



## **Curriculum Vitae Prof. dr. Albert Pilot**

May, 10, 2022.

Albert Pilot finished his Master in Chemistry (analytical chemistry and curriculum development) at Utrecht University in The Netherlands in 1971 and worked from 1971 until 1979 as chemistry teacher and educational researcher at the department of Chemical Technology at Twente University in the Netherlands.

His PhD thesis involved the learning and teaching of problem solving in Thermodynamics and was defended in 1981 at Twente University.

From 1979 until 1989 he was educational advisor and researcher in learning and teaching study skills and information and communication technology at the Center for Higher Education at Twente University, and was director of this center from 1989 until 1996.

In 1996 he was appointed as professor at Utrecht University in the domain of curriculum development at IVLOS in the Faculty of Social Sciences and from 1998 until 2011 also had a chair in Chemistry Education in the Faculty of Sciences. From 2001 until 2006 he was the dean of the IVLOS Institute of teacher training and education at Utrecht University. From 2008 until 2011 he was dean of the Freudenthal Institute for Science and Mathematics Education at Utrecht University.

He now is emeritus professor at Utrecht University and his research focuses on chemistry education, learning with ICT, and talent development in higher education. See for recent publications in international journals and at international

conferences below and at the websites of the Web of Science (ISI) or Google Scholar.

In 1916 he was appointed as guest professor at the Anton de Kom University (ADEK) in Paramaribo, Suriname, for teaching Thermodynamics I and Physical Chemistry I in the Chemistry programme of FNWN.

He was supervisor of the PhD-research of Ngô Vũ Thu Hằng, *Designing A Social Constructivism-Based Curriculum for Primary Science Education In Confucian Heritage Culture* defended at Utrecht University on 17 February 2014.

And he was also supervisor of the PhD-research of Nguyen Phuong-Mai *Culture & Cooperation, Cooperative learning in Asian Confucian heritage cultures, the case of Viet Nam*, defended at Utrecht University in 2008.

Albert Pilot is member of the Editorial Board of the *International Journal of Academic Development* and the *Journal of the European Honors Council*.

## **Selection of publications**

### **2020**

Rexwinkel, G.B., Verhoeven, P.A., & Pilot, A. (accepted) *Evalueren van het niveau van studenten van hbo-opleidingen met de Educational Level Evaluator (ELE)*. *Tijdschrift voor Hoger Onderwijs*.

Bulte, A.M.W., Meijer, M.R. & Pilot, A. (accepted) *The Nature of Matter in a Design-based Task, From macroscopic properties to the microscopic models of materials using the notion of Activity Theory for curriculum design*. In: M.J. de Vries & I. Henze (eds.) *Design-Based Concept Learning in Science and Technology Education*. Leiden: Brill/Sense

Hằng, N.V.T., Bulte, A.M.W., & Pilot, A. (2020) *Examining the Scientific Argumentation Implemented Through a Social Constructivism-Based Curriculum Designed for Primary Science Education in a Confucian Heritage Culture: A Case Study in Vietnam* *Review of European Studies*;12, 2; 64-78. doi:10.5539/res.v12n2p64

Pilot, A., Hout-Wolters, B. van, Jongepier, P., Ginkel, S.O. van, & Scheijen, W. (2020) *Studeer effectief*. 4e editie .Groningen: Noordhoff.

### **2019**

Hogenstijn, M., Wolfensberger, M. & Pilot, A. (2019). Lessons learned in setting up an open access journal: the case of JEHC *Journal of the European Honors Council* 3 (2), 1-14

Hằng, N.V.T., Bulte, A.M.W., & Pilot, A. (2019) Implementation of a primary science curriculum designed in accordance with a social constructivist approach for Vietnamese Confucian heritage culture. *Journal of Physics: Conference Series* 1340 (1), 012028

Eijl, P.J. van, & Pilot, A. (2019) Good practices in honors education with examples to follow. *Journal of the European Honors Council* 3 (1), 1-25.

## 2018

Prins, G.T., Bulte, A.M.W., & Pilot, A. (2018). Designing context-based teaching materials by transforming authentic scientific modelling practices in chemistry. *International Journal of Science Education* 40 (10), 1108-1135.

Pilot, A., Eijl, P.J. van, & Lappia-van Es, J.H. (2018). De robot zet de wereld op zijn kop. Artificiële intelligentie vraagt om dringende aanpassingen in het hoger onderwijs. *Th&ma: (Tijdschrift voor Hoger onderwijs en Management)* 2018 (4).

Bulte, A.M.W., Prins, G.T., Meijer, M.R., Pilot, A. & Sevian, H. (2018). The use of authentic practices as a leading principle for the design of chemistry curricula. *Educació química*, 40-46.

Eijl, P.J., Peeters, T., Moesker, H., Dillen, A., Pilot, A. & Ginkel, S. van (2018). Honors programs as forerunner for 21st century skills? *Journal of the European Honors Council* 1 (2), 1-15

## 2017

Eijl, P.J.van, Pilot, A., Gelink, V, & Dibo, N. (2017) Promoting development in honours: The Honours Experience. *Journal of the European Honors Council* 1, 9.

Akbari, E., Simons, P.R.J., & Pilot, A., & Nadari, A., (2017) Peer Feedback in Learning a Foreign Language in Facebook. *Global Journal of Human-Social Science*, XVII, II, 31-44.]

Bulte, A.M.W., Prins, G.T., Meijer, M, Sevian, H., & Pilot, A. (2017) The use of authentic practices as leading principle for the design of chemistry curricula. *Educació Química (EduQ)*

## 2016

Rexwinkel, G.B., Haenen, J.P.P., & Pilot, A. (2016) The validity and reliability of the cross national comparison of degree programme levels in European countries. What have students learnt? *European Journal of Psychology of Education* DOI 10.1007/s10212-016-0311-z

Eilks, I, Marks, R., & Pilot, A. (2016) Contexten voor maatschappelijke oriëntatie in het chemieonderwijs. *NVOX oktober 2016*, p.440-441

Hang, N.V.T., M.R. Meijer, Bulte, A.M.W., & Pilot, A. (2016) Designing a primary science curriculum in a globalizing world: how do social constructivism and Vietnamese culture meet? *Cultural Studies of Science Education* DOI 10.1007/s11422-015-9696-2

Eijl, P.J.van, & Pilot, A. (eds) Honours experience, Talentontwikkeling door de ogen van de honoursstudent. (2016) Rotterdam: Uitgeverij Hogeschool Rotterdam.

Akbari, E., Nadari, A., Yazdi, M. H., Simons, P.R.J., & Pilot, A. (2016) Attitude of Teachers and Students towards formal Learning through Online Social Networks. *Journal of Interactive Learning Research* 27 (2), 101-123

Akbari, E, Naderi, A., Yazdi, M.H., RJ Simons, R.J. & Pilot, A. (2016) Student engagement and foreign language learning trough online social networks. *Asia-Pacific Journal of Second and Foreign Language Education* 1(1) 1-22

Prins, G. T., Bulte, A.M.W., Pilot., A (2016) An Activity-based instructional framework for transforming authentic modeling practices into meaningful contexts for learning in science education. *Science Education* DOI 10.1002/sce.21247

Scager, K., Akkerman, S.F, Pilot, A. & Wubbels, T. (2016) Teacher Dilemma's in challenging high-ability students in higher education. *Teaching in Higher Education* DOI: 10.1080/13562517.2016.1248392.

Taconis, R., Brok, P. den, & Pilot, A. (Eds.) (2016) Teachers creating Context-Based Learning Environments in Science. Rotterdam: Sense Publishers. p. 1-253

## 2015

Akbari, E, Simons, P.R.J., & Pilot, A. (2015) Autonomy, competence, and relatedness in foreign language learning through Facebook. *Computers in Human Behavior* 48, 126-134.

Hang, N.V.T. , M.R. Meijer, Bulte, A.M.W., & Pilot, A. (2015) The implementation of a social constructivist perspective in primary science education in confucian heritage culture. *Cultural Studies of Science Education*. 10, 665-693. DOI 10.1007/s11422-014-9634-8

Alst, J. van, Govaerts, M., Nieweg, M., Pilot, A., Vretsgen, D. (2015) Niets is zo praktisch voor een beginnende docent als een landkaart, theorieën over doceren. In: H. van Berkel, D. Verstegen, M. Nieweg & A. Bax (red.), *Doceren in het hoger onderwijs, een introductie*. Groningen: Noordhoff.

Gruijter, Jan de, Aalsvoort, J. van der, Pilot, Albert, Rens, Joke van, & Vos, Martin (eds.). (2015) Nog meer over contexten in nieuwe scheikunde. Utrecht: NVON. 44 p.

Vos, M., & Pilot, A. (2015) Contexten in scheikunde, nieuw voor ervaren docenten. In: Gruijter, Jan de, Aalsvoort, J. van der, Pilot, Albert, Rens, Joke van, & Vos, Martin (eds.). *Nog meer over contexten in nieuwe scheikunde*. Utrecht: NVON. p.2-3

Pilot, A. (2015) Contexten in de Nobelprijs. In: Gruijter, Jan de, Aalsvoort, J. van der, Pilot, Albert, Rens, Joke van, & Vos, Martin (eds.). *Nog meer over contexten in nieuwe scheikunde*. Utrecht: NVON. p.4-6.

Pilot, A., Aalsvoort, J. van der, Rens, L. van, Vos, M., & Gruijter, J. van (2015) “Contexten, waarom moet ik dit leren?” In: Gruijter, Jan de, Aalsvoort, J. van der, Pilot, Albert, Rens, Joke van, & Vos, Martin (eds.). *Nog meer over contexten in nieuwe scheikunde*. Utrecht: NVON. p.10-11.

Rens, L. van, Aalsvoort, J. van der, Pilot, A., Vos, M., Gruijter, J. van der. (2015) Contexten: vakinhoud in nieuwe scheikunde modules. In: Gruijter, Jan de, Aalsvoort, J. van der, Pilot, Albert, Rens, Joke van, & Vos, Martin (eds.). *Nog meer over contexten in nieuwe scheikunde*. Utrecht: NVON. p. 18-19.

Rens, L. van, Aalsvoort, J. van der, Pilot, A., Vos, M., Gruijter, J. van der. (2015) Contexten in beoordelen. In: Gruijter, Jan de, Aalsvoort, J. van der, Pilot, Albert, Rens, Joke van, & Vos, Martin (eds.). Nog meer over contexten in nieuwe scheikunde. Utrecht: NVON. p. 27-28.

## **2014**

Nab, J., Van Keulen, H., & Pilot, A. (2014). Strategies of expert teachers for teaching opportunity identification. *Industry & Higher Education*, 28(2), 97-111.