

Prof. Dr. Jan H. van Driel

Prof. Dr. Jan van Driel ist Direktor der ICLON (Leiden University Graduate School of Teaching) und einer der führenden Wissenschaftler im Bereich der Definition und Erfassung von *pedagogical content knowledge* (PCK).

Expertise

- Pedagogical Content Knowledge
- Teacher knowledge and beliefs
- Higher education
- Science education

Er ist Mitglied der Editorial Boards einer Reihe internationaler Zeitschriften (e.g., *Journal of Research in Science Teaching*, *International Journal of Science Education*) und verfügt über eine breite Erfahrung in der Lehre, z. B. zu Forschungsmethoden.

Prof. Dr. Jan van Driel wird dieses Jahr zweimal an der Humboldt-Universität zu Gast sein, und zwar im Zeitraum **13.-19.10.2014** sowie **10.-14.11.2014**.

Ausgewählte Publikationen

Van Driel, J.H., & Berry, A. (2012). Teacher Professional Development Focusing on Pedagogical Content Knowledge. *Educational Researcher*, 41, 26 – 28.

Visser-Wijnveen, G. J., Van Driel, J. H., Van der Rijst, R. M., Verloop, N., & Visser, A. (2012). Relating academics' various ways of integrating research and teaching to their students' perceptions. *Studies in Higher Education*, 37, 219-234.

Van Driel, J.H., & Berry, A. (2010). The Teacher Education Knowledge Base: Pedagogical Content Knowledge. In B. McGraw, P.L. Peterson, E. Baker, (Eds.), *International Encyclopedia of Education*, 3rd edition; Vol. 7 (pp. 656-661). Oxford: Elsevier.

Henze, I. , Van Driel, J.H., & Verloop, N. (2009). Experienced Science Teachers' Learning in the context of Educational Innovation. *Journal of Teacher Education*, 60, 184-199.

Van Driel, J.H., Bulte, A.M.W., & Verloop, N. (2007). The relationships between teachers' general beliefs about teaching and learning and their domain specific curricular beliefs. *Learning and Instruction*, 17, 156-171.

Justi, R., & Van Driel, J.H. (2006). The use of the IMTPG as a framework for understanding the development of science teachers' knowledge on models and modelling. *Teaching & Teacher Education*, 22, 437-450

Van Driel, J.H., Beijaard, D., & Verloop, N. (2001). Professional development and reform in science education: The role of teachers' practical knowledge. *Journal of Research in Science Teaching*, 38, 137-158.

Van Driel, J.H., Verloop, N., & Vos, W. de (1998). Developing science teachers' pedagogical content knowledge. *Journal of Research in Science Teaching*, 35, 673-695.