuk om samen te werken’: ze bieden inzicht in hoe het deelnemen aan bepaalde leerpraktijken persoonlijk relevant voor hen is, en in waarom zij op een bepaalde manier aan deze praktijken deelnemen. Het derde kernconcept is agency dat kan worden begrepen als de poging van mensen om hun (in dit geval leer-)voorkeuren in een bepaalde situatie te verwezenlijken. Het inzetten van agency kan in dit verband worden gezien als het gebruik dat mensen maken van de beschikbare mogelijkheden om hun leervoorkeuren te verwezenlijken (zie ook Ecclestone, 2007; Vianna & Stetsenko, 2011).

Het conceptueel kader stelt dat of adolescenten agency tonen in een bepaalde context afhankelijk is van de mogelijkheden en beperkingen die deze context te bieden heeft. Hier kan bijvoorbeeld worden gedacht aan de aan- of afwezigheid van bepaalde leeridentiteitsposities en leernoties. Contexten kunnen verschillen in de mogelijkheden die zij adolescenten bieden om hun leervoorkeuren te verwezenlijken en concurreren met elkaar als het gaat om de ruimte zij mensen bieden voor agency. Uit dit idee zijn drie premissen afgeleid. De eerste is dat adolescenten op school agency inzetten als de mogelijkheden en beperkingen aldaar het hun relatief makkelijk maken (in vergelijking met andere contexten) om hun leervoorkeuren te verwezenlijken. In een dergelijk geval zou dit de leerbetrokkenheid in school ten goede komen. De tweede premisse is dat adolescenten hun agency niet inzetten op school
als de mogelijkheden en beperkingen aldaar het relatief lastig voor hen maken om hun leervoorkeuren te verwezenlijken. In zulke gevallen zullen adolescenten geneigd zijn te kijken of ze hun leervoorkeuren in andere contexten kunnen verwezenlijken. De derde premisse is dat, in interactie met nieuwe contexten of veranderde mogelijkheden binnen een specifieke buitenschoolse context, adolescenten nieuwe leervoorkeuren kunnen ontwikkelen die niet gemakkelijk verwezenlijkt kunnen worden in school. Ook dit kan er toe leiden dat hun schoolbetrokkenheid afneemt. Het conceptuele kader is geïllustreerd aan de hand van een case study van een leerling wier schoolbetrokkenheid toenam toen zij van 2 havo naar 3 vmbo-t ging, maar later weer afnam zodra zij aan een bijbaan begon die het haar beter mogelijk maakte om haar leervoorkeuren te verwezenlijken.

Deelstudie 4: Het Creëren van Meer Gelijke Kansen voor Schoolbetrokkenheid

In hoofdstuk 5 wordt deelstudie 4 gepresenteerd. Deze studie betreft de ongelijke kansen die voor leerlingen bestaan in de mate waarin zij zich betrokken kunnen voelen bij school. De op school aangereikte kennis, vaardigheden en leernoties sluiten vaak beter aan bij sommige leerlingen dan bij andere, vanwege verschillen tussen leerlingen in de kennis, vaardigheden en leernoties waarmee zij eerder in aanraking zijn gekomen en waarmee zij zich identificeren (zie ook Gutiérrez, Baquedano-López, & Tejeda, 1999). In deze studie is daarom onderzocht hoe docenten hun leerlingen zodanig les kunnen geven dat er meer gelijke kansen voor leerlingen ontstaan om zich betrokken te voelen bij school, ongeacht hun eerdere leerervaringen. Meer specifiek is bestudeerd welke leeridentiteitsposities de identificatie met leren op school van diverse leerlingen bevorderen, en hoe leraren deze leeridentiteitsposities kunnen aanreiken zodat onderwijs inclusiever wordt.

In interviews met 22 leerlingen zijn twee leeridentiteitsposities gevonden die een diverse groep leerlingen helpen zich te identificeren met het leren op school. De eerste betreft de positie van ‘mensen die worden voorbereid op een deelname aan de maatschappij die bij hen past’. Dat wil zeggen: dat ze worden voorbereid op een rol binnen de samenleving die aansluit bij hun interesses en persoonlijke doelen. Leerlingen gaven namelijk aan dat zij het makkelijker en leuker vonden om actief mee te doen bij lessen die overduidelijk nuttig voor hen waren. Zo had een leerling die sterk gericht was op haar creatieve ontwikkeling een hekel aan wiskunde omdat zij ervan overtuigd was dat ze daar toch nooit iets mee zou doen. De tweede positie betreft die van ‘mensen
die mogen leren in overeenstemming met hun capaciteiten’. Leerlingen vermelden — ongeacht de kennis, vaardigheden en leernoties waarmee zij zich identificeerden — dat zij het lastig vonden om zich te identificeren met het leren op school als zij het gevoel hadden dat ze niets nieuws konden leren. Dit laatste kon het geval zijn als ze de lesstof al kenden en snapten, maar ook als ze de lesstof zo lastig vonden dat ze het bij voorbaat al wilden opgeven. Met andere woorden, de leerlingen waren op zoek naar ruimte om zich in te kunnen zetten en om daar erkenning voor te krijgen in plaats van voor hun cijfers.

Op basis van de observatiedata en toetsen en opdrachten zijn er twee typen van pedagogisch-didactische aanpak geïdentificeerd die adolescenten positioneren als mensen die worden voorbereid op een deelname aan de maatschappij die bij hen past. De eerste betreft het maken van connecties tussen schoolse en buitenschoolse contexten door de docent voor de leerlingen. Dit kan bijvoorbeeld door expliciet uit te leggen waarom de lesstof belangrijk is voor iedereen, door authentieke leerervaringen te organiseren en door les te geven aan de hand van voorbeelden die iedereen aanspreken. Op deze manier kunnen alle adolescenten, ongeacht hun interesses en leerdoelen, het belang inzien van wat ze op school leren. Het tweede type aanpak betreft het laten maken van connecties tussen schoolse en buitenschoolse contexten door de leerlingen zelf. Door leerlingen bepaalde vrijheidsgraden te geven in bijvoorbeeld de onderwerpen van klassikale discussies, in het type opdracht dat zij kunnen kiezen, of het onderwerp waarover zij een bepaalde opdracht maken, is de kans groter dat wat zij leren aansluit bij hun interesses en doelen; dat het persoonlijk relevant voor hen is.

Daarnaast zijn drie typen van pedagogisch-didactische aanpak gevonden die adolescenten positioneren als mensen die mogen leren in overeenstemming met hun capaciteiten. Deze communiceren respectievelijk waardering, ondersteuning en verwachtingen ten aanzien van de tijd en aandacht die leerlingen aan hun onderwijs besteden. Leraren kunnen de moeite die adolescenten voor school doen waarderen door middel van persoonlijke complimenten voor hun inzet en de waardering van hun bijdrage aan de les, ook als deze (nog) niet perfect is. De moeite die adolescenten voor school doen kan worden ondersteund door hen altijd de gelegenheid te geven vragen te stellen en door hen te helpen identificeren welke kennis en vaardigheden ze nog kunnen ontwikkelen en hoe. Daarnaast kan het helpen om hen deel te laten nemen aan een verscheidenheid aan leeractiviteiten en aan multiple ability group work waarin iedere leerling de kans krijgt om zich competent te voelen en iets bij te
dragen. Tot slot kunnen leraren uitdagen dat van alle leerlingen, ongeacht hun capaciteiten, wordt verwacht dat zij zich inzetten voor school.

ALGEMENE CONCLUSIE

De leeridentiteitsposities en leernoties die op een school aanwezig zijn bepalen mede de leeridentiteiten die adolescenten (kunnen) ontwikkelen. Deze leeridentiteitsposities en leernoties kunnen meer of minder overeenkomen met de posities en noties waarmee adolescenten in hun buitenschoolse contexten in aanraking komen. Dit impliceert meer of minder (dis)continuïteit tussen de schoolcontext en buitenschoolse contexten van adolescenten. Deze dissertatie biedt inzichten in welke continuïteiten en discontinuïteiten tussen schoolse en buitenschoolse contexten een rol spelen in de leeridentiteit die adolescenten ontwikkelen en daarmee in hun schoolbetrokkenheid. Dit lijkt vooral te gelden voor (dis)continuïteiten tussen school enerzijds en de thuiscontext en vriendengroepen anderzijds. Er zijn ook aanwijzingen gevonden dat dit voor (dis)continuïteiten tussen school en werk kan gelden. Een andere bijdrage van dit proefschrift is dat kennis is vergaard over hoe continuïteiten en discontinuïteiten tussen schoolse en buitenschoolse contexten een rol spelen in de leeridentiteitsontwikkeling en schoolbetrokkenheid van adolescenten. Continuïteiten tussen school aan de ene kant en de thuiscontext, vriendengroepen en de werkcontext aan de andere kant, versterken de schoolbetrokkenheid van adolescenten via hun leeridentiteiten. Afhankelijk van de inhoud van deze continuïteiten gebeurt dit op positieve (bijvoorbeeld wanneer iedereen een leerling aanspoort om zich in te zetten voor school) of negatieve (wanneer niemand dit doet) manieren. Discontinuïteiten lijken van adolescenten te vereisen dat zij met zichzelf onderhandelen over hun identificaties met de verschillende leeridentiteitsposities en leernoties waarmee zij in aanraking komen om zo een coherent en relatief stabiel beeld van zichzelf als lerende te ontwikkelen. Dit proefschrift suggereert dat dit ertoe kan leiden dat zij leeridentiteiten ontwikkelen die hun schoolbetrokkenheid niet ten goede komen, zeker wanneer de schoolcontext hen weinig ruimte biedt voor agency, ruimte om hun leervoorkeuren te verwezenlijken. Hieruit volgt dat de rol van (dis)continuïteiten in de leeridentiteitsontwikkeling en schoolbetrokkenheid van adolescenten niet over het hoofd mag worden gezien: niet door onderzoekers en niet door onderwijsprofessionals. Het is belangrijk dat de ontwikkeling van de leeridentiteiten van adolescenten wordt ondersteund,
bijvoorbeeld door hen op school de kans te bieden zichzelf te begrijpen als mensen die worden voorbereid op een deelname aan de maatschappij die bij hen past, en als mensen die mogen leren in overeenstemming met de capaciteiten die zij op dat moment al hebben ontwikkeld. Op deze manier kan inclusief onderwijs worden aangeboden dat adolescenten gelijke kansen biedt om zich te identificeren met het leren op school.
CHAPTER 2

Based on:


Monique Verhoeven: conceptualization, data curation, formal analysis, investigation, methodology, writing. Astrid Poorthuis: conceptualization, formal analysis, funding acquisition, investigation, methodology, supervision, writing. Monique Volman: conceptualization, formal analysis, funding acquisition, investigation, methodology, project administration, supervision, writing.

CHAPTER 3

Based on:


Monique Verhoeven: conceptualization, data curation, formal analysis, investigation, methodology, project administration, writing. Bonne Zijlstra: conceptualization, funding acquisition, methodology, supervision, writing. Monique Volman: conceptualization, funding acquisition, methodology, supervision, writing.
CHAPTER 4

Based on:

Monique Verhoeven: conceptualization, data curation, formal analysis, investigation, methodology, project administration, writing. Joseph Polman: conceptualization, formal analysis, methodology, writing. Bonne Zijlstra: conceptualization, funding acquisition, methodology, supervision, writing. Monique Volman: conceptualization, funding acquisition, methodology, supervision, writing.

CHAPTER 5

Based on:

Monique Verhoeven: conceptualization, data curation, formal analysis, investigation, methodology, project administration, writing. Bonne Zijlstra: conceptualization, funding acquisition, methodology, supervision, writing. Monique Volman: conceptualization, funding acquisition, methodology, supervision, writing.
RELATED PUBLICATIONS AND PRESENTATIONS

*Peer-reviewed publications*


*Practice-oriented publications*


*Presentations*


ABOUT THE AUTHOR

Monique Verhoeven (1991) obtained her bachelor’s degree in Sociology (2013) and her research master’s degree in Social Sciences (2015) from the University of Amsterdam. In both programs Monique specialized in educational sociology. In addition, Monique took an interest in the sociology of citizenship and care and worked as a research assistant on the project ‘Can’t we leave that to the volunteers?’ from 2012 to 2014. Together with Marianne van Bochove, Barbara van der Ent, Eva van Gemert, Suzanne Roggeveen, Evelien Tonkens and Loes Verplanke she conducted a study on the changing role of volunteers and professionals in the social domain and care sector after the implementation of the Social Support Act. This allowed Monique to be a co-author of various (popular) scientific and professional publications. In 2014-2015, she served as a junior teacher at the Sociology department of the University of Amsterdam.

In October 2015, Monique started her PhD project at the Research Institute of Child Development and Education of the University of Amsterdam. At the start of this project, Monique performed a literature review together with Astrid Poorthuis and Monique Volman on the role of school in adolescents’ identity development, funded by a grant from The Netherlands Initiative for Education Research (NRO). Next, under supervision of Bonne Zijlstra and Monique Volman, Monique examined the role of continuities and discontinuities between school and out-of-school contexts in adolescents’ learner identity development. Monique presented the results of her PhD research at various international (ISCAR 2017; ECER 2018) and national (ORD 2016; 2018; 2019) conferences, at teacher congresses (ResearchEd 2019) and at the teacher training programs of the University of Amsterdam and the University of Applied Sciences Windesheim. Monique published several practice-oriented publications based on her research, for example in Didactief. In Fall 2017, she was a visiting scholar at the University of Colorado Boulder, at the invitation of Prof. dr. Joseph Polman.

During her PhD, Monique engaged in various ancillary activities. She was selected to participate in the KNAW Hendrik Muller Summer School in 2016. Monique organized the VNOP-ISED-CAS Research Days in 2016 and the KNAW Hendrik Muller Summer School in 2017. In 2018, Monique served as a literacy tutor. In 2019 she performed a practice-oriented review study for NRO on the contribution of authentic learning experiences to the development of students’ career images in economics classes in the prevocational track. Recently, Monique has started to work as postdoc researcher at the Department of Education at Utrecht University.
DANKWOORD

Ik kan het niet alleen. Dit is niet alleen een lied van De Dijk of de titel van de afscheidsrede van Bart van Heerikhuizen, één van de beste docenten die ik ooit heb gehad. Het is ook de belangrijkste les die de socioculturele benadering — waarop mijn promotieonderzoek is gefundeerd — ons leert. Niemand, en ik dus ook niet, kan het alleen. De socioculturele benadering laat ons zien dat je anderen nodig hebt om iemand te worden, om iemand te zijn, om te groeien, om een doel te stellen en om dat doel te bereiken. Ik ben dan ook veel dank verschuldigd aan een heleboel mensen voor hun aangeboden hulp en steun tijdens mijn promotietraject.

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Dan zijn er twee mensen die ook mee hebben geschreven aan hoofdstukken uit dit proefschrift en die ik stiekem als bonusbegeleiders ben gaan ervaren. Astrid, samen met jou heb ik honderden abstracts en tientallen artikelen doorgespit voor de literatuurstudie en dat schept een band. Bedankt voor al je tijd en aandacht, je peptalks wanneer ik die nodig had en natuurlijk het spontane lunchfeest toen de literatuurstudie geaccepteerd was voor publicatie! Ik heb veel van jouw ontwikkelingspsychologische bлик geleerd en deze blijft mij inspireren wanneer ik nadenk over vervolgonderzoek. Inmiddels werken we (zodra covid-19 het toelaat) in hetzelfde gebouw en zijn we maar één verdieping van elkaar verwijderd. Ik ben erg blij dat we elkaar zo nog regelmatig kunnen spreken. Joe, visiting you at UC Boulder was an experience that is very precious to me. Thank you so much for having me there. Not only did it allow me to learn a lot about sociocultural identity research, it also gave me the opportunity to meet the kind, patient, bright and attentive person that you are. Working on the conceptual paper truly was a blast! Moreover, by visiting Boulder I got to meet Leighanna and Steve and take a course of Susan Jurow. This really contributed to my PhD being an unforgettable experience too.

Natuurlijk wil ik naast Joe ook de overige leden van de promotiecommissie heel hartelijk danken voor de tijd en moeite die zij hebben genomen om dit proefschrift te lezen en beoordelen: Prof. dr. Sanne Akkerman, die mij bovendien ook nog eens mijn ultieme droombaan heeft aangeboden, Prof. dr. Carla van Boxtel, die zo hartelijk was om mij mee te nemen op de schrijfweek van haar programmagroep, Prof. dr. Eddie Denessen die ik al even heb mogen ontmoeten op de ECER conferentie in Bolzano, en Prof. dr. Thea Peetsma, die mij met haar onderzoeksperspectief ook al meer dan eens op een goede manier heeft geprakkkeld.

Ik startte mijn promotietraject met een literatuuronderzoek. Als iemand die nog vrij onbekend was met dit genre binnen het scala aan wetenschappelijke publicaties ben ik veel dank verschuldigd aan informatiespecialist Janneke Staaks. Zij wist precies hoe en waar ik het beste naar literatuur kon zoeken. Ook wil ik graag Desiree Berendsen, Carla van Boxtel, Lenie van den Bulk, Thea van Lankveld, Sarah Leker, Piet Post, Ati Raban, Floor Rombout, Marloes Schrijvers en Wim Wardekker bedanken. Deze mensen waren zo vriendelijk om de eerste versie van de literatuurstudie van constructieve feedback te voorzien tijdens een expertmeeting.

Het vervolg van mijn promotieonderzoek had ik niet kunnen uitvoeren zonder het warme welkom dat mij, vaak via Piet Post, is geboden door de
schoolleiders, coördinatoren en docenten van de scholen die meededen aan het onderzoek. Minstens net zo noodzakelijk voor het uitvoeren van mijn onderzoek was de bereidheid van verschillende klassen op deze scholen om mij op sleeptouw te nemen tijdens hun schooldagen en de bereidheid van tweeentwintig leerlingen uit deze klassen om zich door mij te laten interviewen. Om jullie anonimiteit te waarborgen mag ik jullie hier natuurlijk niet met naam en toenaam noemen. Dit doet echter niets af aan hoe dankbaar ik ben voor jullie hulp en medewerking. Daarnaast wil ik Joyce Standaert en Leon-tien Hooge Venterink bedanken die mij als student-assistenten met hun harde werk hebben geholpen om de interviewtranscripten uit te werken.

Ook gaat mijn dank uit naar alle collega’s die ik de afgelopen jaren aan de UvA heb gehad. Mijn onderzoe kwswerk begon in het fantastische team van Evelien, Loes, Marianne, Suzanne, Eva en Barbara. Een betere introductie tot de wetenschap had ik mij niet kunnen wensen. Evelien, die zich als mijn mentor opwierp, ben ik in het bijzonder dankbaar voor deze leuke en leerzame tijd.


Ik denk dat ik 90% van de dagen dat ik bezig was met mijn promotie er veel plezier aan beleefde. Maar ook als ik even geen zin had in mijn onderzoek en mijn kamergenoten er niet waren, waren er nog genoeg andere redenen om toch naar de UvA te gaan. Zo kon ik er altijd de leuke anekdotes, luisterende oren en goede adviezen vinden van Els, Geerte en Daphne. Jullie hebben mij meer dan eens moed ingesproken toen ik dat nodig had, en jullie waren er altijd als ik even mijn hart moest luchten. Dankjulliewel!

Verder ging ik graag rond een uur of 15.00 even een frisse neus halen en hebben Marloes, Jan, Rutmer, Daury en Thijmen mij regelmatig op deze wandelingen vergezeld zodat ik mijn hoofd écht even leeg kon maken en niet stiekem tijdens mijn pauze kon door blijven piekeren. Ik heb altijd erg van onze wandelingen genoten, en bovendien was het een mooie manier om jullie beter te leren kennen. Ook jullie wil ik daarom bedanken.
Wat naar werk gaan ook altijd leuk maakte waren de lunches met bijvoorbeeld, naast een aantal wandelmaatjes en (oud-)kamergenoten, Marjolein, Sietske, Madelon, Peter, Lianne, Bas, Fae, Mengdi, Suzan, Joost en Mariëlle. Verder kon je Helma met haar talloze filmtips en Debora met haar bijna altijd aanwezige idee om die middag te gaan borrelen ook vaak aan de lunchtafel vinden. Bedankt voor al jullie gezelligheid!

Bovendien kwam ik aan de lunchtafel een aantal mensen tegen die ik hieronder graag in het bijzonder wil bedanken. Allereerst Janneke, Alexander en Rianne. Hoewel we allemaal niet precies tegelijkertijd zijn begonnen, had ik vaak het gevoel dat ik met jullie in het spreekwoordelijke zelfde schuitje zat, en dat bood steun. Los daarvan zijn ook jullie niet vies van een drankje, een bioscoopbezoek, of pizza’s. Bedankt voor al die momenten waarop we samen hebben gelachen.

Daarnaast ben ik via de lunchtafel als tussenstap een officiële bewoner van Het Eiland geworden, toen vooral bestaande uit Saskia, Magdalena, Lucija, Mark en Marloes. Met deze medebewoners van Het Eiland heb ik meer dan één hilarisch moment beleefd, bijvoorbeeld tijdens het schaatsen, bowlen, of apenkooien, of tijdens uitstapjes naar het Tikibad en Catalonië. Zonder jullie en onze toeristen Marina, Paula, Miriam, Juan Carlos, Cemile en Luca was promoveren half niet zo leuk geweest.

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Magdalena, amiga, our adventurer. I really admire your and Carlos’s courage to leave everything behind for a few years, and to move from the warm, festive and outgoing life in Chile to the often cold, rainy and perhaps not always so welcoming Netherlands. I am very happy to see that you took your ever-present smile with you on that move. You spark so much joy! It really was a blast to have you around at the office.

Lucija, you are such a kind friend. I love your honesty, and, even more so, your advice, which usually comes down to simply enjoying life to the fullest. Thank you for brightening room D8.12a with your presence.

Mark, lieve Markie, zonder jou had ik nooit acht keer in één jaar bij de Pizzabakkers gegeten, haha. Veel belangrijker nog, zonder jou had ik heel veel mooie films niet gezien én heel veel mooie boeken niet gelezen. Niet alleen op werk was je een grote steun en toeverlaat. Toen ik thuis zat met een hersenschudding fungeerde jij als mijn privébibliotheek en bracht je de ene na de
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andere prachtige roman langs. En waar ik jou samen met Marloes uit de Middelandsche Zee redde, redde jij mij niet veel later toen ik even geen thuis meer had. Naast mijn privébibliotheek bleek je ook mijn privémakelaar te zijn en heb je niet één, maar zelfs twee fijne plekjes voor mij gevonden. Je hebt meer dan eens bewezen dat je er altijd voor mij bent en daar ben ik je heel dankbaar voor.

Dat geldt ook voor jou, lieve Marloes. Hoewel je op werk regelmatig in je bubbel zat, zoals je dat zelf noemde, maak je altijd tijd voor mij vrij als dat nodig is: voor een praatje, een wandeling of een knuffel. Ik ben erg blij dat ik er ook altijd voor jou mag zijn. De eerste klik ontstond vooral doordat we beiden af en toe dachten ‘waarom zijn we ooit aan een literatuurstudie begonnen?’ Toen maakte je al een hartelijke, maar ook nog uitsluitend professionele indruk op mij. Inmiddels hebben we samen de grootste lol gehad, lief en leed met elkaar gedeeld, met de andere eilandbewoners allemaal avonturen beleefd en samen genoten van meerdere voorstellingen in verschillende schouwburgen. Ook zijn we ontelbaar veel flessen wijn verder, of, als wijn ‘too fancy’ was (zoals ze in Catalonië vonden), glazen Ratafia en Agua de Valencia, met bijna gestolen verkeersborden tot gevolg. Dat had ik allemaal voor geen goud willen missen. Ook jij bent mij heel dierbaar.

Waar ik graag al mijn collega’s van de achtste verdieping voor wil bedanken is dat, ondanks dat de academische wereld erom bekend staat vrij hard te kunnen zijn, ik de sfeer bij ons op de afdeling altijd als heel warm, gezellig en gemoedelijk heb ervaren. Iedereen heeft altijd tijd voor een praatje, gunt elkaar van alles, en niemand vraagt om negen uur ‘s ochtends beschuldigend ‘Heb je mijn mailtje van twee uur geleden nou nog niet gelezen?’ Dat zou heel normaal moeten zijn, maar het is in de wetenschap echt iets om te koesteren. Ik ga jullie allemaal missen.

Ook buiten de UvA zijn er veel mensen die mij tijdens het promotietraject hebben aangemoedigd waaronder The Cool Kids, de mensen van mijn salsaclubje en mijn lieve familie en schoonfamilie. Dankjullie wel! Daarnaast wil ik een paar vrienden in het bijzonder bedanken. Raynor, Rosalie, Milda en sociomeisjes Sterre, Minke en Estrelle, wat ben ik blij met vrienden zoals jullie. Jullie waren altijd geïnteresseerd in waar ik mee bezig was op werk. Tegelijkertijd waren de spelletjesavonden, diners, concerten, toneelvoorstellingen, film- en museabezoekjes, reisjes en zelfs liftwedstrijden en aquarobicissessies (dit laatste bleek niks voor mij te zijn) met jullie een welkome afleiding van het onderzoek. Dat maakte het halen van de eindstreep vele malen
makkelijker. Jullie zijn fantastisch! Verder wil ik Esther en Jonne graag bedanken, die mij alvast een eerste indruk van werken aan de UU gaven en met wie ik verschillende inspirerende en gezellige samenwerkdagen in de bieb heb gehad.

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Learning Selves
Monique Verhoeven