

## University of Groningen

### Teachers' sense of their professional identity

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## Curriculum Vitae

Esther Carrinus was born in Groningen, the Netherlands on February 4th 1981. In 2005, she obtained her Master's degree in psychology from the University of Groningen. During her study, she worked as a teaching and research assistant and was an active member of the local section of psychology students (SPS), a subdivision of the Dutch Association of Psychologist (NIP).

In 2006 she was employed as a research assistant at the faculty of behavioural and social sciences of the University of Groningen. She assisted in research focussing on the effect of posttraumatic stress syndrome in women with obstetric complications (i.e. preeclampsia). In October that same year, her PhD project on teachers' sense of their professional identity started at the University Centre for Learning and Teaching (UOCG) in Groningen. While working on her PhD project, Esther started, together with her colleague Marjon Fokkens-Bruinsma, a research project on pre-service teachers' motives for becoming a teacher. This has resulted in several (inter)national paper presentations and peer-reviewed articles. She collaborated with other colleagues as well, for instance as a member of the UOCG work council. In 2010, together with her colleague Marjon Tammenga, Esther received an encouragement reward from the Dutch Association of Teacher Educators (VELON) for their research on effective grammatical instruction for second language learners.

Currently, Esther is employed as a post-doc researcher at the University of Groningen. She continues to work on the aforementioned projects and is furthermore working on a project investigating the effect of various types of teacher training on multiple teacher outcomes such as teacher stress and teaching behaviours. Her research interest includes teachers' professional identity, professional development, motivation, and occupational psychology.