

Annual report **LEARN! 2024**



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"In 1972, Leon Kamin gave an address to the Eastern Psychological Association (later expanded into a book, Kamin, 1974), in which he concluded that 'there exist no data which should lead a prudent man to accept the hypothesis that I.Q. test scores are in any degree heritable'. He received a standing ovation at the end of his lecture."
- N.J. Mackintosh

the science
and politics
of IQ

by Leon J. Kamin



NOT
IN OUR
GENES

THE SCIENCE
OF BIOLOGY
GENETICS AND
HUMAN
BEHAVIOR

by Leon J. Kamin



Leon Kamin
Professor of psychology
at Princeton University

1. Introduction

It is my pleasure to present to you the annual report of 2024. It has been a year full of inspiring LEARN! events. We hosted as many as 12 research seminars, half of which featuring research by LEARN! researchers from the different programs, the other half by national and international guest speakers. The staple of drinks and snacks after each seminar was appreciated and sparked many interesting follow-up discussions and new ideas. This successful series of research seminars would not have been possible without the fantastic new Seminar Committee. We are very grateful for their outstanding organization and active involvement. Thanks to the Committee, we have also been able to feature the seminar highlights and discussion points on our LinkedIn page (VU Research Institute LEARN!), including action pictures.

2024 also saw the launch of another great initiative: the new PhD Committee. As we highly value our community of early career researchers, including PhD students and postdocs, this committee was formed to tailor activities to their needs and interests. The kick-off meeting at the peaceful botanical gardens was a big success and follow-up events have already been planned. The PhD committee works closely together with the director and LEARN! board, and also serves as a go-between for any input from PhD students.

The shaping of the new LEARN! Strategy has been another exciting development in the past year. We began the process with an inspiring brainstorming session, involving dedicated LEARN! researchers from across our various programs and facilitated by an external expert in impact strategy. Based on the external audit panel's recommendation, we explored which research themes and activities we want to focus on in the coming years.

In parallel with these exciting developments, we also encountered a difficult period of announced budget cuts and diminishing recognition of the value of science. Especially now, I hope that LEARN! offers a strong and supportive community for our researchers to connect and belong, and continue doing our valuable, societally and policy relevant research together. As always, we are committed to our mission which is summarised as:

LEARN! is an interdisciplinary research institute on learning in an institutional and societal context. We study education, learning and development and the context in which people learn and develop.

Professor Dr. Nienke van Atteveldt
Director of LEARN!



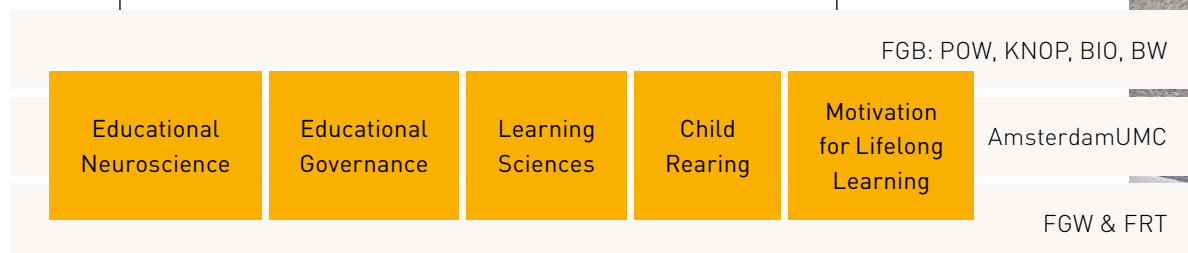
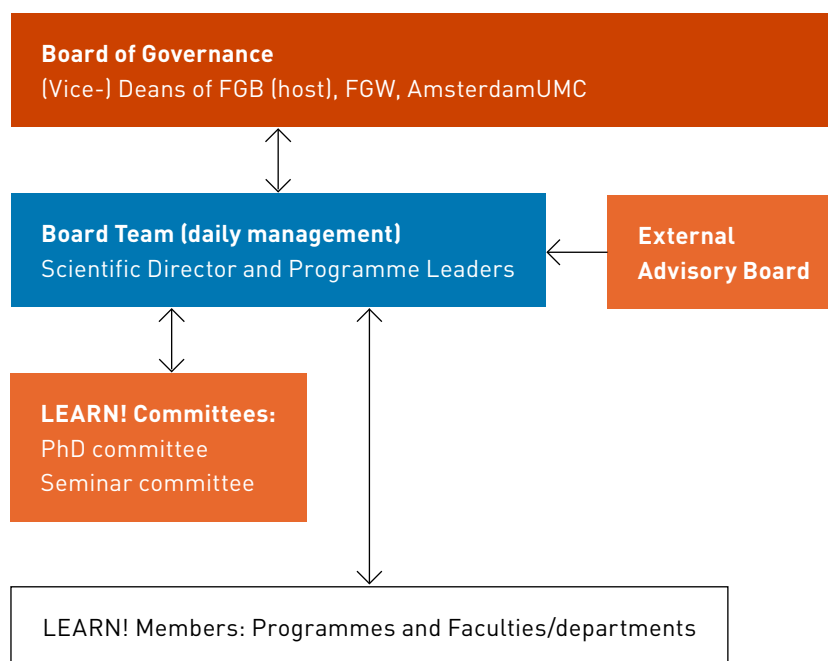
Nienke van Atteveldt



A woman with dark hair, wearing a light-colored top, stands at the front of a lecture hall, gesturing with her hands. She is addressing a group of students seated at long white tables. The students are seen from behind, looking towards the presenter. The room has a modern design with a ceiling of white, stepped acoustic panels and recessed lighting. A large screen on the left wall displays a colorful image of a person in a blue and yellow outfit. The overall atmosphere is professional and educational.

2024 has been a year full
of inspiring LEARN! events
including research seminars
on societal topics

With members from different departments and Faculties, and across VU and Amsterdam UMC, LEARN! is a place where different perspectives and approaches meet and merge.



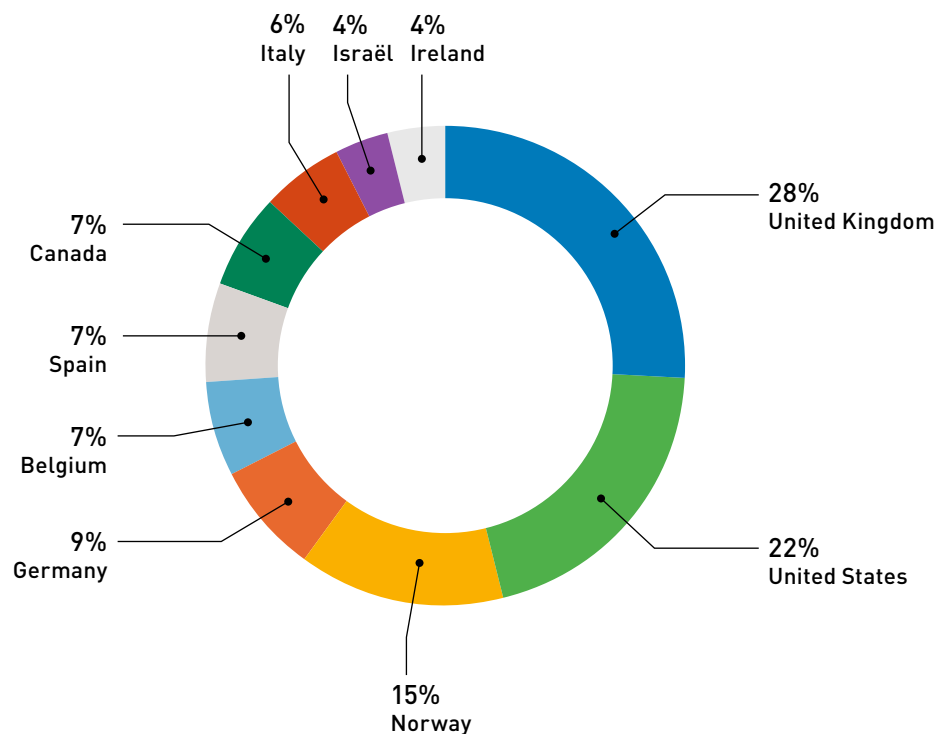
2. Where we work and who we work with

2.1 Where we work

Within the Vrije Universiteit, we have members in four departments of the Faculty of Behavioural and Movement Sciences (FGB) Educational and Family Studies (POW), Biological Psychology (BIO), Clinical, Neuro- and Developmental Psychology (KNOP) and Movement Sciences (BW). In addition, we have members in the Faculty of Religion and Theology (FRT), Faculty of Humanities (FGW) and one of our research programs is located within the Amsterdam UMC (VUmc). See page 6 for the LEARN! organogram.

In the Netherlands, we have established a number of partnerships with, for example, the Inspectorate of Education, care centers,

and partner universities on projects and publications (see 2.2). These are included our programme descriptions below. Furthermore, we are part of the 'Samenwerkingsverband Onderwijs en Opvoeding Amsterdam', together with the UvA and HvA. Our international co-authors on publications are from UK, the United States, Canada, and various countries in Europe (e.g. Germany, Norway, Spain). We work across a total of 64 countries; the table below includes an overview of co-authors' countries that are represented on more than 3% of our publications. We have included the organizational affiliations of our top two countries, the UK and the United States, later in this section.

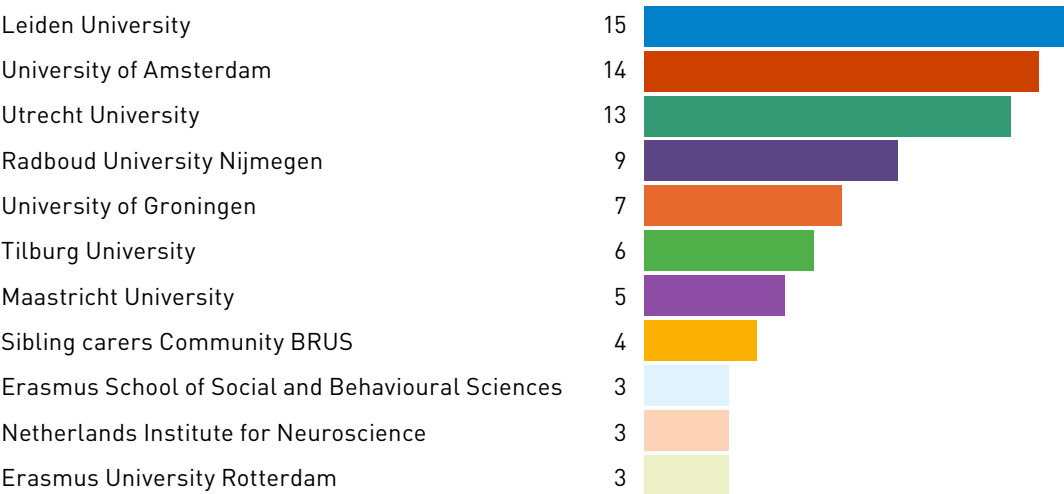


2.2 Who we work with

Table 2 below provides a breakdown of organisations within the Netherlands we co-publish with. The list is longer than the organisations listed here as some organisations are included in only one or two publications. The figure demonstrates our strong collaboration in publications with especially the University of Amsterdam, Leiden University, Utrecht University, Radboud University Nijmegen, University of Groningen, Tilburg University and Maastricht University.

List of institutions for co-authorship

(only institutions with 3 or more joint outputs)



List of our top UK and USA collaborations

(only institutions with 2 or more joint outputs)

Collaboration with UK partners		Collaboration with USA partners	
University of Cambridge	5	University of Georgia	3
University College London	4	University of Minnesota Twin Cities	2
King's College London	4	Stony Brook University	2
University of Oxford	2	Endicott College	2
University of Bristol	2	University of Texas Austin	2
University of London City	2		
South London and Maudsley NHS Foundation Trust	2		
Queen Mary University of London	2		

Internationally, we collaborate most closely with organisations within the UK and the USA. Within the UK we work with 31 different organisations; most are universities, particularly the University of Cambridge, the

University College of London and King's College London. In the US, we have 30 partners, with the University of Georgia as our top collaborator. See table 3 for the UK and USA partners we most intensively collaborate with.



LEARN! is strongly
embedded within
national and international
collaborative networks



Across our five programmes of work, our strength lies in connecting perspectives, disciplines and approaches.

3. Our programme of work

3.1 Educational Neuroscience; brain, learning and development

How can developmental and biological perspectives help us understand learning and behavior of children and adolescents in educational contexts? Our research focuses on social-emotional, motivational and meta-cognitive factors to understand what is needed for children to do well and feel well in school. In addition to child factors, our program generates novel insights into how individual development is influenced by the environment, such as the peer context in the classroom, and gene-environment interplay. Throughout our work we use and further develop research approaches which are ecologically valid (i.e., situated and implemented in real-life settings, rather than lab environments) to ensure our findings have direct relevance for education.

3.1.1 Staff

- Professor dr. Nienke van Atteveldt (programme chair;
n.m.van.attedveldt@vu.nl)
- Professor dr. Lydia Krabbendam (full professor)
- Dr. Elsje van Bergen (associate professor)
- Dr. Barbara Braams (associate professor)
- Dr. Marieke Buil (assistant professor)
- Dr. Mariët van Buuren (assistant professor)
- Dr. Tieme Janssen (assistant professor)
- Dr. Bruno Sauce (assistant professor)
- Dr. Fanny de Swart (assistant professor)
- Dr. Tuongvan Vu (assistant professor)
- Dr. Nil Horoz (research associate)
- Dr. Denise van der Mee (research associate)
- Dr. Hester Sijtsma (research associate)
- Dr. Alexandra Starr (research associate)
- Sofieke Kevenaar, MSc (visiting Fellow)
- Zenab Tamimy, MSc (visiting fellow)
- Rajae Ben Salah, MSc (lecturer)
- Caro Cozijnsen, MSc (lecturer)
- Bella van Erp, MSc (lecturer)
- Alma Roos, MSc (lecturer)
- Dr. Smiddy Nieuwenhuis (Education/ Research Officer)

PhD students:

- Sibel Altikulac
- Ilona Benneker
- Josi Bernardo
- Ihsane Bouaouida
- Laura Fornari
- Roos de Jong
- Christel Klootwijk
- Madelief Kuijper
- Joseph van Matre
- Jule Schretzmeir
- Iris Siemons
- Elise van Triest
- Su-Anne van Waes



Nienke van Atteveldt

3.1.2 Research highlights

Project	PI, team and funder	Key questions and findings
NWO VIDI & ERC starting grant - Intergen	I: Elsje van Bergen Team: Bruno Sauce, Alexandra Starr, Madelief Kuijper, Martijn Meulenbroek, Abe Hofman (UvA) Josefine (Josi) Bernardo, Conor Dolan, Netherlands Twin Register	Why do reading difficulties (ERC) and math difficulties (VIDI) run in families? As part of this research line, in the project TwinWise we will run an RCT study in a sample of twin families, to study the effect of playing literacy or numeracy games. In another subproject, we study the effect of parental education on children's educational achievement, using simulated and register data.
Growing Up Together in Society (GUTS)	Lydia Krabbendam, Barbara Braams, Nienke van Atteveldt, Mariët van Buuren, TuongVan Vu, Tieme Janssen, Denise van der Mee, Jule Schretzmeir. Funder: OCW Gravitation Program	How do young people successfully grow up in an increasingly complex society, and what are the main causes for differences in contributing to society? With the GUTS research program we study the vital question: How do neurobiological and social- cognitive development interact with social (relations with family and peers) and societal (families' social-economic status) opportunities?
SENSA Ammodo Science Award	Lydia Krabbendam, Nienke van Atteveldt, Barbara Braams, Tieme Janssen, TuongVan Vu, Mariët van Buuren. In collaboration with Paul van Lange and Jellie Sierksma.	Key questions: How does brain-to-brain synchrony develop between students who are working together, in relation to their social closeness? How does the dynamic social context impact on decision- making in children and adolescents? How can we incorporate contemporary challenges, such as social decision approaches to climate change, into our developmental research?
Mental health in adolescence: the role of stigma in social networks Stichting-tot-steun-VCVGZ	Mariët van Buuren (PI). Funders: Stichting tot Steun VCVGZ & Ammodo Award 2020	The aims of this project are: 1) To investigate how personal and self-stigma affect peer relationships of adolescents with subclinical psychopathology; 2) to investigate whether self-stigma contributes to a devaluation of self-concept; 3) to investigate the association between self-stigma and social interactions in the context of daily life.
Neural representations of self-concept in adolescence: individual differences in the development and outcomes	Mariët van Buuren (PI), TuongVan Vu, Zwanet Young, Lydia Krabbendam. UD Startersbeurs (in collaboration with GUTS)	What are predictors of individual differences in neural representations of self-concept & self-concept clarity and how do these neural representations affect social functioning and academic motivation in adolescence?

NWO Hoe?zo!	Barbara Braams (PI), under: NWA Wetenschapscommunicatiebeurs	The Hoe?Zo! Show is a project aimed at increasing children's engagement with science and training PhD students in science communication. The project consists of three parts: an educational package for 4th grade (age 9–10) in primary school, a science communication training program for PhD students, and an interactive theater show. In 2024 the project reached 3500 primary school children who performed the lesson series and attended the Hoe?Zo! Show theater show.
LeesKans: Gearing reading education towards children's potential: optimizing the interplay between early reading skills and motivation	Nienke van Atteveldt, Tieme Janssen & Roos de Jong (VU), Milene Bonte (University of Maastricht) & Jurgen Tijms (University of Amsterdam). Funder: NRO	In this project, a tool for dynamic assessment (DA) of children's early learning potential will be developed, to improve unbiased early prediction of reading difficulties. Its empirical value and optimal usage are validated in a 3-year longitudinal study with 5-8-year-old children and co-creation studies with teachers. Project outcomes will enable teachers in providing improved reading education tailored to the diverse cognitive-motivational needs of individual children.
Exam Stress Project	Denise van der Mee, Lydia Krabbendam	1) Can changes in behavior and emotions in anticipation of an exam be tracked using wearables and Ecological Momentary Assessment data? 2) What is the relationship between the heart rate variability, physical activity, mood, and sleep? And does this change in response to an recovery from an academic stressor? 3) How are emotion regulation, ability beliefs, effort beliefs, and mental health constructs related to subjective and physiological responses in the anticipation of, during, and in recovery from an exam?
SCCILLS: SEL Coaching Central and Integral in the skills of Student, Teacher and School	Fanny de Swart, Marieke Buil, Iris Siemons. Funders: NRO; Hermen J. Jacobsfonds; promotievoucher Hogeschool Rotterdam, KNAW.	Project SCCILLS aims to stimulate Social and Emotional Learning (SEL) in elementary school children via the daily teacher-child relationship and teaching practices in order to maintain and improve positive child behavioural, emotional and social development, classroom climate and teacher-wellbeing.
Proof of Concept (PoC) grant: Explore Your Brain 2.0	Nienke van Atteveldt, Tieme Janssen, Funda Jelsma. In collaboration with IXA (Kira Temme). Funder: ERC.	The PoC has the aim to develop a maximally effective, usable and scalable growth mindset intervention to break through adolescents' declining rates of motivation and school achievements. A Research & Development team including game designers and education specialists will iteratively develop and test Explore Your Brain 2.0, and a Business Development team will develop a business plan for financially and logistically feasible large-scale implementation of the intervention.

NWO Effectmeting kansrijke interventie: High-Dosage Tutoring	Nienke van Atteveldt, Tieme Janssen, collaboration with University of Amsterdam (Jurgen Tijms)	The aim of this research is to test effectiveness of the High Dosage Tutoring (HDT) maths intervention by conducting a randomized controlled trial (RCT) in practical (pro) and pre-vocational secondary education (VMBO). Cognitive as well as socio-emotional effects are monitored.
First mindset, then treatment: An RCT of a growth mindset intervention to increase efficacy of dyslexia treatment	Tieme Janssen (PI); Nienke van Atteveldt, Elise van Triest, Milene Bonte (Maastricht University), Jurgen Tijms (Rudolf Berlin Centre, UvA); UD starter grant.	This RCT explores the effects of a growth mindset intervention tailored to children with dyslexia, on improving efficacy of dyslexia treatment. Outcomes include standardized tests of reading and spelling, neural correlates of error processing and behavioural measures of effort investment (finished homework, challenge seeking).
Wellcome Trust ALIVE	PI Lund, Jordans, team: Krabbendam, Kohrt, Avendano, Luitel, Dua.	The aim of this study is to develop and pilot-test an intervention that equips adolescents with skills to escape poverty and strengthen self-regulation, thus preventing adolescent depression and anxiety in urban LMIC settings.

Flagship project: Intergenerational Transmission of Learning Difficulties

This research line on why educational outcomes tend to run in families is led by Associate Professor Elsje van Bergen at the VU's department of Biological Psychology. We investigate why difficulties like dyslexia, dyscalculia and ADHD run in families. This research line is supported by Elsje's ERC Starting Grant and NWO VIDI Talent Grant. It enables a multidisciplinary team to study genetic and environmental influences on educational outcomes. Key collaborating institutes include the University of Amsterdam (psychological methods), the Max Planck Institute for Psycholinguistics, the University of Oslo (psychology and education), the Norwegian Public Health Institute, the educational-assessment organisation CITO, and the educational-software company Prowise Learn.

The project seeks to answer fundamental questions about the role of inherited traits, the home learning environment, and broader societal factors in the development of academic skills. A key component of this research is TwinWise, a randomized controlled trial (RCT) planned with twin families, assessing the impact of playing literacy or numeracy games on children's educational progress. The TwinWise project is led by Elsje and conducted by LEARN! researchers dr. Bruno Sauce (co-promotor), dr. Alexandra Starr (postdoc), Madelief Kuijper (PhD student), Martijn Meulenbroek (research assistant), and dr. Abe Hofman (UvA; co-promotor), in collaboration with staff at the Netherlands Twin Register.

Another subproject examines how parental education influences children's educational achievement using simulations and large-scale register data. We focus on inherited genetic effects, environmental effects of parents and siblings, and broader socio-economic effects. This research, led by Elsje, is conducted by Josefina Bernardo (PhD student) and Professor Conor Dolan (co-promotor), together with Oslo-based collaborators. Elsje is based in Oslo during the 2024-25 academic year as a Visiting Professor. Josefina is also based in Oslo for six months as a visiting PhD student. By combining behavioural genetics, intervention studies, and advanced statistical modelling, we aim to disentangle the complex interplay of nature and nurture in educational skills.

Findings from these ERC and VIDI projects have significant implications for educational policies and interventions aimed at supporting children at risk of learning difficulties. Elsje argues that we need basic

science, including educational genetics, to pinpoint which levers of environmental change to pull to help children fulfil their educational potential. The project aligns with the LEARN! research institute's mission by deepening our understanding of educational inequalities.

For ongoing updates, dr. Elsje van Bergen shares insights on [Bluesky](#) and [LinkedIn](#).

3.1.3 Outreach and capacity-building

Researchers in Educational Neuroscience are involved in various editorial, committee roles and board memberships

- Nienke van Atteveldt is editor-in-chief for the interdisciplinary Nature Partner Journal Science of Learning. She is also the vice-president of the International Mind, Brain and Education Society (IMBES) and a Taskforce member of NeuroLabNL - Education. She also takes part in the advisory board Educational Disadvantages of the Ministry of OCW and is chair of the Social Sciences panel of the new Ammodo Science Fellowship.
- Barbara Braams is a member of the FLUX board and the VNOP board (Dutch Society for Developmental Psychology). She is also a member of the FGB impact board and research institute IBBA (Institute for Brain and Behavior Amsterdam). In 2024, she took part in the Veni selection committee, the advisory board Social Debt and she is a member of the NWO Advisory Table domain SSH.

Dissemination and impact activities:

- The PhD dissertation of Nil Horoz ("Towards a more holistic understanding of inequalities in childhood: A multi-context approach to parental education and child development") gained a lot of policy- and media attention. For example, it was cited in a report written by the members of the Tweede Kamer about educational policy to the Dutch Ministry of Education, Culture and Science (OCW), and featured in a news article on the front page of Het Parool (October 28, 2024).
- On April 4, Nienke van Atteveldt presented in an OCW Kennislunch: Reimagining Education: The International Science and Evidence-based (ISEE) Assessment.
- In September 2024 Iris Siemons and Fanny de Swart presented at the EARA conference in Cyprus: 'Links between Peer and Teacher-Student Relationships and Students' Social-Emotional Learning and Adjustment: Insights from Three Longitudinal Studies' (paper

symposium, dr. Karlien de Mol, KU Leuven)

- Elsje van Bergen gave lectures for educational professionals ('Lees & tel mee'; knowledge festival 'Read and count with me') and policymakers, OCW Skills Platform. Moreover, she also recorded a podcast and blog about why dyslexia runs in families, EOS Wetenschap [Dutch and Belgium Science platform].
- Tieme Janssen has provided several Mindset Masterclasses for secondary education teachers: in several high schools, teachers learn about the basics of mindset, the latest research on this topic, and apply what they learn to their own teaching during various exercises.
- Mariët van Buuren gave two lectures for educational professionals and secondary vocational education teachers on development (brain, behavior and self-concept) during adolescents and the role of peer relationships.
- Barbara Braams was interviewed for De Sociëteit (NTR), featured in NOS stories 'Finfluencers zijn machtig', and was interviewed for Spraakmakers and the Reformatorisch Dagblad.

Awards:

- The Society for the Scientific Study of Reading awarded biological psychologist Elsje van Bergen the Carol Connor Mid-Career Award 2024.

3.2 Educational governance, identity and diversity

The research on “Educational governance, identity and diversity,” chaired by Professor dr. Melanie Ehren and Professor Johannes Drerup, spans educational governance of schools and systems in the widest sense, including leadership and management of schools, functioning of school boards and educational networks, their accountability, and how performance, innovation and improvement of schools are coordinated through various types of governance (e.g. market-based, hierarchical steering, network governance). We also study and explore questions about which educational practices best facilitate the development of children into adults who are able to live in and contribute to a society that is culturally and religiously diverse. We combine insights from philosophy of education and public administration to study the functioning of schools and school systems.

3.2.1 Staff

- Professor dr. Melanie Ehren (programme chair (m.c.m.ehren@vu.nl))
- Professor dr. Johannes Drerup (part-time)
- Professor dr. Gerdine Betram – Troost (full professor)
- Dr. Anders Schinkel (associate professor)
- Dr. Marjolein Camphuijsen (assistant professor)
- Dr. Anouk Zuurmond (assistant professor)
- Dr. Cor van Montfort (senior researcher)

PhD students

- Marloes Hoencamp
- Tisja Korthals Altes
- Elsbeth Prins (until September 2024)
- Sarah Seleznyov



Melanie Ehren

3.2.2 Research highlights

Project	PI, team and funder	Key questions and findings
Teacher Lab	Marjolein Camphuijsen, Ministry of Education and research council	In Teacher Lab, teachers, school leaders, and researchers collaborate on the theme of teacher (shortages) with the aim of developing promising approaches to attract and retain (more) teachers in the classroom. Teacher Lab Archives - EducationLab
UKRI ESRC- FCDO RLO Programme	Melanie Ehren ESRC; grant number ES/X013987/1	An analysis and synthesis of findings from four studies that were previously funded by the ESRC/RLO-programme and included data analysis in South Africa (Ehren), India and Nepal (Shields), Honduras (Murphy-Graham) and Afghanistan and Pakistan (Trani). We aim to synthesise findings from these four projects to better understand features of effective teacher accountability across the four studies, and particularly: 1. How do teachers across the four studies understand their accountability? To whom do they feel accountable and for what? 2. What are the conditions by which teachers take active agency in their professional accountability instead of passively complying to external standards?

EISON	Melanie Ehren Cor van Montfort NWO/Inspectieraad	External and Internal Supervision Methods and Modalities for Organizational Networks Addressing Complex Societal Issues (EISON): designing, implementing and testing new internal and external supervision methods and modalities for organizational networks: methods and modalities which contribute to the development of strong organizational networks and their collaborative work in addressing complex societal problems. Project EISON Tilburg University
NWO NWA L2 - VvY KSB Fase 2	Melanie Ehren Cor van Montfort NWO/Inspectieraad	Building a community of practice of national inspectorates of education and market regulators to learn about, and implement models of responsive regulation/accountability.
Expanding Consciousness in Education – East, West, North and South. Towards a Global Philosophy of Education, VW Stiftung, Grant nr. 9E541/9D969	Johannes Drerup Anders Schinkel	Grant awarded in December, project starts April 1, 2025. The aim of this project is to move the anglophone field of Philosophy of Education beyond its western- and eurocentric bias, and establish the novel field of Global Philosophy of Education (GlobalPhilEd). This entails not the establishment of a global philosophy in the sense of a universal or hegemonic philosophical theory, but the development of a global practice of Philosophy of Education. The project explores and clarifies the methodological possibilities, challenges and limits of a GlobalPhilEd as well as its potential to radically rethink concrete problems and themes in the Philosophy of Education and its different branches (e.g., educational ethics, epistemology of education). GlobalPhilEd is based on the assumption that in order to establish a better understanding of the educational dimensions of the escalating global crises we face today, we need to make use of the best of what the world's different traditions in the Philosophy of Education have brought forth.

3.2.3 Outreach and capacity-building

A selection of dissemination and outreach in the area of inspection and accountability for improvement included:

Professor Melanie Ehren held the following roles, and served on the following committees in 2024:

- Expert consultant for the UNESCO Global Education Monitoring Report 2024-2025
- Member of Ofsted's external reference group on Insights and Evidence (Education) (2024-2026)
- Member of Ofsted's external reference group on Insights and Evidence (Education) (2024-2026)
- Member of the AQA research committee (2020-2024)
- Member of the board of ICSEI, the international conference for School effectiveness and school improvement
- member of the board of VIDE, the Dutch professional association of inspection agencies, evaluators and market regulators
- member of the expert committee to the Ministry of Education's masterplan to improve basic skills
- chair of the council for Dutch Education Research (NRO)

Professor Johannes Drerup was appointed editor in chief of Zeitschrift für Erziehungswissenschaft (ZfE), one of the leading education science journals in German speaking countries

Professor Johannes Drerup organized the following outreach event:

- "Natural Allies? Education and the Idea of Progress"; 03.09.2024-05.09.2024 at University of Zurich (organized with Franziska Felder).

Associate Professor Anders Schinkel held the following roles and positions related to outreach in 2024:

- External member of IREC, ICLON's Research Ethics Committee (Leiden)
- Advisor in the MiBo network of Developmental Education Schools
- Editorial Board member of *On Education: Journal for Research and Debate* and *Journal of Moral Education* and Advisory Board member of *Philosophical Inquiry in Education*
- Secretary of the Dutch-Flemish branch of the PESGB

Assistant professor Marjolein Camphuijsen held the following roles:

- Member of program group 'Education and Upbringing' of the Knowledge Centre Inequality in Amsterdam <https://kenniscentrumongelijkheid.nl/>

Assistant professor Anouk Zuurmond held the following role:

- Editorial Board member of the journal Ethics and Education

Dissemination and impact activities

- Schinkel, A. (2024). Stoppen met interlandelijke adoptie is overwinning voor moreel absolutisme. *Sociale Vraagstukken*. <https://www.socialevraagstukken.nl/stoppen-met-interlandelijke-adoptie-is-overwinning-moreel-absolutisme/>
- Schinkel, A. (2024). Het hoger onderwijs waarvoor we demonstreren, bestaat dat wel? *ScienceGuide*. <https://www.scienceguide.nl/2024/11/het-hoger-onderwijs-waarvoor-we-demonstreren-bestaat-dat-wel/>
- Camphuijsen, M.K. (2024). Waarom ook leraren schaduwonderwijs geven. *Didactief*. <https://didactiefonline.nl/artikel/waarom-ook-leraren-schaduwonderwijs-geven>
- Zuurmond, A. (2024). Kunnen scholen goede burgers maken? Neutraal onderwijs en de burgerschapsopdracht. Keynote Onderwijs Research Dagen 2024
- Zuurmond, A. (2024). Kanttekeningen bij de aangescherpte burgerschapsopdracht. *Van 12 tot 18* (8-9) <https://van12tot18.nl/artikelen/kanttekeningen-bij-de-aangescherpte-opdracht>

3.3 Learning Sciences

How can learning processes be optimised in various contexts? The research in Learning Sciences is aimed at facilitating educational improvements with scientific insights in collaboration with practice. Gaining insight into the learning processes at an individual and group level makes it possible to better equip the instructor with teaching methods and skills that promote the learning of the individual. The aim is to ensure that learning processes are optimised for each individual according to his or her characteristics, in line with the educational context.

3.3.1 Staff

- Professor dr. Martijn Meeter
(programme chair; m.meeter@vu.nl)
- Professor dr. Maartje Raijmakers
(programme chair; m.e.j.raijmakers@vu.nl)
- Professor dr. Chris van Klaveren (full professor)
- Professor dr. Felienne Hermans (full professor; programme chair teacher academy)
- Dr. Ilja Cornelisz (associate professor)
- Dr. Marjolein Dobber (associate professor)
- Dr. Anne Fleur Kortekaas-Rijlaarsdam (associate professor)
- Dr. Menno van der Schoot (associate professor)
- Dr. Chiel van der Veen (associate professor)
- Dr. Hanna Westbroek (associate professor)
- Dr. Jan Baan (assistant professor)
- Dr. Anne de Bruijn (assistant professor)
- Dr. Debby ten Hove (assistant professor)
- Dr. Judith 't Gilde (assistant professor)
- Dr. Helene Vos (assistant professor)
- Dr. Melvin Vooren (assistant professor)
- Dr. Femke van der Wilt (assistant professor)
- Dr. Bregje de Vries (assistant professor)
- Dr. Sharon Calor (assistant professor)
- Dr. Geertje van Bergen (research associate)
- Dr. Annelies Brocken (research associate)
- Suze van Capelleveen, MSc (research associate)
- Dr. Sharisse van Driel (research associate)
- Dr. Ralf van Griethuysen (research associate)
- Dr. Cristophe Cauchi (visiting fellow)
- Dr. Tirza Bosma (lecturer)
- Chevy van Dorresteyn, MSc (lecturer)
- Dr. Sebastiaan Donszelmann (lecturer)
- Dr. Kokkie van Oeveren (lecturer)
- Dr. Iris Pauw (lecturer)

PhD students:

- Iris Bogaers
- Laurens de Croes
- Willemieke de Jong
- Femke Dijkstra
- Ilona Fassaert
- Marlot Griep
- Peter Langerak
- Jiajia Li
- Adrielli Lopes Rego
- Mei Mei Liu
- Erik Meij
- Mayke Nollet
- Koen Ottenhof
- Elsbeth Prins
- Jannette Prins
- Maaïke Radix
- Eline van Rossum
- Brittney Root
- Tessa Slim
- Mireille Smits
- Pam de Vries
- Elizabeth Wynberg



Martijn Meeter



Maartje Raijmakers

3.3.2 Research projects

Project	PI, team and funder (F)	Key questions and findings
ONA Taallab	PI Cornelisz; Funder: city of Amsterdam	Cocreating interventions to improve reading, writing and oral language education in Amsterdam primary schools.
Beweeg Wijs	PI de Bruijn; Funder: NRO	Testing the effectiveness of an intervention (Beweegwijs) for more physically active breaks in higher primary education grades. Will be completed in 2025.
Sjakie/NELI	PI van der Wilt; Funder: NRO	Testing the effectiveness of an intervention (Sjakie, Dutch variant of NELI) to support the language development of struggling kindergartners. Will be completed in 2025.
Predicting learning in special schools	PI Meeter; Funder: Steunstichting Kolom	Investigate how learning of pupils can best be supported within special schools at the primary level. Ongoing
Groeifonds- Ontwikkelkracht TaalLab & LerarenLab	PI Cornelisz; Funder: NL Min. of Educ.	Cocreative research labs for generating empirical evidence on key questions in Dutch primary and secondary education. Ongoing
NWO NRO - Kennisnetwerken	PI de Vries; Funder: NRO	Monitoring 12 regional knowledge networks in the field of education in the Netherlands to find out what supports or hampers collective knowledge development and dissemination in light of networks as multilayered systems
Fieldlabs	PI Westbroek; Funder: NRO	Collaboration of Amsterdam-based teacher education programs to learn from one another's experience
BOOK	PI Dobber; Funder: NRO	Effect study into an intervention where students, in this case in secondary special schools, form a book club to increase their motivation to read.
Verlenging Lerarenagenda	PI de Vries; Funder: NRO	Expedition Lerarenagenda Extended focusses on knowledge dissemination and validation and valorisation of key findings around adaptive capacity of educational professionals.
Meertaligheid	PI Cornelisz; Funder: City of Amsterdam	Investigate how urban schools can make use of the multilingualism of many of their pupils. Started up in 2024.
Erasmus+ - WISE	PI de Vries	Development of a framework of actions and activities to support transformative practices of gender inclusivity in science education and science careers
Evaluation Ontwikkelkracht	PI Oberon (external), VU team: de Bruijn, Meeter; F: NRO	Evaluate whether school programs provided by the Ontwikkelkracht growth fund improve school outcomes. Started up in 2024.
Doorstroom in een kansrijk stelsel - Tussenklassen	PI ten Hove; F: NRO	An exploration and evaluation of intermediary classes that support young (highly) gifted students in the transition from primary to secondary education

Flagship project: Groeifonds-Ontwikkelkracht TaalLab

In 2022, the Dutch government funded several very large projects to increase competitiveness of the Dutch economy. One of these was Ontwikkelkracht, a program aiming to support primary and secondary schools to become more effective. Part of the program are so-called co-creation labs, where scientists and teachers collaborate to develop more effective pedagogies and generate empirical evidence on key questions in Dutch primary and secondary education. The VU hosts one such lab, TaalLab focused on language use in schools and the acquisition of reading. Ilja Cornelisz is leader of this lab, and the team of scientists working on it are mostly based within the VU (with other partners at the University of Maastricht). The lab started up in earnest in 2024, with PhD students being hired and projects starting up. It is expected that in the coming years the TaalLab will uncover innovating ways to improve reading education and the use of language within schools.

3.3.3 Outreach and capacity-building

- Raijmakers was part of a scientific committee advising on a national curriculum reform.
- Dobber organized the 2024 edition of the international Cultural-Historic Activity Theory (CHAT) conference.
- Cornelisz and van Klaveren organized the 2024 edition of the international Advanced Quantitative Methods and Analytics for Public Policy Support (AQMAPPS) conference.
- Kortekaas-Rijlaarsdam and Meeter became involved in the coordination of ONA, a network to help primary schools in Amsterdam use scientific evidence to improve their education.
- Meeter became a member of the NRO committee steering research on educational disadvantage.
- Huizinga in collaboration with prof Baeyens (KU Leuven) organized a Studiedag Executieve Functies; 250 visitors.
- Hermans gave many interviews to news media, mostly involving the role of AI in education or in work settings, and had a column on the radio. Meeter gave expert comment six times on television news bulletins and was interviewed several times by newspapers on educational matters. Kortekaas-Rijlaarsdam was interviewed on national television news on initiatives to alter teacher education.
- Ten Hove advised Stichting Cito (and hence CVTE) on the quality (assessment) of student monitoring and track-assignment tests in Dutch Primary education.







3.4 Motivation for lifelong learning in the health professions

- Developing students for life

How can we motivate students and professionals to become lifelong learners, particularly in healthcare? Our research group aims to understand how we can develop “students for life” who are intrinsically motivated learners and who constantly interact with their environment, integrate learning and practice, and are dedicated to investing in continuing professional development. Within our research programme we have two major research lines: a) Motivation and factors associated with motivation (e.g. professional identity, performance, etc.), and b) Inclusion and access.

3.4.1 Staff

- Prof. dr. Rashmi Kusurkar (programme chair; r.kusurkar@amsterdamumc.nl)
- Prof. dr. Saskia Peerdeman (full professor)
- Dr. Anouk Wouters (Assistant Professor)
- Dr. Anne de la Croix (Assistant Professor)
- Dr. Malou Stoffels (Assistant Professor)
- Dr. Jan Willem Grijpma (Assistant Professor)
- Dr. Jettie Vreugdenhil (Research Associate)
- Dr. Joce Kors (Research Associate)
- Dr. Nourhan Elzafarany (Research Associate)

PhD students:

- Joyce Kors (until Dec2024)
- Jettie Vreugdenhil (until June 2024)
- Jan Willem Grijpma (until June 2024)
- Lianne Mulder
- Carolyn Teuwen
- Lucille (Malan) Crafford – joint PhD student with Sefako Magatho University, South Africa
- Siema Ramdas
- Saskia Oosterbaan-Lodder
- Maite Portela

External PhD students: Marnix Westein (Utrecht University), Yuanyuan Zhu (University of Maastricht), Adam Gavarkos (IHPME, University of Toronto, Canada), Joram Pach (Vrije Universiteit, Amsterdam), Sven Schaepkens (Erasmus University Medical Centre), Femke Dijkstra (Vrije Universiteit, Amsterdam), Kate McCarthy (University College London), Brigitha Nuijens-Veeger (University of Amsterdam)

Research Assistant:

- Narges Mohammadi



Rashmi Kusurkar

3.4.2 Research highlights

Project	PI, team and funder	Key questions and findings
Flexibilisation in health professions education	Rashmi Kusurkar/ Malou Stoffels- 2024-2029, research grant	PhD project on how different kinds of flexibilisation in health professions education can affect student motivation and outcomes
JEDI Now! Developing a co-creative knowledge platform and methods to achieve justice equity diversity and inclusion (JEDI) in higher education for Dutch with a migrant background	Rashmi Kusurkar (PI), Maurice Crul (Vrije Universiteit), Tahir Abbas (Universiteit Leiden), David Keyson (TU Delft), Sabine Oertelt-Prigione (Radboud UMC), Boya Li (Leiden Universiteit), K Maeve Powlick (Vrije Universiteit), Nourhan Elzafarany (Amsterdam UMC), Zakia Essanhaji (Vrije Universiteit), Allaa Elbelassy (Radboud UMC). Funding by: NWO (Consortium Grant) €325.000	Diversity is a prerequisite for creativity in organizations and for ensuring the well-being of its members. Although there is knowledge about JEDI (justice equity diversity inclusion), its impact remains limited to the level of discrete initiatives. There is urgency for sharing JEDI expertise and knowledge, and determining its applicability across institutions. This research proposal aims to build a JEDI platform which will connect institutes, synthesize knowledge, generate insights, develop research methods and advise interventions and investigate if this process is equitable.
Klinisch redeneren en MBOV	Rashmi Kusurkar en Jettie Vreugdenhil	Klinisch redeneren en SDT (aanvraag lerarenbeurs ROC docent) Klinisch redeneren en Zelf-regulerend leren (Post doc agenda)
Resident selection and diversity	Inge Konings (PI), Anouk Wouters, Hanneke van Laarhoven, Petra Bakker received LAVA funding to finance a PhD project (€335.000)	PhD project on selection of medical residents (AIOS) to better understand causes of lack of diversity in the medical profession and improve recruitment and selection processes.



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Flagship project:

From Small Spark to Great Fire: Optimizing Medical Students' Engagement in Small-Group Active Learning

PhD Thesis Jan Willem Grijpma

This project was a successful collaboration between LEARN!, VU-Center for Teaching and Learning, and Amsterdam UMC. From LEARN! (Learning Sciences), Martijn Meeter was involved as supervisor. From Amsterdam UMC, Rashmi Kusurkar and Anne de la Croix were involved as (co-)supervisors. The Center for Teaching and Learning provided support throughout the process.

The thesis aimed to optimize medical students' engagement in small-group active learning settings,, which is crucial for the effectiveness of active learning. Five studies were conducted, focusing on three perspectives: students (what do they need to become and remain engaged?), teachers (what competencies do they need to stimulate engagement?), and faculty development (how can new teachers be trained?)

The thesis can be read here: <https://www.publicatie-online.nl/publicaties/jan-willem-grijpma/> and downloaded here: <https://research.vu.nl/en/publications/from-small-spark-to-great-fire-optimizing-medical-students-engage>

Association of Medical Education in Europe (AMEE) Conferences, Associate Editor and Section Editor for "A qualitative space," Perspectives on Medical Education

- has given 14 keynotes on Equity Diversity and Inclusion (EDI) or motivation or inclusive leadership and has been a panel member on EDI in symposia. She has also received media attention in the form of interviews, professional articles in magazines, and professional websites.

Rashmi Kusurkar was featured on a billboard (pillar) in the center of Amsterdam as a role model from Amsterdam UMC by Equals campaign on Women's Day 2024

[RMC2024 - Rashmi Kusurkar - Equals](#)

- Jettie Vreugdenhil is member of NVMO ethical review board.

3.4.3 Outreach and capacity-building

- **Rashmi Kusurkar is:** Chairwoman of NVMO (Netherlands Association for Health Professions Education), Member of Governing Committee of AMEE-An International Association for Health Professions Education), Member of Advisory Board of KWF, Associate Editor for EDI for Medical Teacher, Chairwoman of 1 Appointments Advice Committee (BAC) for a professor's appointment, Member of Sounding Board for Amsterdam UMC Strategy 2025-20230, Member of HEAL (Health professions Education Association Leaders, international) Member of Committee of pilot phase on, "Assessment framework Risks related to armed conflicts and human rights in international collaboration", Member Sounding Board for project "Culture-sensitive healthcare", Member Sounding Board "CRISP - Creeren van Inclusieve Studentparticipatie"
- **Anouk Wouters is:** Appointed as Honorary Lecturer – University College London (UCL), UK, Associate Editor, BMC Medical Education. Anouk Wouters received the NVMO Marijke Sterman Prijs 2024.
- **Anne de la Croix is:** Chair of "Fringe" sessions at

- **March 21, Malou Stoffels** held a keynote lecture at the HGZO Congres: "Houvast of hindernis? Bedoelde en onbedoelde invloeden van het schoolcurriculum op het leren in de praktijk"
- **Anne de la Croix** was featured in the Amsterdam UMC Magazine DNA, about her educational innovation 'Samen Zorgen, Samen Leren', for which she won a Senior Comenius grant: Diversiteit & Inclusie 2 - Amsterdam UMC - DNA 5-2024
- Several members of the Motivation for Lifelong Learning program gave presentations at the NVMO congress 2024:
 - Jettie Vreugdenhil: Klinisch redeneren als arts of verpleegkundige.
 - Malou Stoffels: De brug tussen theorie en praktijk? Barrières bij de integratie van grensobjecten in het praktijkleren.
 - Rashmi Kusurkar, Anouk Wouters, Lianne Mulder: Een nieuwe kijk op selectie, loting en kansengelijkheid: inzetten op diversiteit onder toekomstige zorgprofessionals
 - Anouk Wouters: Tussen droom en werkelijkheid voor de poort van de geneeskunde: hoe geven we studiekeuzers een realistisch beeld van de geneeskunde studie en het artsenvak?
 - Anne de la Croix: Hoe draag je zorg voor een gezonde reflectiecultuur in het onderwijs voor gezondheidsberoepen en de praktijk?
 - Joyce Kors: Handvatten voor autonomie ondersteunende consultvoering in de geboortezorg, een kwantitatieve observatiestudie. (research paper)
- Several members of Motivation for Lifelong Learning program gave presentations at the AMEE conference 2024
 - Anouk Wouters: The reporting of ethical review and ethical considerations in articles published in medical education journals: A literature review.
- Augustus 24, Malou Stoffels presented at the AMEE conference: Bridging between theory and practice? Barriers in integrating boundary objects into clinical learning
- During her PhD period, Lianne Mulder has given a total of 82 presentations to stakeholders related to policy making (such as the Ministry of Education, Science and Culture, Inspectorate of Higher Education). This project has received major attention from the Media, in the form of citations, articles, interviews, and radio programmes. Her work has been cited in several newspapers and magazines (NRC, Trouw, Science Guide, etc.) in relation to the current debate in the Netherlands on changing the law to make weighted lottery possible again for admission to HPE
- Jan Willem has joined FGB's Scientific and Ethical Review Board (VCWE)
- Anouk Wouters and Rashmi Kusurkar presented their findings on selective programmes in university education at the consortium closing symposium "Toegankelijk hoger onderwijs voor, door en na de poort".
- On May 20th, Anne de la Croix organised a big symposium to mark the end of her Senior Comenius Project 'Samen Zorgen, Samen Leren': [30 mei 2024: Symposium Samen zorgen, samen leren - Vrije Universiteit Amsterdam](#) and www.samenzorgensamenleren.nl
- Joyce Kors member of the beoordelingscommissie NRO subsidierende " Hoger onderwijs voor de toekomst 2024"

3.5 Child rearing

The programme Child Rearing focuses on parenting, attachment, and self-determination in family settings. The main question we aim to answer is how parents, teachers, and other formal and informal educators can help children find their place within society and become the persons they want to be. Broadly speaking, parents and educators provide control and protection, guidance of children's learning, entry within peer groups, and a nurturing family and school climate. This program views socialization, character building, and child rearing through the lens of socioemotional development. One line of work under this theme focuses on parenting, attachment, and self-determination in family settings. Another focuses on nurturing social relationships in formal educational and care settings.

3.5.1 Staff

- Prof. dr. Carlo Schuengel program chair;
(c.schuengel@vu.nl)
- Prof. dr. Paula Sterkenburg (endowed professor)
Dr. Ina Koning (associate professor)
- Dr. Mirjam Oosterman (associate professor)
- Dr. Agnes Willemen (associate professor)
- Marije Verhage (associate professor)
- Dr. Lianne Bakkum (assistant professor)
Dr. Suzanne Derks (assistant professor)
Dr. Aline Honingh (assistant professor)
Dr. Caroline Jonkman (assistant professor)
- Dr. Anne Tharner (assistant professor)
- Dr. Sophie Reijman (assistant professor)
Dr. Clasien de Schipper (assistant professor)
- Dr. Iuliia Chaplinska (research associate)
Dr. Sophie Mary (research associate)
- Dr. Mathilde Overbeek (research associate)
- Dr. Manon Smit (research associate)
- Dr. Stefania Vacaru (research associate)
Dr. Marjolein Vandenbosch (research associate)
Dr. Eline Wagemaker (research associate)
- Dr. Marieke Werkman (research associate)
Dr. Annemieke Witte (research associate)
- Dr. Or Dagan (visiting fellow)
- Dr. Mirte Forrer (visiting fellow)
Dr. Eline Heppe (visiting fellow)
Dr. Marga Nieuwenhuijse (visiting fellow)
- Dr. Marjoke Rietveld-van Wingerden (visiting fellow)
- Dr. Simone van der Plas (visiting fellow)
- Dr. Sien Vandesande (visiting fellow)
Lianne van Setten, MSc (lecturer)
Saskia van der Weck, MSc (lecturer)

PhD students:

- Esther Bisschops
- Jessica Braakman
- Willeke van Dijk
- Tanja Doodeman
- Hinke Drijver
- Marja Eding
- Debora van Elst
- Valerie Fictorie
- Helen Korving
- Maria Knezevic
- Yvonne Kruithof
- Ahmed Mohamed Riaz
- Nathalie Patty
- Francesco Persico
- Bianca Polman-Meddeler
- Kalliopi Provida
- Kim Starreveld
- Bas Tierolf
- Jacqueline van Tuyl van Serooskerken
- Anne Versluis
- Jolanda Westera
- Ruud Wong Chung
- Mirjam Wouda

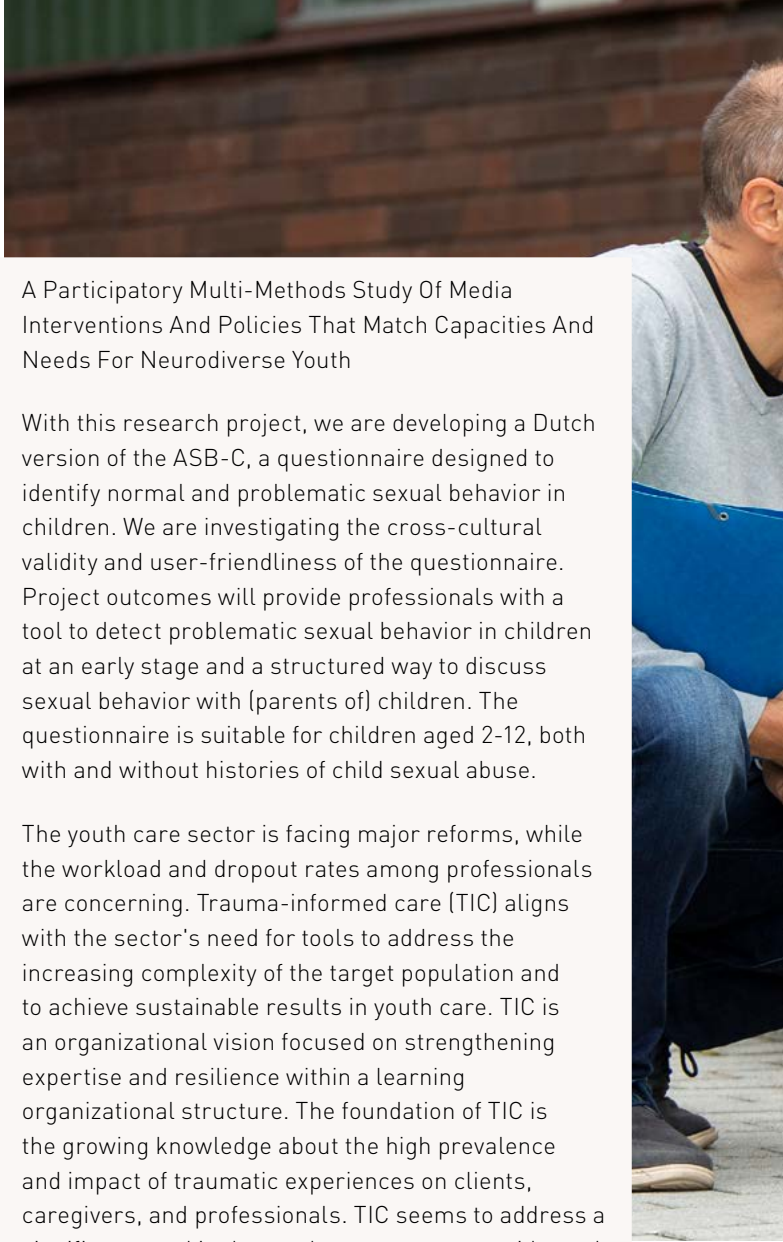


Carlo Schuengel

3.5.2 Research projects

Project	PI, team and funder	Key questions and findings
Growing up in a nurturing environment	Ina Koning, 2023-2027, VWS	Evaluation of a community-based intervention targeting substance use and mental health in the Netherlands
Fast forward and Rewind	Caroline Jonkman & Carlo Schuengel, 2019-2024, ZonMw Geweld Hoort Nergens Thuis	Testing family-based intensive trauma therapy for adolescents with complex psychological trauma (Valerie Fictorie).
VIPP School	Mathilde Overbeek, Marian Bakermans-Kranenburg, & Agnes Willemen, 2020-2024, NRO	Developing and testing the effectiveness of an adapted version of a video feedback intervention for positive parenting to be used to support teacher relationships with kindergarten children with disruptive behaviour (Kim Starreveld).
Habituation of visual aids (Brilgewenning bij mensen met een matig tot licht verstandelijke beperking)	Hilberink, Frederiks, Sterkenburg, 2022-2024, ZonMw Expertisefunctie zintuiglijke beperkingen	Describe the effects of wearing spectacles by people with moderate to severe intellectual disability, to support shared decision making with caregivers considering whether to seek visual aids
Testing Social Information Processing with (young) adults with a mild intellectual disability	Maaïke van Rest, 2023-2025, SWO	Development and testing of psychometric properties of an adult version of the SIVT that was developed and tested for youth with mild intellectual disability. (Marieke Werkman).
Guideline development on assessment and treatment of trauma for people with intellectual disability	Manon Smit, 2023-2025, ZonMw NPG, ZonMw Academische Werkplaatsen	A survey among professionals has shown important areas of divergence and confusion in practice, related to a dearth of evidence-based assessment tools and interventions.
Digital in Contact	Carlo Schuengel, 2024, ZonMw COVID-19 program	This study is about the course of digital contact of people with intellectual disabilities living in sheltered home care facilities from 2016 until 2023. Care records showed a clear increase in digital contact mentions and positive sentiment during and after the restrictions. However, these increases were not paralleled by changes reported by relatives, despite the temporary decline in face-to-face contact that they reported (Wagemakers).
Viveon	Carlo Schuengel, 2018-, ZonMw Academic Collaborative Centers Long-term care	See below under flagship projects
Affect-US	Paula Sterkenburg, 2018-, ZonMw Academic Collaborative Centers Long-term care	See below under flagship projects

DigAble	Carlo Schuengel, 2024-2026, NWA Synergy	A Participatory Multi-Methods Study Of Media Interventions And Policies That Match Capacities And Needs For Neurodiverse Youth
Fonds Slachtofferhulp	Caroline Jonkman, 2024-2026, Fonds Slacht	With this research project, we are developing a Dutch version of the ASB-C, a questionnaire designed to identify normal and problematic sexual behavior in children. We are investigating the cross-cultural validity and user-friendliness of the questionnaire. Project outcomes will provide professionals with a tool to detect problematic sexual behavior in children at an early stage and a structured way to discuss sexual behavior with (parents of) children. The questionnaire is suitable for children aged 2-12, both with and without histories of child sexual abuse.
Consortium TIC	Caroline Jonkman, ZonMw, 2024-2026, Professionalisering en Lerende Netwerken	The youth care sector is facing major reforms, while the workload and dropout rates among professionals are concerning. Trauma-informed care (TIC) aligns with the sector's need for tools to address the increasing complexity of the target population and to achieve sustainable results in youth care. TIC is an organizational vision focused on strengthening expertise and resilience within a learning organizational structure. The foundation of TIC is the growing knowledge about the high prevalence and impact of traumatic experiences on clients, caregivers, and professionals. TIC seems to address a significant need in the youth care sector, as evidenced by the growing number of TIC initiatives. This project aims to organize a learning network that develops and tests a TIC monitor based on internationally established TIC implementation domains. If the TIC monitor proves to be valid and model-compliant, the learning network will serve to roll out TIC nationwide and provide guidelines for professionalization and continuous learning.
AIM2CARE	Carlo Schuengel, 2024-2028, NWO SSH Open Competition Large	In their first year of life, babies develop trust in their caregivers. This trust enables them to explore their environment and learn. However, caregivers exhibit different levels of sensitive responsiveness, leading to various types of attachment relationships. The exact mechanisms and timing of these differences remain unknown. To measure attachment development, research conducted in the everyday home environment is essential. We employ novel techniques for objective and long-term measurement. Based on this, we construct a testable model that interactively illuminates attachment development and explains variations in attachment relationships (Provida; Persico).





Consortium for Attachment Research Synthesis

Marije Verhage & Carlo Schuengel, 2015-, internal funding, NIH R01

The goal of the consortium is to better understand fundamental questions in attachment through individual participant data meta-analysis. Under the umbrella of CARS, multiple IPD meta-analysis initiatives have been taken which are supported through our data commons infrastructure and our expertise regarding methodological and regulatory issues. One major current project focused on secure base script knowledge as displayed during Adult Attachment Interviews (Attachment Secondary Processing and Analysis Network; ASPAN-PI Roisman).

Parents in Balance

Van Meeteren, Patty, Willemen, Schuengel, Ketelaar, 2022-2026, SWO/Viveon

Parenting burnout and resilience among parents of children with long-term care needs

DIA6 (Diagnostisch Instrument Adaptief Gedrag)

Hinke Drijver, Carlo Schuengel, Robert Didden, 2021-2025, SWO/Vive On/multiple funders

Testing and implementing a new brief instrument for direct care staff to screen level of adaptive functioning in people with moderate to serious intellectual disability

Learning Potential

Marja Eding, Carlo Schuengel, Martijn Meeter, 2022-2026, SWO/Viveon

Development and testing of a dynamic assessment procedure for learning potential of children with moderate to serious intellectual disability

Flagship projects: Academic Collaborative Centers

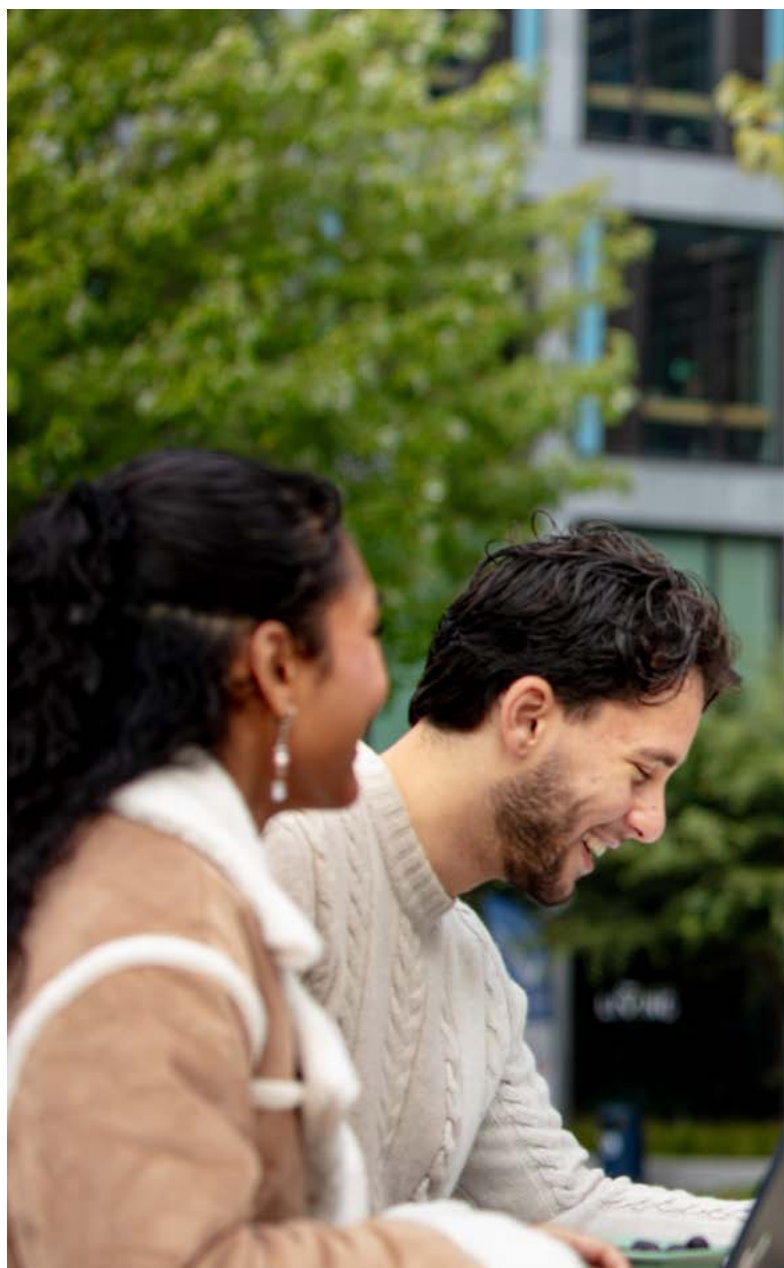
The child-rearing program has developed over the years long-term committed collaborations with organisations in the field of care for children and adults with intellectual and visual disabilities and youth care. These collaborations have been modelled as Academic Collaborative Centers ('academische werkplaatsen' in Dutch), which means that programming of research takes place through open dialogue between researchers, practitioners, and other stakeholders, such as clients and families. These academic collaborative centers provide an infrastructure to lower the threshold for partners from practice to initiate collaborative research projects and to lower the threshold for researchers to explore their scientific question with practice. Furthermore, these centers offer a primary way to jointly disseminate research and facilitate implementation. Two centers receive structural funding (€875k each per year) for their operations through ZonMw, providing a sound financial basis to develop the infrastructure, expertise, conduct pump-priming projects, and cofinance projects. These are [Viveon](#), the Academic collaborative center of 's Heeren Loo and VU, and [Affect-US](#), which includes care organizations Bartiméus, Ons Tweede Thuis, Jij & Ik, and Odion. Two other centers depend on project funding and in-kind contributions. These are the long-standing collaboration with Kenter youth care within the Academic Collaborative Center [Child Abuse](#) and the more recent Academic Collaborative Center for [Infant Mental Health](#). These long-term collaborations are of great strategic importance to be able to conduct research that is both of scientific as well as societal relevance.

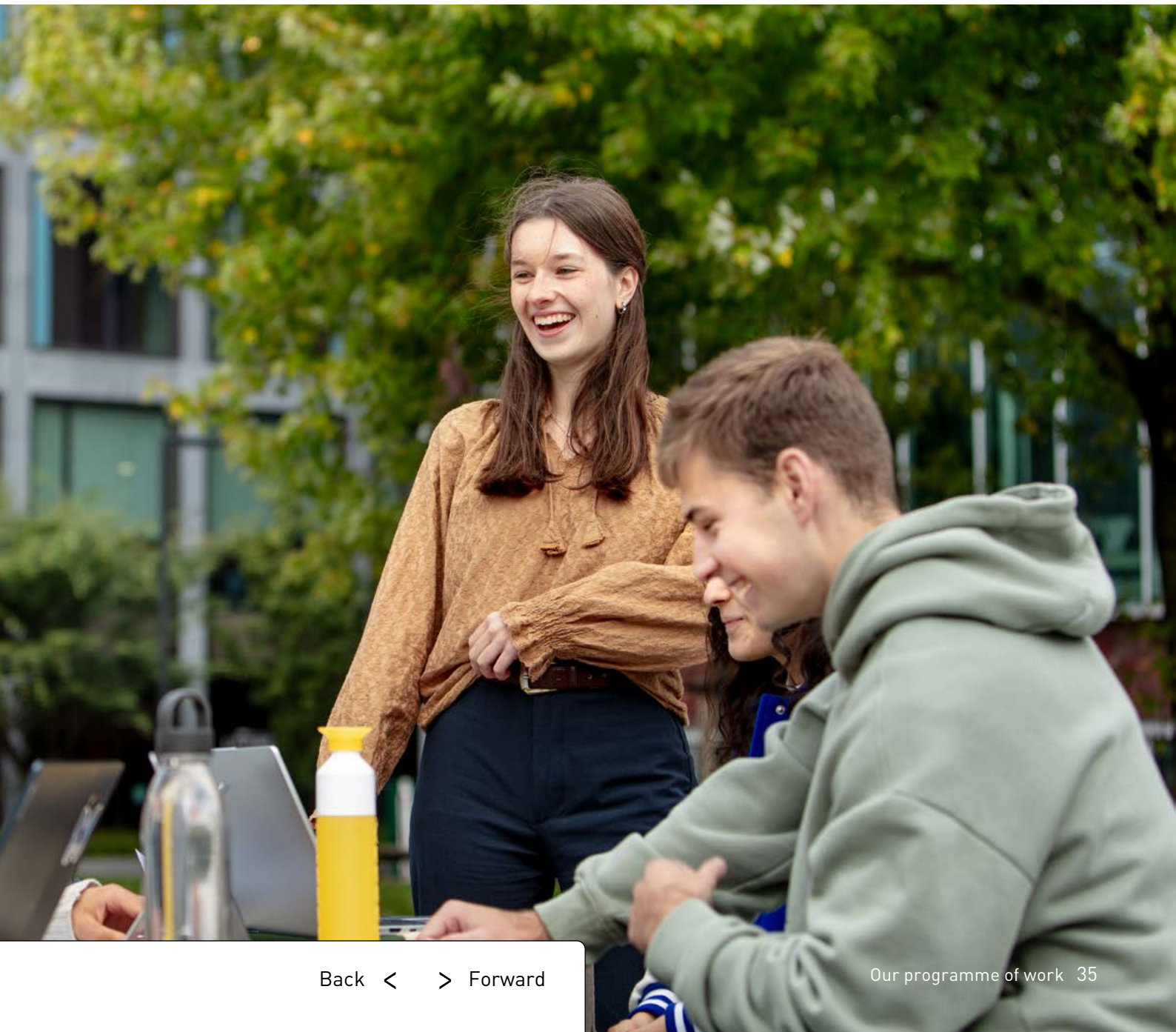
3.5.3 Outreach and capacity-building (selected)

- Viveon organized the yearly Research day of the Association of Academic Collaborative Centers for people with an intellectual disability. The theme of the day was "fitting care", which is a national policy for health and care in the Netherlands. We explored in what sense this concept also applies to long-term care and what type of evidence would be relevant.
- The first installment of a new course for implementation professionals in long-term care was conducted. This course was developed with funding from ZonMw by implementation researchers from the Association of Academic Collaborative Centers. This course will be offered yearly.
- prof dr Pasco Fearon, director of the Centre of Family Research of University of Cambridge, was appointed by the University Board as visiting professor with the program. As a leading expert in parent-child

attachment research and longitudinal family cohort studies, his affiliation strengthens the international profile and increases opportunities for research collaboration.

- Annemieke Witte received the Excellence in Attachment Research in an Outstanding Dissertation Award from the Society for Emotion and Attachment Studies (SEAS). This was for her dissertation titled 'Fatherhood: a focus on behavioral, family, hormonal, and neural dimensions'.
- The Parents in Balance project co produced with schouders.nl the 'burn-on tool' for parents of children with intensive care needs: <https://schouders.nl/burn-on/>. The tool makes insights about long-term stress as a parent and caregiver accessible, including insights from the research project but also experiences from other parents and information about resources.





4. LEARN! Events and research seminars in 2024

2024	Date	Event
January	30	Research Seminar with Nienke van Atteveldt: Proving or improving yourself: neurocognitive interplay between motivation, learning behavior and achievement
February	27	Research Seminar with Eddie Brummelman: Children's Unequal Selves
March	22	Kohnstammlezing 2024 with Merel van Vroonhoven: Wie van leraren uitvoerders maakt, creëert een samenleving zonder toekomst
March	26	Research Seminar with Maartje Raijmakers: Interest in Science
April	11 23 25	Introductory Meeting for new LEARN! members with Nienke van Atteveldt Research Seminar with Bruno Sauce: Education makes students smarter, but it might not be such a great equalizer LEARN! Strategy Brainstorm Afternoon
May	28	Research Seminar with Rashmi Kusurkar: Equity Diversity Inclusion perspective in education and educational research
June	11	First EMPO-Congres: Working evidence-informed on "other" basic skills
June	25	Research Seminar with Tim Mainhard: Social relations make or break learning
June	28	Symposium: Het ambacht van de schoolbestuurder
July	11	Research Seminar with Angelique Roth: 'My Toddler and Me': A Pilot Study Evaluating an Attachment-Based Group Program for Toddlers
September	17 23 24	Research Seminar with Gonneke Stevens: Adolescent mental health in the 21st century: Explaining time trends across countries Research Seminar with Paul Campbell: Leading and governing collaborative educational change: insights from Scotland and Hong Kong International Congres for School Effectiveness and Improvement (ICSEI) 2024 Thematic Event: The use of evidence for policy making in education
October	2	Slotsymposium NRO with Rashmi Kusurkar: Selectieve programma's in het WO
October	8	Research Seminar with Marcus Kindlinger: Navigating Controversial Issues in the Classroom: Challenges and Implications for Teacher Education
November	5 21 26	Research Seminar with Patricia Burch: Private Ends, Public Means: Institutional and Political Undercurrents in Contemporary Education Privatization Introductory Meeting for new members with Nienke van Atteveldt LEARN! PhD Community kick-off
December	10	Research Seminar with Thijs Bol: The role of randomness. On the factors that drive inequality in education. LEARN! dinner afterwards.





Donut chart illustrating the distribution of costs for the 2019/2020 financial year. The total cost is 114,000.

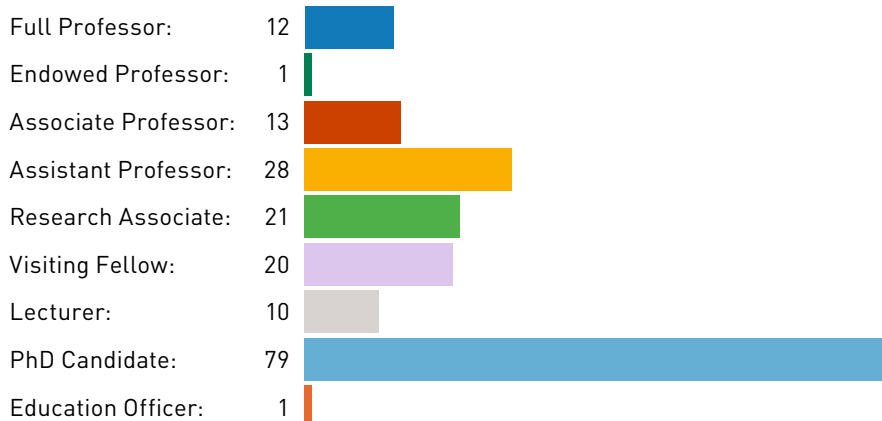
Category	Percentage
Staff costs (Director and Support staff)	63%
Events (Seminars, Conferences and Symposia)	12%
Communication (Newsletter, Annual report, website)	4%
PhD training	8%
Strategic planning	5%
Other costs	1%
Not spent	7%

SEP Output type	2021	2022	2023	2024
Book	5	7	4	7
Refereed article	176	138	148	168
Non-refereed article	6	21	1	1
Book chapter	19	3	13	16
PhD thesis	3	7	10	9
Conference paper	5	1	11	3
Professional publication	24	9	5	12
Publication aimed at the general public	10	1	3	4
Other research output	23	35	23	13
	271	243	218	233

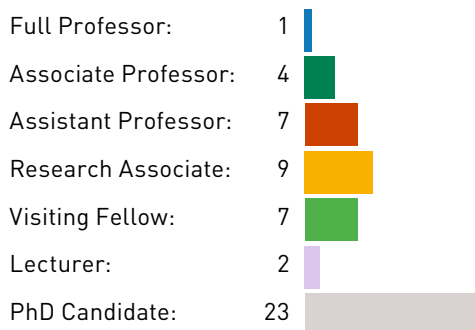
6.3 Research staff

The staff we have in our institute are presented below according to academic role in each of the programmes. The institute has a total of 185 staff with 12 full professors, 20 visiting fellows and diversity in staff in terms of seniority of roles. The largest programmes of work are in Child Rearing and Learning Sciences.

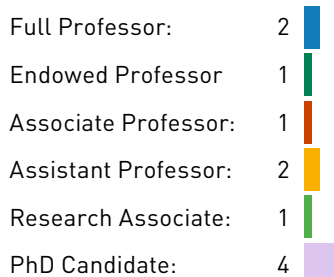
LEARN!



LEARN! - Child Rearing

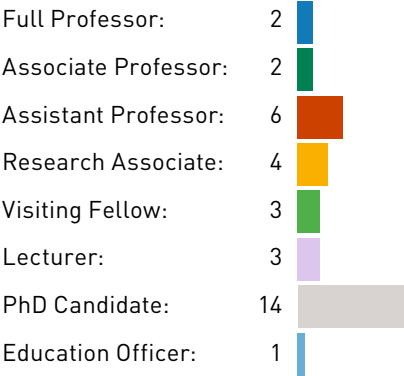


LEARN! – Educational governance, identity and diversity

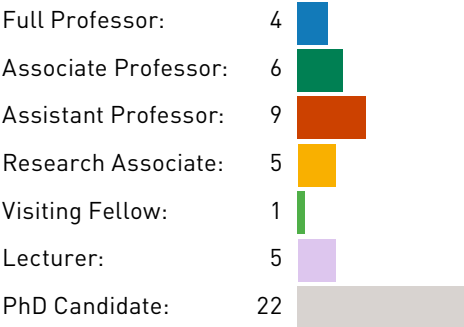




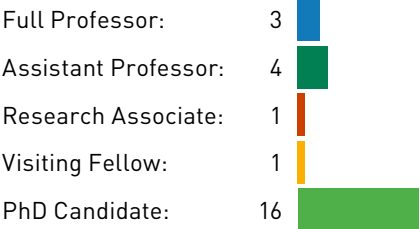
LEARN! – Educational Neuroscience, Learning and Development



LEARN! – Learning Sciences



LEARN! – Motivation for Lifelong learning



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