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Research output

- 1. Samen bouwen aan de leerbrug tussen school en lerarenopleiding: Building the learning bridge between school and teacher education**
Willegems, V., Lauwers, E., Silverans, K., Engels, N. & Consuegra, E., 2023, In: Tijdschrift voor Lerarenopleiders. 44, 4, p. 71-89 18 p.
Research output: Contribution to journal › Article › peer-review
- 2. Inside Stories of Collaborative Teacher Research Teams: Spaces for Developing Extended Professionalism in School-university Partnerships.**
Willegems, V., 2020
Research output: Thesis › PhD Thesis
- 3. Pre-service teachers as members of a collaborative teacher research team: A steady track to extended professionalism?**
Willegems, V., Consuegra, E., Struyven, K. & Engels, N., 5 Sept 2018, In: Teaching and Teacher Education. 76, p. 126-139 14 p., 76.
Research output: Contribution to journal › Article › peer-review
- 4. Teachers and pre-service teachers as partners in collaborative teacher research: A systematic literature review**
Willegems, V., Consuegra, E., Struyven, K. & Engels, N., 3 Mar 2017, In: Teaching and Teacher Education. 64, p. 230-245 16 p., 64.
Research output: Contribution to journal › Article › peer-review
- 5. Een focus op samen leren in het kwadraat: Realiseren van krachtige leeromgevingen in het middelbaar beroepsonderwijs**
Plackle, I., Tondeur, J., Willegems, V. & Engels, N., 2017, *Kennisbasis Lerarenopleiders Katern 4*. 4 ed. VELON, p. 91-101 10 p.
Research output: Chapter in Book/Report/Conference proceeding › Chapter › Research › peer-review
- 6. Professionalisering van onderzoekers door samenwerking in leergemeenschappen**
Consuegra, E., Becuwe, H., Willegems, V., Roblin, N. P. & Tondeur, J., 1 Dec 2016, In: Tijdschrift voor Hoger Onderwijs. 34, 4, p. 56-68 13 p.
Research output: Contribution to journal › Article › peer-review
- 7. How to become a broker: the role of teacher educators in developing collaborative teacher research teams**
Willegems, V., Consuegra, E., Struyven, K. & Engels, N., 2016, In: Educational Research and Evaluation. 22, 3-4, p. 173-193 20 p.
Research output: Contribution to journal › Article › peer-review
- 8. Onderzoekende school?! Professionaliseren tot de vierde macht.**
Willegems, V., Consuegra, E., Engels, N. & Struyven, K., 2016, In: Impuls voor onderwijsbegeleiding. 46, 4, p. 156-165
Research output: Contribution to journal › Article › peer-review
- 9. De rol van de onderwijsondersteuner bij de integratie van Teacher Design Teams: Een nieuwe kijk op professionalisering.**
Tondeur, J., Becuwe, H., Roblin, N. P., Thys, J., Castelein, E., Willegems, V., Van Moer, E. & Pynoo, B., 2015, p. zp.
Research output: Unpublished contribution to conference › Unpublished abstract
- 10. Effects of Teacher Gender on Trust in Students and Need Supportive Teaching: an Opposed Mediation through Restricted Emotionality and Extended Professionalism**
Consuegra, E., Willegems, V. & Engels, N., 2015, (In preparation) In: Contemporary Educational Psychology . p. 372-398 26 p.
Research output: Contribution to journal › Article › peer-review
- 11. Using video stimulated recall to investigate teacher awareness of explicit and implicit gendered thoughts on classroom interactions**
Consuegra, E., Willegems, V. & Engels, N., 2015, In: Teachers and Teaching: Theory and Practice. 22, 6, p. 683-699
Research output: Contribution to journal › Article › peer-review