

LEARN!

ANNUAL REPORT

2025



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1. INTRODUCTION



**PROF. DR. NIENKE
VAN ATTEVELDT**

Scientific Director of LEARN!

It is my pleasure to present to you the annual report of 2025. It has been another year full of inspiring LEARN! events where LEARN! members across departments, faculties and disciplines found each other and made connections to non-academic partners, to start cross-boundary collaborations and other initiatives. We hosted seven research seminars, featuring research by LEARN! researchers from the different programs, as well as national and international guest speakers. The “borrel” after each seminar was always appreciated and sparked many interesting follow-up discussions and new ideas.

Another highlight was the PhD and Postdoc Community Event about the ups and downs of working in academia. Moreover, we have extended our Methodology Helpdesk to include even more methods expertise for the benefit of LEARN! researchers.

The 2025 annual conference was themed LEARN! to do transdisciplinary research. It featured inspiring transdisciplinary work within LEARN!, such as the Parents in Balance and Growing Up Together in society (GUTS) projects, and a keynote lecture by Prof. Hedwig te Molder about how to engage in a meaningful dialogue with others who hold a different view; very important in bridging science, practice and policy. Moreover, there were workshops for skill-building around transdisciplinary research, as it is often easier said than done.

During the annual conference, we also presented our strategic focus themes, which relates to another 2025 highlight: the publishing of LEARN!’s 2025-2029 Strategy. This strategy describes our focus themes and strategic activities towards our two main goals:

- 1.to connect researchers across fields and traditions and with non-academic partners
- 2.to be a visible institute, locally and (inter)nationally, facilitating long-term collaborations with societal partners, to enable societally relevant, available and visible research.

As an example of this visibility and impact, LEARN! has contributed to shaping OCW’s new Science Fellowship program that was launched in 2025, and to the new Healthy Screen use guidelines presented to the State Secretary Karremans (Youth, Prevention and Sports) in 2025.

A key strategic initiative launched in 2025 was the Seed Grants program. Two out of seven applications received funding to strengthen interdisciplinary collaboration and advance external funding opportunities. This strategic initiative has already demonstrated its value: both seed grants have contributed to the development of external funding proposals, including a work package within the successfully awarded STRONGER2GETHER NWA-ORC grant.

LEARN!'s local strategic position was once again shown by the Kohnstamm lecture, organised by the 'Samenwerkingsverband Onderwijs en Opvoeding Amsterdam' where LEARN! represents the VU. The 2025 lecture marked the festive 25th edition and was delivered by Martin Bootsma about education being much more than teaching facts and skills, emphasizing the importance of meaningful relations between teacher, student and human civilization.



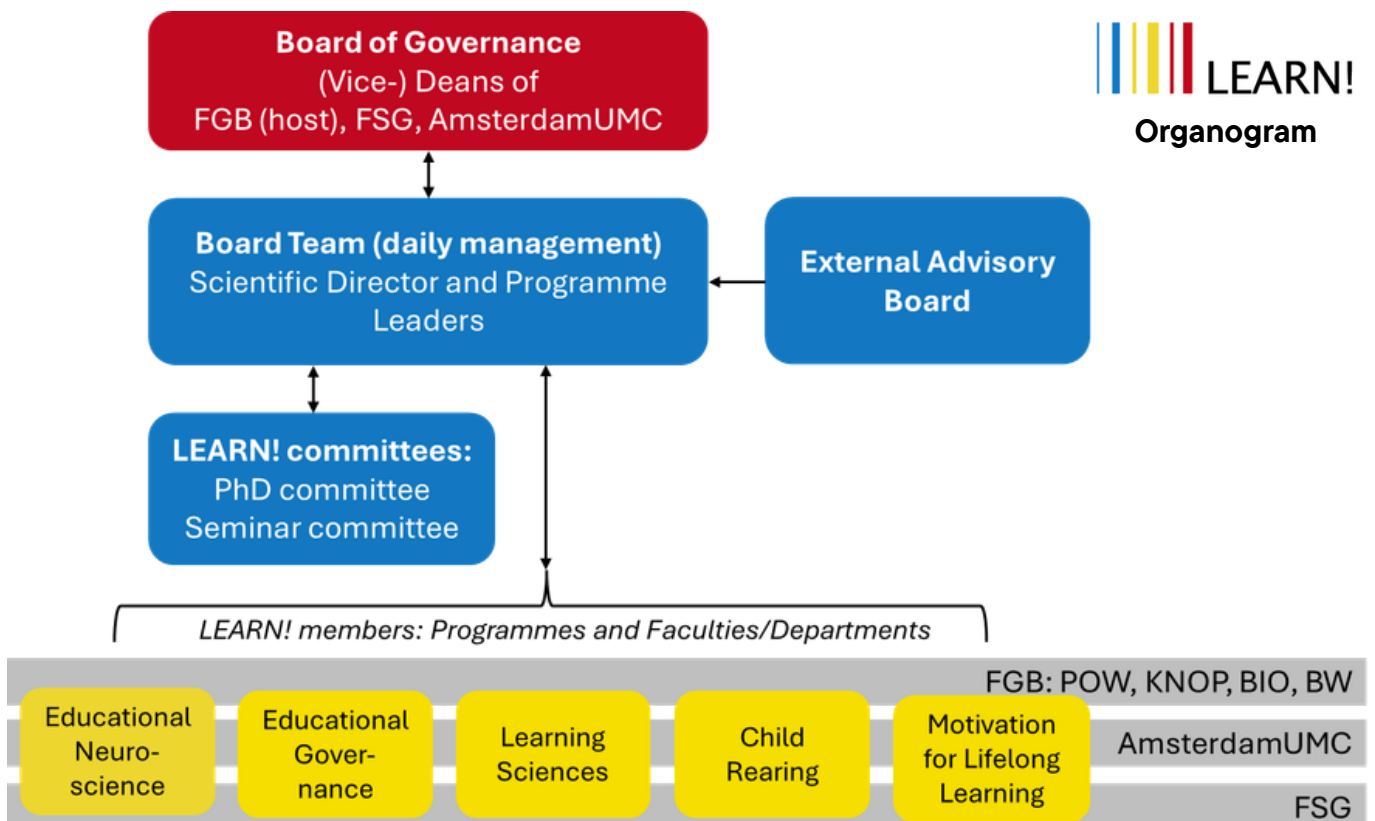
In sum, 2025 has been a year full of inspiring interactions and activities towards our broader goal of better understanding and contributing to the conditions which allow children, youth and adults to reach their full potential and flourish, and thereby to contribute to a flourishing, fair and socially cohesive society.

We look forward to what's more to come in 2026!

2. WHERE WE WORK AND WHO WE WORK WITH

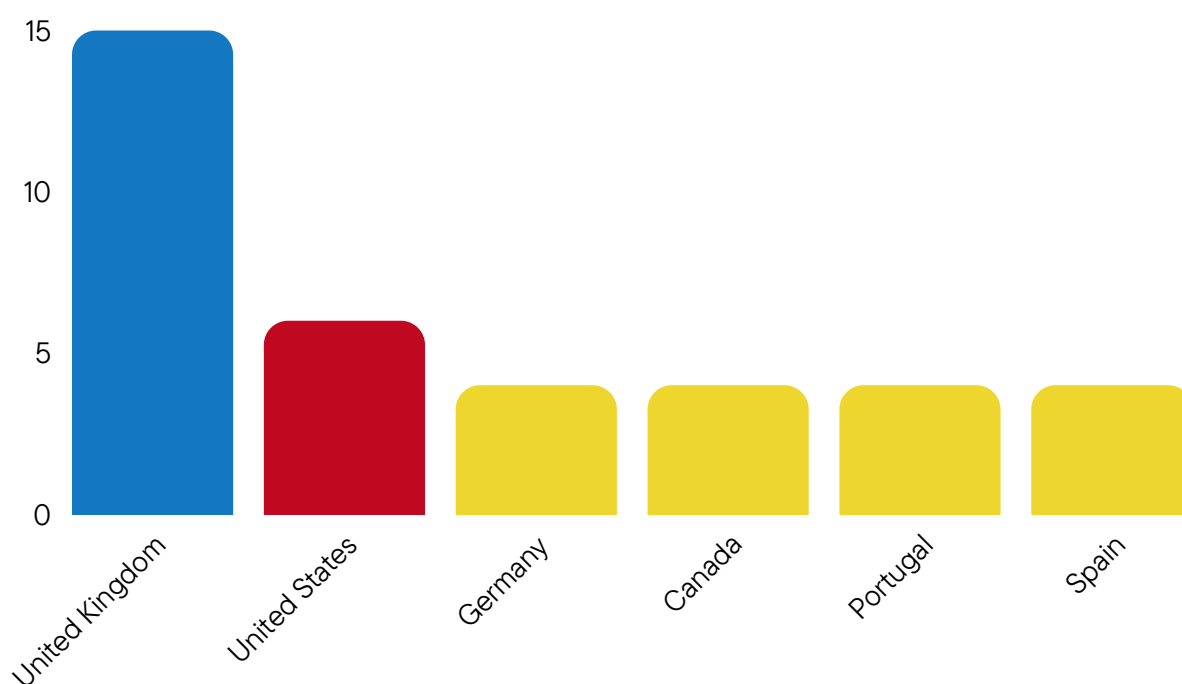
2.1 WHERE WE WORK

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 Social Sciences and Humanities (FSG) and one of our research programs is located within the Amsterdam UMC (VUmc). See below for the LEARN! organogram.



In the Netherlands, we have established a number of partnerships with, for example, the Inspectorate of Education, Citolab, school organisations and care centers, and partner universities on projects and publications (see 2.2). These are included in our programme descriptions below. Furthermore, we are part of the 'Samenwerkingsverband Onderwijs en Opvoeding Amsterdam', together with the UvA, HvA and the Kohnstamm Institute.

Our international co-authors on publications are from UK, the United States, Canada, and various countries in Europe (e.g. Germany, Portugal, Spain). We work across a total of 41 countries; the bar graph 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.



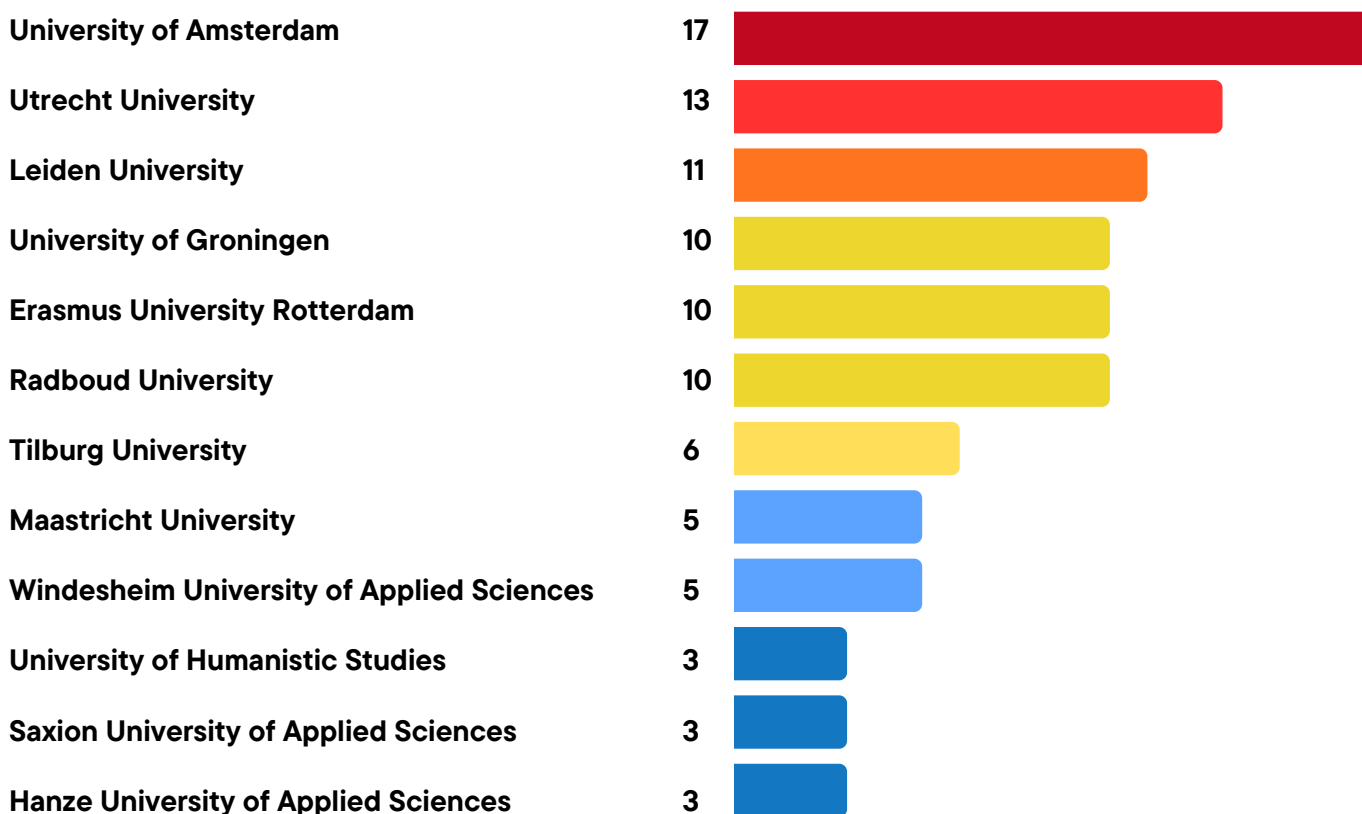


2.2 WHO WE WORK WITH

The figure 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, Erasmus University and Maastricht University.

ORGANISATIONS WE CO-PUBLISH WITH

(Only institutions with 3 or more joint outputs)



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 and the University of Oxford. In the US, we have 30 partners, with Stanford University and The New School for Social Research as our top collaborators. See the table below for the UK and USA partners we most intensively collaborate with.

List of our top UK and USA collaborations (only institutions with 2 or more joint outputs):

Collaboration with UK partners	Outputs	Collaboration with USA partners	Outputs
University of Cambridge	4	Stanford University	4
University of Oxford	4	The New School for Social Research	4
University of Worcester	3	George Mason University	3
Salford University	2	New York University	2
King's College London	2	Oregon State University	2
Queen's University Belfast	2		





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

This program includes members from FGB's Biological Psychology (BIO) and Clinical, Neuro- and Developmental Psychology (KNOP) departments:

- Prof. dr. Nienke van Atteveldt (outgoing programme chair; n.m.van.attedveldt@vu.nl)
- Dr. Elsje van Bergen (associate professor) (incoming programme chair; e.van.bergen@vu.nl)
- Prof. dr. Lydia Krabbendam (full 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)
- Dr. Itaa Puusepp (visiting fellow)
- Dr. Smiddy Nieuwenhuis (Education/Research Officer)

PHD STUDENTS

- Josi Bernardo
- Laura Fornari
- Roos de Jong
- Christel Klootwijk
- Madelief Kuijper
- Kassandra Pomper
- Jule Schretzmeir
- Iris Siemons
- Elise van Triest
- Su-Anne van Waes



PROF. DR. NIENKE VAN ATTEVELDT

Programme Chair

3.1.2 RESEARCH PROJECTS

Project	PI, team & funder	Key questions and findings
NWO VIDI & ERC starting grant - Intergen	PI: Elsje van Bergen Team: Bruno Sauce, Alexandra Starr, Madelief Kuijper, Martijn Meulenbroek, Abe Hofman (UvA) Josefina (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)	Team: 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	Team: Lydia Krabbendam, Nienke van Atteveldt, Barbara Braams, Tieme Janssen, TuongVan Vu, Mariët van Buuren In collaboration with Paul van Lange and Jellie Sierksma PhD students: Laura Fornari, Christel Klootwijk, Rebecca van Rijn	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	PI: Mariët van Buuren Funders: Stichting tot Steun VCVGZ & Ammodo Award 2020	The aims of this project are to investigate: a) how personal and self-stigma affect peer relationships of adolescents with subclinical psychopathology; b) whether self-stigma contributes to a devaluation of self-concept; c) the association between self-stigma and social interactions in the context of daily life.
Wellcome Trust ALIVE	PI's: 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.

Meisjes uit de Knoei	PI's: Marieke Buil, Lydia Krabbendam PhD student: Sabine Jabroun Funder: Nationaal Regieorgaan Praktijkgericht Onderzoek SIA - RAAK PRO	This applied educational study aims to understand and intervene in problematic friendship dynamics of primary school girls. Research questions are: (1) How are friendship dynamics associated with emotional well-being and school functioning? (2) What daily real-life and online processes characterize these dynamics? (3) How do micro-processes of co-rumination unfold within friendship dyads, and how are they linked to outcomes? (4) How can these insights inform an effective intervention? We combine secondary data analyses, a diary study, and a longitudinal observational study. Findings will inform a co-created blended eHealth intervention, evaluated in a Cluster Randomized Trial.
Neural representations of self-concept in adolescence: individual differences in the development and outcomes	PI: Mariët van Buuren Team: 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?
Moving beyond growth mindset: the role of motivational self-regulation in higher education	PI: Ita Puusepp, with Tieme Janssen and Nienke van Atteveldt Funder: Wihuri Foundation (Finland)	This project examines how students' mindsets relate to their motivational self-regulation and how mindset and motivational self-regulation jointly contribute to motivational state and mastery behaviours.
Hoe?Zo! Show	PI: Barbara Braams Funder: Vrije Universiteit Amsterdam & Universiteit Utrecht	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 2025 the project reached 3500 primary school children who performed the lesson series and attended the Hoe?Zo! Show theater show.
First mindset, then treatment: An RCT of a growth mindset intervention to increase efficacy of dyslexia treatment	PI: Tieme Janssen Team: 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).

LeesKans: Gearing reading education towards children's potential: optimizing the interplay between early reading skills and motivation	PI's: 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 to provide improved reading education tailored to the diverse cognitive-motivational needs of individual children.
Exam Stress Project	PI's: 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 and 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	PI's: Fanny de Swart, Marieke Buil, Iris Siemons Funders: NKO; 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 NWO Take-Off grant	PI's: Nienke van Atteveldt, Tieme Janssen, Funda Jelsma In collaboration with IXA (Kira Temme) Funder: ERC, NWO	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	PI's: Nienke van Atteveldt, Tieme Janssen In 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.

3.1.3 OUTREACH AND CAPACITY-BUILDING

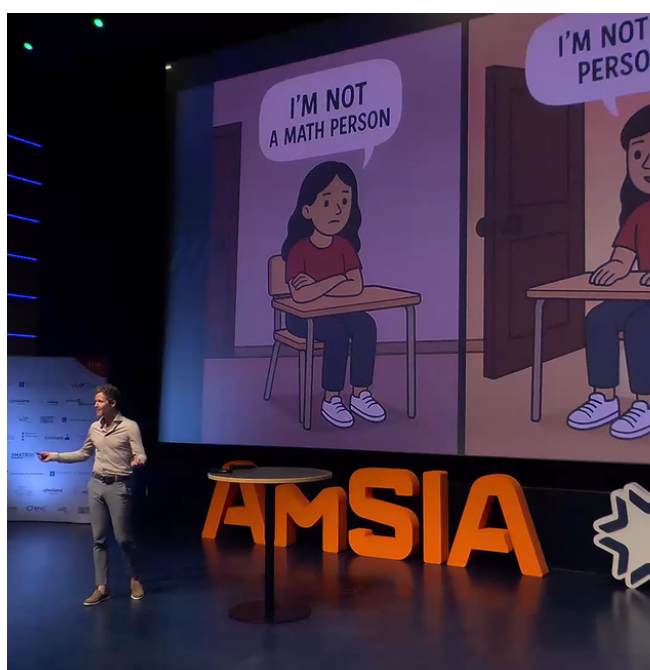
Researchers in Educational Neuroscience are involved in various editorial, committee roles and board memberships:

- 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 was the chair of the Social Sciences panel of the Ammodo Science Fellowship 2025.
- Nienke van Atteveldt participated in the quality assessment committee “Research review Pedagogical and Educational Sciences 2018–2023” for a joint audit of 9 research institutes in the Netherlands.
- Barbara Braams is a member of the FLUX board. She is also a member of the FGB impact board and research institute IBBA (institute for Brain and Behavior Amsterdam). She took part in the advisory board Social Debt and she is a member of the NWO Advisory Table domain SSH.
- Fanny de Swart is member of the VNOP board (Dutch Society for Developmental Psychology)
- Elsje van Bergen is a member of the Editorial Board of npj Science of Learning, a member of the Data Access Committee of the Netherlands Twin Register, and a member of the National Policy Advisory Board “Effective Reading Education” (Kennistafel Effectief Leesonderwijs), contributing to evidence-based educational policy. She is a Fellow of the Young Academy of Europe (2025–).

Dissemination and impact activities:

- Nienke van Atteveldt participated in Meet the Professor Amsterdam
- Elsje van Bergen delivered multiple invited lectures in 2025 at international research institutes and conferences (e.g. University of Oxford, University of Oslo, Swiss Jacobs Foundation, ABC/iBBA), as well as an award lecture at the International Dyslexia Association (US). She contributed to dissemination and societal impact through media appearances and outreach, including interviews in national and international outlets (e.g. NU.nl, Danish Weekendavisen, Balans Magazine, Nederlands Kwaliteitsinstituut Dyslexie) and a podcast on neurodevelopmental conditions (Psychology Inside Out). Her research received broad media coverage in 2025, including international platforms (e.g. PsyPost, World Today News), highlighting findings on the co-occurrence of dyslexia, dyscalculia, and ADHD.
- Nil Horoz presented and discussed the findings of her PhD dissertation at the Dutch Ministry of Education, Culture and Science (OCW), together with Marieke Buil recorded a Podcast on SES Inequality in Educational Contexts with Stichting Leve Het Onderwijs!, and published an outreach article about her research in the magazine of Partnership for Equal Opportunities and Civic Education (SKB; Samenwerkingsverband Kansengelijkheid & Burgerschapsonderwijs). Furthermore, she presented her work at the European Conference on Developmental Psychology (ECDP).
- 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. Through several pilots, he reached ~500 high school students with his growth mindset intervention Explore Your Brain.

- Madelief Kuijper contributed to the podcast *Expeditie Binnenwereld*, in which researchers answer children's questions about their inside world. She also contributed to outreach activities organized by the Netherlands Twin Register, including communicating research insights and their societal value to a broader audience via social media, and participating in events where children and parents interacted with educational platforms used to practice math and language skills while contributing data for research.
- Fanny de Swart taught a course on group dynamics in classrooms for the school psychologist post academic education.
- TuongVan Vu joined the Science in Dialogue Incubator program which is a 6-month trajectory to design an outreach activity where the goal is the transformation of research practices towards building constructive interactions with societal partners or citizens. Her specific project is to build a dialogue intervention to understand the source of performance pressure in Dutch secondary education.
- Alexandra Starr delivered several invited lectures at international research institutes and conferences, including the Max Planck Institute for Human Development, University of Oslo, and Leiden University. Her presentations addressed topics such as gene–environment interplay in children's learning development, within- and between-family genetic effects on educational achievement, and the role of home environments in shaping school outcomes. In addition, she contributed to public engagement and outreach through participation in the Amsterdam Mental Health Festival, where she engaged children in gamified digital learning activities, promoting awareness of research on learning and development among young audiences and the wider public in collaboration with NTR Health Lab.
- Josefina Bernardo gave talks at the University of Oslo, at the Public Health Institute in Oslo and at the ESSGN conference in Bristol. They were an organizer for R-Ladies+ Amsterdam which is an organization that promotes gender diversity in the R User community. Organizational tasks included a workshop for R beginners at the University of Amsterdam, informal user meetings and a book club on implementing the use of Github in R which was co-organized with the chapters in Bergen and Den Bosch.



AWARDS

- Elsje van Bergen received the Early Career Award for Contributions to Research from the International Dyslexia Association (2025), recognising the societal and scientific impact of her work on reading and learning difficulties.
- Tieme Janssen, Nienke van Atteveldt and Funda Jelsma were finalists for the Amsterdam Science & Innovation Awards (AMSIA).

3.2 EDUCATIONAL GOVERNANCE, IDENTITY AND DIVERSITY

The research on “Educational governance, identity and diversity,” chaired by Professor 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

This program includes members from the FGB department Educational and Family Studies (POW) from the Faculty of Social Sciences and Humanities (FSG):

- Professor dr. Melanie Ehren (programme chair; m.c.m.ehren@vu.nl)
- Professor dr. Johannes Drerup (part-time)
- Professor dr. Gerdien Bertram – Troost (part-time)
- Dr. Anders Schinkel (associate professor)
- Dr. Anouk Zuurmond (assistant professor)
- Dr. Marjolein Camphuijsen (assistant professor)
- Dr. Cor van Montfort (research associate)

PHD STUDENTS

- Lorna Minkman
- Remco Pijpers
- Sarah Seleznyov
- Tisja Korthals Altes



PROF. DR. MELANIE EHREN

Programme Chair

3.2.2 RESEARCH PROJECTS

Project	PI, team & funder	Key questions and findings
NWO NRO	Anouk Zuurmond	This research focuses on designing and evaluating portfolio assignments for citizenship education in secondary vocational education and training (VET) in the Netherlands, in line with new legal requirements that mandate citizenship exams by 2026. We aim to develop portfolio assignments for the programmatic assessment of citizenship that map students' developments and reflect students' vocational contexts and diverse identities. The study will employ an educational design research methodology, collaborating with two VET institutes (Summa and Zadkine) across various sectors to co-design and evaluate the portfolio assignments. An inclusive and participative approach will be taken, involving students, teachers, junior researchers, assessment experts, and representatives of the work field in the design and evaluation process.
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?
NWO Toetsvisies en toetsdruk in het VO	Anne de Bruijn, Marjolein Camphuijsen, Anne-Fleur Kortekaas-Rijlaarsdam, Martijn Meeter	In this project, we aim to get insight in (the development of) school boards', school leaders' and schools' visions on testing, in relation to school (board) characteristics; (promoting factors for) alignment in vision between school boards, school leaders, and teachers; effects of (alignment in) visions on organization of education; and consequences for teachers (e.g., workload, job satisfaction) and students (academic motivation, achievement).

NWO NWA L2 - VvV 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.
NWO EISON	Melanie Ehren	Developing and testing inspection for organisational networks to address complex societal problems, such as inclusive education.
NWO Burgerschapsonderwijs	Melanie Ehren	In this project we analyse how schools evaluate and monitor citizenship education and how these contribute to students' development in these areas.
Volkswagen Stiftung	Johannes Drerup, Anders Schinkel	The Global Philosophy of Education project aims at clarifying methodological problems and challenges of a more diverse and global philosophy of education. In so doing it explores and rethinks concrete philosophical problems in light of a diversity of world philosophical traditions.

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 2025:

- Member of Ofsted's external reference group on Insights and Evidence (Education) (2024-2026)
- 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 (NKO)

Professor Johannes Drerup was appointed editor in chief of Zeitschrift für Erziehungswissenschaft (ZfE), one of the leading education science journals in German speaking countries. He also served as a reviewer for the Research Council of Finland. He is also a member of the Editorial Team of On Education: Journal for Research and Debate.

Professor Johannes Drerup organized the following outreach events:

- European Seminars in Philosophy of Education (ESPE) at University of Humanistic Studies in Utrecht
- Symposium on Knowledge, Progress and Education at University College London

He also gave a keynote at the annual conference of the Philosophy of Education Society of Great Britain at the University of Oxford

Associate Professor Anders Schinkel held the following roles and positions related to outreach in 2025:

- Editorial Team member of On Education: Journal for Research and Debate
- Editorial Board member of Journal of Moral Education
- Editorial Board member of Philosophical Inquiry in Education
- Editorial Board member of the Mentis Philosophy of Education book series
- Secretary of the Dutch-Flemish branch of the PESGB

Anders Schinkel co-organized the European Seminars in Philosophy of Education (ESPE) conference, University of Humanistic Studies, Utrecht, The Netherlands, 3-4 July 2025. He also gave the following popular talks:

- De mammoet in de kamer: Verwondering als sleutel tot natuur- en duurzaamheidsonderwijs. Lecture Comeniusmuseum Naarden, 16-05-2025
- Over de cruciale rol van verwondering in biologieonderwijs. Lecture at the NIBI-conference, 14-11-2025

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/>
- Member of Teacher Lab <https://education-lab.nl/themes/lerarenlab/>

Together with dr. Nienke Ruijs, she published a toolkit for educational professionals on strategies to cope with teacher shortages: <https://education-lab.nl/wp-content/uploads/2026/01/Toolkit-Andere-dag-en-weekindeling-omgaan-met-langdurige-lerarentekorten-2025.pdf>

Moreover, together with dr. Nienke Ruijs, she also organized two sessions at the Ontwikkelkracht Conference:

She also served as a reviewer for grant proposals submitted to NKO (Nationaal Kennisinstituut Onderwijs)

Assistant professor Anouk Zuurmond held the following role:

- Editorial Board member of the journal Ethics and Education

Zuurmond also gave a talk at the Ministry of Education on citizenship education, and was part of a podcast-series on education by the Dutch newspaper de Volkskrant.

Anouk Zuurmond won the 'Paper of the Year 2024' award by JNET's Editorial Management Committee for the following paper: Zuurmond, A., Guérin, L., van der Ploeg, P., & van Riet, D. (2024). Learning to question the status quo. Critical thinking, citizenship education and Bildung in vocational education. Journal of Vocational Education & Training, 76(5), 1185-1204.

From the report: "A well written paper which is strongly underpinned theoretically (using the European notion of 'Bildung') arguing for the importance of VET to include education and training for students to become critically thinking citizens serving the community as well as skilled workers able to operate effectively in the labour market. This requires ensuring teachers have the skills to do it. The paper's tone is grounded but also visionary."

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

This program includes members from the FGB departments Educational and Family Studies (POW) and Movement Sciences (BW), and member from the Faculty of Social Sciences and Humanities (FSG):

- Prof. dr. Martijn Meeter (programme chair; m.meeter@vu.nl)
- Prof. dr. Felienne Hermans (full professor)
- Prof. dr. Chris van Klaveren (full professor)
- Prof. dr. Maartje Raijmakers (full professor)
- Prof. dr. Roel van Steensel (full professor)
- Dr. Ilja Cornelisz (associate professor)
- Dr. Marjolein Dobber (associate professor)
- Dr. Mariëtte Huizinga (associate professor)
- Dr. Anne Fleur Kortekaas-Rijlaarsdam (associate professor)
- Dr. Menno van der Schoot (associate professor)
- Dr. Hannah 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. Katinka van der Kooij (assistant professor)
- Dr. Marjan Kok (assistant professor)
- Dr. Nina Sangers (assistant professor)
- Dr. Bregje de Vries (assistant professor)
- Dr. Helene Vos (assistant professor)
- Dr. Melvin Vooren (assistant professor)
- Dr. Camille Welie (assistant professor)



PROF. DR. MARTIJN MEETER

Programme Chair

- Dr. Femke van der Wilt (assistant professor)
- Dr. Geertje van Bergen (research associate)
- Dr. Jasmijn Bosch (research associate)
- Dr. Sharisse van Driel (research associate)
- Dr. Suzanna de Leeuw (research associate)
- Dr. Thirza Osterhaus (research associate)
- Dr. Katja Tereshko (research associate)
- Dr. Chiel van der Veen (visiting fellow)
- Dr. Chevy van Dorresteijn (lecturer)
- Dr. Kokkie van Oeveren (lecturer)

PHD STUDENTS

- Iris Bogaers
- Joyce Burger
- Suze van Capelleveen
- Laurens de Croes
- Ilona Fassaert
- Kelly Gort
- Mirella Jongsma
- Peter Langerak
- Jiajia Li
- Adrielli Lopes Rego
- May Liu
- Erik Meij
- Mayke Nollet
- Koen Ottenhof
- Elsbeth Prins
- Maaïke Radix
- Brittney Root
- Tessa Slim
- Mira Beukering
- Roel Verloop
- Angela Radic
- Paulien Buist-Brink
- Laura van der Haven (junior researcher)
- Thirza Osterhaus (junior researcher)



3.3.2 RESEARCH PROJECTS

Project	PI, team & funder	Key questions and findings
ONA Taallab	PI: Cornelisz Funder: city of Amsterdam	Co-creating interventions to improve reading, writing and oral language education in Amsterdam primary schools.
Beweeg Wijs	PI: de Bruijn Funder: NKO	Testing the effectiveness of an intervention (Beweegwijs) for more physically active breaks in higher primary education grades. Completed in 2025.
Sjakie/NELI	PI: van der Wilt Funder: NKO	Testing the effectiveness of an intervention (Sjakie, Dutch variant of NELI) to support the language development of struggling kindergartners. Completed in 2025.
ADAPT	PI: de Bruijn Funder: NKO	Testing the effectiveness of an intervention (ADAPT) focusing on differentiation skills of primary school teachers within mathematics lessons.
Rekensprint	PI: Vooren Funder: NKO	Testing the effectiveness of an intervention (Rekensprint) to support automatization in early mathematics within primary schools.
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 NKO - Kennisnetwerken	PI: de Vries Funder: NKO	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.
Understanding Reading Comprehension	PI: Meeter Funder: NWO	Developing a computational model of reading comprehension.

Fieldlabs	PI: Westbroek Funder: NKO	Collaboration of Amsterdam-based teacher education programs to learn from one another's experience.
#BOOK	PI: Dobber Funder: NKO	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: NKO	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 Funder: NKO	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 Funder: NKO	An exploration and evaluation of intermediary classes that support young (highly) gifted students in the transition from primary to secondary education
Parels uit de praktijk: de ontwikkeling van inclusief onderwijs	PI: 't Gilde Funder: NKO	Case study of two schools focusing on identifying effective elements that contribute to the development toward becoming inclusive schools.
Trajectvoorziening en	PI: Meeter Funder: SWV Amsterdam-Diemen	Mixed methods study examining whether support rooms are successful for fighting school refusal behaviour.
Visies op toetsing en toetsdruk	PI: de Bruijn Funder: NKO	Mixed methods study examining (alignment in) school boards', school leaders' and teachers' vision on testing, and consequences for teachers and students.

Lees maar, er staat meer dan er staat	PI: Beukering Funder: NWO (Promotiebeurs Leraren)	Development and evaluation of a method to engage secondary students in deep reading of literary texts.
Effects of online reading challenges on reading engagement & reading comprehension of students in prevocational education	PI: Gort Funder: NWA	Development and evaluation of an authentic, game-based, online learning environment to support secondary students' multiple text comprehension through increased reading engagement.
Lees de les: Een onderzoek naar metafoorvaardigheden van zwakke lezers in het basisonderwijs	PI: Verloop Funder: NWO (Promotiebeurs Leraren)	Development and evaluation of an intervention to support primary students' processing of metaphors in educational texts.
Effecten van meertalige digitale prentenboeken op de eerste- en tweede-taalontwikkeling van kinderen van Oekraïense vluchtelingen	PI: Osterhaus Funder: Dutch Reading Foundation	Intervention study to test the effects of multilingual digital picture books on young Ukrainian refugee children's first and second language development.
Digital technology and literacy in Dutch higher education: Overview, trends, and recommendations	PI: Radic Funder: NWO	Qualitative study to monitor university students' reading and writing development longitudinally and evaluate the impact of differences in exposure to digital technology.
From Integrated care towards Inclusive education: ICC as learning environment	PI: Jonkman Funder: NRO	Mixed-methods study on the effectiveness of educational care services and implementation of inclusive education in integrated child centers.
RITAX	PI: Reijman Funder: WODC	Quantitative study on the interrater reliability of a risk taxation instrument for juvenile delinquents.

3.3.3 OUTREACH AND CAPACITY-BUILDING

- **Kortekaas-Rijlaarsdam** and **Meeter** coordinate, together with others, ONA, a network to help primary schools in Amsterdam use scientific evidence to improve their education.
- **Meeter** is member of the NKO committee steering research on educational disadvantage.
- **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.
- **Baan** and **'t Gilde** organized a session for primary school teachers of a school in Amsterdam on explicit direct instruction.
- **'t Gilde** was part of a working group of the ministry of education to write an advice on the theme 'inclusive education, helping the teacher'
- **de Bruijn** is redactional board member of practitioner journal Jeugd in School en Wereld (JSW).
- **de Bruijn** works as knowledge broker for the NKO Kennisrotonde, answering educational practitioners' questions based on scientific knowledge.
- **Van Steensel** is a member of the Language Council (Taalraad: advisory body for the Ministers of Education of the Netherlands and Flanders on language education), Recognition Committee Youth Interventions (Erkenningscommissie Jeugdinterventies Nederlands Jeugdinstituut) and the Knowledge Table Effective Reading Education (Kennistafel Effectief Leesonderwijs VO-raad).
- The LeesbevorderingsLab (coordinated by **Van Steensel**, **Sangers**, and **Tereshko**) cooperates with Ghent University (Prof. Hilde Van Keer) in the LONGA network (LeesOnderzoekersNetwerk Gent-Amsterdam): they set research cooperations and organize symposia for practitioners (e.g. November 2025: a symposium on multilingual reading promotion; November 2024: a symposium on reading promotion in teacher training programs).



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

This program includes members from the Amsterdam UMC, Faculty of Medicine Vrije Universiteit Amsterdam:

- Prof. dr. Rashmi Kusurkar (outgoing programme chair; r.kusurkar@amsterdamumc.nl)
- Dr. Anne de la Croix (incoming programme chair; a.delacroix@amsterdamumc.nl)
- Dr. Mariëtte Huizinga (incoming programme chair; m.huizinga@vu.nl)
- Prof. dr. Saskia Peerdeman (Full professor)
- Dr. Anouk Wouters (Assistant Professor)
- Dr. Malou Stoffels (Assistant Professor)
- Dr. Jan Willem Grijpma (Assistant Professor)
- Dr. Jettie Vreugdenhil (Research Associate)
- Dr. Joyce Kors (Research Associate)
- Dr. Nourhan Elzafarany (Research Associate)
- Narges Mohammadi (Research Assistant)

PHD STUDENTS

- Lianne Mulder
- Lucille Crafford
- Siema Ramdas
- Saskia Oosterbaan-Lodder
- Hafsa Ismail
- Judith van Fraaijenhove
- Maite Portela



PROF. DR. RASHMI KUSURKAR

Programme Chair

EXTERNAL PHD STUDENTS:

- Marnix Westein (Utrecht University)
- Yuanyuan Zhu (University of Maastricht)
- Joram Pach (Vrije Universiteit, Amsterdam)
- Sven Schaepkens (Erasmus University Medical Centre)
- Femke Dijkstra (Vrije Universiteit, Amsterdam)
- Kate McCarthy (University College London)
- Brigitha Nuijens-Veegeer (University of Amsterdam)
- Martin Kuiper (University of Amsterdam)



3.4.2 RESEARCH PROJECTS

Project	PI, team & funder	Key questions and findings
Flexibilisation in health professions education	Rashmi Kusurkar, Malou Stoffels	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	PI: Rashmi Kusurkar Team: 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) Funder: 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, Jettie Vreugdenhil	Klinisch redeneren en SDT (aanvraag lerarenbeurs ROC docent). Klinisch redeneren en Zelf-regulerend leren (Post doc agenda).
Resident selection and diversity	PI: Inge Konings Team: 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.
Navigating higher education: social contexts and role models	Anouk Wouters, Mariëtte Huizinga Funder: LEARN! Seed grant (€10.500)	Project focused on understanding how students navigate higher education and how social contexts and role models shape this process, with particular attention to students from minority backgrounds, including first-generation students and students with a migration background.

Unpacking and Unlocking Diversity Discomfort: From Impeding to Instilling Inclusion in Higher Education	PI: Rashmi Kusurkar Team: Marieke Slootman (Inholland), Hülya Kosar-Altinyelken (UvA), Lieve de Coninck (HvA), Anouk Wouters, Amrita Das (VU) Funder: NRO Higher education for the future 2024 (€750.000)	Main research question: How can we comprehensively understand diversity discomfort and its implications, using a holistic view of education, to inform its transformation from a barrier into a catalyst for fostering inclusive higher education?
Van Ervaring naar Impact: Parent Educators als Onderwijspartners	Agnes Willemen, Anne de la Croix Funder: VU_CTL SOTL grant (10.000)	This VU-CTL SoTL project will focus on how parents of children with complex care needs can be integrated as active educational partners in training future healthcare professionals.

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 of DEI Committee of the Vrije Universiteit Amsterdam
- **Anouk Wouters** is: Appointed as Honorary Lecturer – University College London (UCL), UK, Associate Editor, BMC Medical Education (until 2025), member of NVMO Scientific Committee.
- **Malou Stoffels** received the NVMO beste proefschriftprijs 2025
- **Anne de la Croix** is: Chair of "Fringe" sessions at Association of Medical Education in Europe (AMEE) Conferences, Associate Editor and Section Editor for "A qualitative space," Perspectives on Medical Education
- **Interviews and reports about the Comenius project by Anne de la Croix:**
 - A piece in Magazine Kind & Zorg: [Stichting Kind & Zorg – Artsen in opleiding leren van ouders in de collegezaal](#)
 - A piece in Medisch Contact: [‘Had u hem ook geadopteerd als u dit had geweten?’](#) about Anne
 - A piece in Amsterdam UMC in Praktijk, the patient magazine of Amsterdam UMC: <https://amsterdamumc.foleon.com/inpraktijk/editie-38/ervaringen>
 - [Onderzoek naar inzet van ouders als onderwijspartners in zorgopleidingen – Vrije Universiteit Amsterdam](#)
- **A podcast interview with Anne de la Croix in student podcast ‘Curing the curriculum’:** [Curing reflective zombies in med school: Anne de la Croix #CTC3 – Curing the Curriculum | Podcast on Spotify](#)



- **Anne de la Croix** was interviewed about her keynote at the HGZO conference Amsterdam UMC, Locatie VUmc - HGZO-congres 2025
- **Anne de la Croix** wrote a book review. Boekbespreking van: Participatie in zorg en welzijn - Het creëren van een participatieve omgeving (ed. Meralda Slager, Zsuzsu Tavy). Tijdschrift voor Gezondheidszorg en Ethiek, Jaargang 35, 2
- **Rashmi Kusurkar** 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
- **Jettie Vreugdenhil** is member of NVMO ethical review board
- **Malou Stoffels** and **Jettie Vreugdenhil** started a SoTL programme with four educators of Amsterdam UMC/Amstel Academie
- At the HGZO 2025 conference, our team presented in different ways:
 - **Anne de la Croix** gave a keynote speech called 'Zombies, patiënten en perspectivistische lenigheid: hoe de mens niet mag ontbreken in het zorgonderwijs'
 - Workshop Evidence en opleiden by **Malou Stoffels** and **Jettie Vreugdenhil**
 - Workshop Klinisch redeneren voor studenten verpleegkunde op stage door **Jettie Vreugdenhil**

- **Jettie Vreugdenhil:**
 - A Presentation at the Onderwijskundig onderzoek-netwerk verpleegkundig onderzoekers Amsterdam UMC (June 10th)
 - Keynote Klinisch redeneren op Verloskunde congres (june 3rd)
 - workshop IPE op Verpleegkunde congres Amsterdam UMC (nov 27)
- Several members of the Motivation for Lifelong Learning program gave presentations at the NVMO congress 2025 and/or NVMO JON Day 2025:
 - **Jettie Vreugdenhil:** Ronde tafel Onderzoek in eigen populatie Malou Stoffels: De brug tussen theorie en praktijk? Barrières bij de integratie van grensobjecten in het praktijkleren.
 - **Rashmi Kusrkar, Anouk Wouters, Lianne Mulder:** Een nieuwe kijk op selectie, loting en kansengelijkheid: inzetten op diversiteit onder toekomstige zorgprofessionals
 - **Anouk Wouters:** Rapportage van ethische toetsing en ethische aspecten in gepubliceerd gezondheidszorgonderwijsonderzoek – een literatuurstudie (NVMO congress)
 - **Anouk Wouters:** Tips and tricks for writing a good abstract (NVMO JON Day)
 - **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
- 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. It has received an Amsterdam UMC PhD Thesis Award 2025
- **Jan Willem** has joined FGB's Scientific and Ethical Review Board (VCWE)
- **Siema Ramdas** was member of the selection committee of the NKO grant "Opschalingsbeurs 2025"
- **Siema Ramdas** was a speaker at "the Shift" an UnDavos event
- **Anouk Wouters** gave a workshop on 'Selectie aan de poort' at symposium 'Kiezen voor selectie: welke student wordt de arts van de toekomst?' (Amsterdam UMC)



3.4.4 EVENTS MOTIVATION FOR LIFELONG LEARNING

2025	Event
January	Anouk Wouters: Winnaar Marijke Sterman prijs 2024: Uitreiking JON dag 2024
February	Guest lecture: Siema Ramdas en Anouk Wouters: Mastercursus Diversiteit en goed onderwijs: Diversiteitssensitiviteit in hoger onderwijs
March	Malou Stoffels: Keynote Presentation HGZO Congres: Houvast of hindernis? Bedoelde en onbedoelde invloeden van het schollicurriculum op het leren in de praktijk.
March	Anouk Wouters: Visit to London UCL & Imperial College: Upgrade PhD Kate Network Meetings
May	Malou Stoffels: Onderzoekspresentatie NVMO Congres: de brug tussen theorie en praktijk? Barrières bij de integratie van grensobjecten in het praktijkleren.
May	Jettie Vreugdenhil: Onderzoekspaper presentatie NVMO Congres: Klinisch redeneren als een arts of een verpleegkundige?
May	Anouk Wouters, Rashmi Kusurkar, Lianne Mulder: NVMO Congres: Symposium; een nieuwe kijk op selectie, loting en kennisgelijkheid: inzetten op diversiteit onder toekomstige zorgprofessionals
May	Anouk Wouters: Rondetafelsessie NVMO Congres: Tussen droom en werkelijkheid voor de poort van de geneeskunde: hoe geven we studiekeizers een realistisch beeld van de geneeskundestudie en het artsenvak?
June	Jettie Vreugdenhil: Verdediging: How to train clinical reasoning in nursing students
June	Malou Stoffels: Workshop; MESA Methodology MMeeting: Phenomenography
July	Jettie Vreugdenhil: Interview in Nursing: "Help je student door hardop klinisch te redeneren"
August	Malou Stoffels: Research paper Presentation: AMEE Conference; Bridging between theory and practice? Barriers in integrating boundary objects into clinical learning
August	Malou Stoffels: AMEE Conference: Doctoral Report Presentation: Optimizing school-supported clinical learning: an investigation in the context of nursing education
August	Jettie Vreugdenhil: Interview in DNA; Van verpleegkundige tot promovendus
August	Anouk Wouters: AMEE Conference; The reporting of ethical review and ethical considerations in articles published in medical education journals: A literature review.
September	Malou Stoffels en Jettie Vreugdenhil: Workshop Amstel Academie: Evidence en opleiden
September	Anouk Wouters en Rashmi Kusurkar: Slotsymposium NRO: Selectieve programma's in het WO
November	Jettie Vreugdenhil: Presentatie proefschrift, Hogeschool Leiden; How to train clinical reasoning in nursing students
December	Anouk Wouters: Gastcollege Pedagogische Wetenschappen: Kansenongelijkheid in het Hoger Onderwijs

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.

3.3.1 STAFF

- Prof. dr. Carlo Schuengel (programme 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)
- Olivia Andrews, MSc (research associate)
- Drs. Hilde Brons (research associate)
- Dr. Iuliia Chaplinska (research associate)
- Dr. Sophie Mary (research associate)
- Dr. Manon Smit (research associate)
- Emma Spies, MA, MSc (research associate)
- Dr. Stefania Vacaru (research associate)
- Dr. Marjolein Vandenbosch (research associate)
- Dr. Eline Wagemaker (research associate)
- Dr. Marieke Werkman (research associate)



PROF. DR. CARLO SCHUENGEL

Programme Chair

- Dr. Jacqueline van Tuyl van Serooskerken (research associate)
- Dr. Annemieke Witte (assistant professor)
- Dr. Or Dagan (visiting fellow)
- Dr. Mirte Forrer (visiting fellow)
- Dr. Eline Heppe (visiting fellow)
- Dr. Marga Nieuwenhuijse (visiting fellow)
- Drs. Yvonne van Pouderoijen (visiting fellow)
- Dr. Simone van der Plas (visiting fellow)
- Dr. Marjoke Rietveld-van Wingerden (visiting fellow)
- Marleen van Rooijen, MSc (visiting fellow)
- Dr. Sien Vandesande (visiting fellow)
- Saskia van der Weck, MSc (lecturer)
- Dr. Esther Bisschops (research associate)

PHD STUDENTS

- Jessica Braakman
- Marja Eding
- Debora van Elst
- Valerie Fictorie
- Mariah Knezevic
- Yvonne Kruithof
- Mitchel Mesker
- Nathalie Patty
- Bianca Polman-Meddeler
- Kalliopi Provida
- Francesco Persico
- Hannah van Steenis
- Bas Tierolf
- Linda Veerman
- Ruud Wong Chung
- Mirjam Wouda
- Veerle Andries
- Ahmed Mohamed



3.5.2 RESEARCH PROJECTS

Project	PI, team & funder	Key questions and findings
Growing up in a nurturing environment	PI: Koning (2023-2027) Funder: VWS	Evaluation of a community-based intervention targeting substance use and mental health in the Netherlands.
Guideline development on assessment and treatment of trauma for people with intellectual disability	PI: Smit Funder: ZonMW	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.
Viveon	PI: Schuengel (2018-) Funder: ZonMw Academic Collaborative Centers Long-term care	Academic collaborative centre between VU Amsterdam and care organisation 's Heeren Loo, focused on improving the lives of people with intellectual disabilities through research co-created by researchers, practitioners, clients, and families. The partnership supports the development, implementation, and dissemination of scientifically rigorous and societally relevant knowledge.
Affect-US	PI: Sterkenburg, (2018-) Funder: ZonMw Academic Collaborative Centers Long-term care	Academic collaborative centre that brings together VU Amsterdam and care organisations including Bartiméus, Ons Tweede Thuis, Jij & Ik, and Odion to advance research and innovation in long-term care for people with intellectual and visual disabilities. Through close collaboration between science and practice, the centre develops knowledge that directly contributes to improving care and support.
Fonds Slachtofferhulp	PI: Jonkman (2024-2026) Funder: 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	PI: Jonkman (2024-2026) Funder: ZonMw, 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	PI: Schuengel (2024-2028) Funder: 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	PI's: Verhage, Schuengel (2015-2026) Funder: internal, 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	PI's: Van Meeteren, Patty, Willemsen, Schuengel, Ketelaar (2022-2026) Funder: SWO/Viveon	Parenting burnout and resilience among parents of children with long-term care needs.

DIAG (Diagnostisch Instrument Adaptief Gedrag)	PI's: Drijver, Schuengel, Didden (2021-2026) Funder: SWO/Viveon/multiple funders	Testing and implementing a new brief instrument for direct care staf to screen level of adaptive functioning in people with moderate to serious intellectual disability.
Learning Potential	PI's: Eding, Schuengel, Meeter (2022-2028) Funder: SWO/Viveon	Development and testing of a dynamic assessment procedure for learning potential of children with moderate to serious intellectual disability.
Testing Social Information Processing with (young) adults with a mild intellectual disability	PI's: Werkman, Van Rest Funder: 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.
Guideline Healthy Screen Use	PI: Koning (2025) Funder: Ministry of Health	Development and dissemination of a guide for parents and educators around screen use and screen time of young children: https://gezondschermgebruik.nl/ .
RiTax reliability	PI: Reijman (2025-2026) Funder: RiTax	Testing the reliability of the RiTax risk taxation instrument in forensic care for young offenders.
From Integrated care towards Inclusive education: ICC as learning environment	PI's: Jonkman, Hove, Willemsen (2025-2030) Funder: NKO	Articulating implicit knowledge from Integrative Child Center professionals onto evidence-informed best practices in inclusive education for children with additional support needs.
DigAble	PI's: Schuengel, Koning (2024-2026) Funder: NWA Synergy	A Participatory Multi-Methods Study Of Media Interventions And Policies That Match Capacities And Needs For Neurodiverse Youth.

3.5.3 OUTREACH AND CAPACITY-BUILDING

- **Ina Koning, Helen Vossen, and Hilde Brons** were commissioned by the Ministry of Health to develop an evidence-informed national guideline for parents around healthy screen use. The guideline was published in Spring 2025 (<https://gezondschermgebruik.nl/>) and garnered wide national attention. Furthermore, the underlying report was used for the government's policy around social media and young people. The investigators have since been regular expert commentators on social media and youth in diverse national media outlets and continue working on supporting the implementation of the guideline
- **Viveon and Affect-us** contributed to the new national research program for people with intellectual disability, coordinating agendas responding to needs in practice together with the other six academic collaborative centers for people with intellectual disability in the Netherlands. The program was presented to the Ministry of Health, the care provider organization (VGN), Health Research Netherlands (ZonMw), and knowledge broker Vilans
- The societal impact of the work of the academic collaborative centers with structural funding, which includes **Viveon and Affect-us**, was synthesized and published as part of the evaluation of the ZonMw program, showing how the program affords considerable leverage to continue to improve quality of care and contribute towards a sustainable care field
- **Paula Sterkenburg** received the ICEVI Europe Significant Contribution to the Lives of Children and Young People with Visual Impairment Award for her contributions towards the quality of life of people with a visual disability
- Care organization **Odion** officially joined as partner in the Academic Collaborative Center Affect-us, by signing the formal agreement in October 2025





4. STRATEGIC ACTIVITIES

In 2025, we launched our 2025-2029 Strategy. While our interdisciplinary research is broad in scope, for the period of 2025-2029 we have defined specific focus areas that are especially urgent. This will increase our effectiveness in promoting collaboration and achieving impact, and joint funding acquisition to address these issues. Based on recent stakeholder-driven research- and policy agendas (e.g., NRO Kennisagenda and NWA routes), we have selected 6 themes as both urgent and aligning with our expertise:

- **Performance pressure and resilience,**
- **Digitalization of life, work and education,**
- **Persistent declines in achievement and motivation,**
- **Participation and inclusion of diverse learners,**
- **Wellbeing, autonomy and competence of teachers, educators and caregivers,**
- **The use of evidence in policy-making.**

Please find below some highlighted strategic activities within our institute during 2025:

4.1 SEED GRANTS



Our first call for LEARN! seed funding was a success, we received 7 proposals and after careful evaluation, selected two for funding: a collaboration between Educational Neuroscience and Learning Sciences programs to develop an observation instrument for classroom social dynamics (SPARC) and a collaboration between Motivation for Lifelong Learning and Learning Sciences, to understanding how students navigate higher education and how social contexts and role models shape this process. These 2025 seed grants included the themes **Participation and inclusion of diverse learners** and **Increasing teacher competence and wellbeing**, and have effectively contributed to external grant proposals. Below, the applicants summarize their seed grant projects:

DEVELOPING SPARC (SOCIAL PEER ASSESSMENT AND RELATIONSHIP CHECKER): AN OBSERVATION INSTRUMENT FOR CLASSROOM SOCIAL DYNAMICS (FANNY DE SWART AND ANNE DE BRUIJN)

The main aim of the SPARC project is to construct an observation instrument for teachers that explicitly relates specific behaviors to group dynamics (e.g., behaviors related to being popular, to assess friendships, peer hierarchy and social norms). Such an instrument can help teachers with their in-class observations of social dynamics, for example providing insight into who is popular, based on observing behaviors commonly seen in popular children, and in behaviors of classmates towards popular children.

Activities: Between September 2025 and December 2025 two student-assistants have been working on the SPARC project, together with 6 Master students from clinical developmental psychology, educational sciences and pedagogical sciences. Activities included: literature review, activities with regard to recruitment of participants, constructing focus group protocols and conducting focus groups.

Literature review: Student-assistants made an overview of group dynamics constructs most commonly mentioned in scientific literature. Based on this overview, decisions were made regarding constructs and behaviors to be included in the focus groups. We decided to focus on popularity and its associated behaviors, as popularity is one of the key constructs related to group dynamics in classrooms.

Participant recruitment: Student-assistants designed acquisition materials such as an information letter for schools and parents and a flyer for schools. They also designed procedures regarding the acquisition process, and reached out to schools via email and phone to invite them to participate in the data collection. Altogether, around 100 schools were contacted, of which 9 schools showed interest. Six schools already participated in the data collection, with the other three schools still interested in participating in spring.

Focus groups: Student-assistants designed focus group protocols for the focus groups with children and with teachers, using literature about both focus groups to set-up the procedure, and literature on popularity for writing out the content of the focus groups. In the end, 10 focus groups with children were conducted, and 5 focus groups with teachers.

Results and reaching goals: Altogether, more data was collected than we initially intended (six focus groups with children and four with teachers), resulting in a rich dataset. This data provides a great basis for the next steps in the development of SPARC. At the moment, students are still working on transcribing the focus groups. Because we eventually included more focus groups, and due to the time investment associated with the data acquisition, we did not manage to finish all transcriptions and coding within the project budget/time. We aim to use part of the starting grant funding (Fanny) for a new student assistant on the project, to help finishing transcriptions and coding.

Also, we decided to conduct the literature review in a more systematic way, including studies that describe concrete behaviors related to popularity (observational or qualitative studies). Although such studies seem to be underrepresented in literature, we believe a combination of current scientific knowledge and our data would strengthen the validity of the instrument. Altogether, we were able to make a great start with this project and there are concrete ideas how to proceed with the project.

Cooperation within LEARN!: With the Seed Grant we were able to strengthen the cooperation between psychology and educational sciences. We benefitted from each other's experience and perspectives, which has laid a strong base for a continuing collaboration. Also our students have profited from this collaboration between departments, working transdisciplinary, and in this way learning from each other's perspectives and broadening their view.

A great demonstration of the success of the Seed Grants program is that the SPARC project has contributed to the researcher's part in the NWA-ORC grant STRONGER2GETHER, awarded in 2025. The LEARN! researchers lead a Workpackage in this new program about the role of teacher-student relations in youth's wellbeing.

NAVIGATING HIGHER EDUCATION: SOCIAL CONTEXTS AND ROLE MODELS (ANOUK WOUTERS AND MARIËTTE HUIZINGA)

The aim of this seed grant was to strengthen and further develop our collaboration within LEARN! around shared research interests at the intersection of learning, motivation, identity development, and study choice in higher education. Our work focuses on understanding how students navigate higher education and how social contexts and role models shape this process, with particular attention to students from minoritized backgrounds, including first-generation students and students with a migration background.

A key contribution of the seed grant was the opportunity to jointly invest in conceptual development and network building. Participation in the ORD 2025 conference in Leuven enabled us to engage with current international debates on educational transitions, student motivation, belonging, and equity. The conference also facilitated meaningful expansion of our professional networks within and beyond the Netherlands, supporting the exploration of shared research agendas and future collaborations.

In parallel, the seed grant supported exploratory empirical work, embedded in three bachelor's thesis projects. These studies used both quantitative and qualitative approaches to examine how students experience role models, interests, and person-environment fit in relation to study choice and study satisfaction. Preliminary findings suggest that simple, linear relationships between fit and satisfaction are insufficient to capture students' experiences. Instead, students' perceptions of role models, program type, and the breadth of their interest profiles appear to play a significant role. In particular, the qualitative findings highlight that role models fulfill different functions – such as translating implicit academic norms, providing a sounding board during periods of doubt, and fostering a sense of belonging – and that these functions are highly context- and student-dependent. We are currently collecting additional data to strengthen the empirical basis of these insights and are working toward a joint publication.

Beyond empirical exploration, the seed grant played a crucial role in shaping a shared research agenda. This agenda formed the foundation for a submitted NKO proposal within the “Big Questions in (Post-Secondary) Education” program. Rather than directly building on pilot results, the proposal draws on our combined theoretical expertise and reframes study choice as a relational and developmental process embedded in institutional contexts. The very positive reviews of this proposal confirm the relevance and coherence of this research direction. At the time of writing, we are awaiting the decision on a possible invitation to the interview stage.

Finally, the seed grant has contributed to visibility and collaboration within LEARN!, including the submission of a symposium proposal for ORD 2026 in Utrecht and active alignment with the new LEARN! research program Higher education. Our collaboration closely aligns with this programme by conceptualizing learning and development as situated and relational processes, in which motivation, identity, belonging, and educational practices are strongly interconnected. Overall, the seed grant has functioned not only as support for concrete activities, but also as a catalyst for sustainable collaboration and further consortium building within LEARN!. Also this Seed Grant has contributed to an external grant proposal (NRO) that reached the interview stage, fingers crossed for good news in 2026!

4.2 OTHER STRATEGIC ACTIVITIES

PERFORMANCE PRESSURE AND RESILIENCE

Another strategic focus theme we picked up on was performance pressure, for which we hosted a round table session on assessment pressure and the “culture of testing”, together with Citolab. A white paper outline has been drafted and is on the agenda for 2026.



DIGITALIZATION OF LIFE, WORK AND EDUCATION

LEARN! researcher Ina de Koning was one of the leading authors of the 'Guideline for Healthy and Responsible Screen and Social Media Use'. The guidelines were developed in collaboration with parents, civil society organizations, and scientific experts from various fields. The voices of young people were also included through a session with the National Youth Council (NJR) to ensure the alignment of the guidelines with the everyday lives of children.

THE USE OF EVIDENCE IN POLICY-MAKING

In 2025, LEARN! took part in an advisory group to help the OCW Science in Policy team to shape a new fellowship program, in which scientists temporarily work at the Ministry of OCW, to bring science and policy closer to one another. A first round of fellowships has been launched in 2025, and the ambition is to scale up in 2026.



5. EVENTS AND RESEARCH SEMINARS IN 2025

2025	Date	Event
January	15	Research Seminar by Alexandra Starr 'Does the home environment cause children to struggle in school?'
January	28	Advisory board meeting
March	6	Introduction session for new LEARN! members
March	6	LEARN! PhD and Postdoc Community Event about the ups and downs of working in academia
March	18	Research Seminar by Nienke Ruijs 'The impact of special education on students with special needs'
April	15	Research Seminar by Roel van Steensel 'Feel like reading? Research from the VU Reading Promotion Lab'
May	22	Annual Conference: LEARN! to do interdisciplinary research
June	20	Meet the Professor Amsterdam with LEARN! professors Felienne Hermans and Nienke van Atteveldt
June	24	Research Seminar by Bas van der Klaauw 'School choice, school switching and optimal assignment'
July	1	Guest Seminar by Bruce Maxwell 'Teachers' pedagogical strategies for managing students' speech about politically sensitive issues'
September	25	Round table session with Citolab about Exam Pressure
September	30	Research Seminar by Matthijs Warrens (University of Groningen) 'Path dependence in Dutch secondary education'
November	4	Introduction session for new LEARN! members
November	25	End of Year research seminar by Felienne Hermans: The (in)evitable deskilling of teachers
November	25	End of Year dinner in Grand Cafe Living

5.1 EVENT HIGHLIGHTS



- * On 28 January 2025, Alexandra Starr (VU Amsterdam) presented research using longitudinal twin data to examine how home environment factors relate to children's learning and educational achievement. Her findings highlighted the important role of shared genetic and environmental influences and demonstrated how genetically informed research designs can strengthen causal conclusions in education research.

RESEARCH SEMINAR: HOME ENVIRONMENT, GENETICS, AND EDUCATIONAL ACHIEVEMENT

28/01/2025



- * Nienke Ruijs presented research on the effects of special education for students with special needs. The study found that students who remained in mainstream education achieved better educational outcomes and were less likely to receive youth disability benefits in early adulthood than comparable students who entered special education.
- * The findings contribute to ongoing debates about inclusive education and suggest that greater participation in mainstream education may benefit some students with special needs.

RESEARCH SEMINAR: SPECIAL EDUCATION AND INCLUSION

06/03/2025



MEET THE PROFESSOR: CYCLING SCIENTISTS VISIT AMSTERDAM PRIMARY SCHOOLS

20/06/2025

* On 20 June 2025, researchers from Vrije Universiteit Amsterdam and the University of Amsterdam took part in the second Amsterdam edition of Meet the Professor, delivering interactive guest lessons in primary schools across the city. The initiative aims to make science more accessible and inspire young learners through direct contact with researchers.

* Several LEARN! members participated, including Prof. Felienne Hermans and LEARN! director Prof. Nienke van Atteveldt, highlighting the institute's commitment to public engagement and science outreach.



RESEARCH SEMINAR: PATH DEPENDENCE IN DUTCH SECONDARY EDUCATION

30/09/2025

* In September 2025, Matthijs Warrens (University of Groningen) presented research on path dependence in Dutch secondary education. Using population-level data, he examined the extent to which students' educational track in lower secondary school predicts the diploma they ultimately obtain.

* The study found strong path dependence, with around 80% of students remaining on the same educational pathway. The findings contribute to ongoing discussions about flexibility, educational mobility, and equality of opportunity within the Dutch tracking system.

ANNUAL CONFERENCE 2025



LEARN! TO DO TRANS-DISCIPLINARY RESEARCH

The LEARN! Annual Conference 2025, themed Learn to Do Transdisciplinary Research, brought together researchers and societal partners to explore how collaboration across disciplines and sectors can help address complex challenges in learning and education. Through keynote lectures, project showcases, workshops, roundtable discussions, microtalks, and a poster session, participants reflected on how research can more effectively connect with practice, policy, and society.

A central theme throughout the day was dialogue. In her keynote, Prof. Hedwig te Molder highlighted the importance of trust, mutual understanding, and moral courage in navigating disagreement and uncertainty. These ideas resonated across the conference workshops, which explored topics such as dialogue between researchers and societal stakeholders, the role of researchers' identities and competencies in transdisciplinary work, and meaningful youth participation in research.



The conference also showcased ongoing interdisciplinary and transdisciplinary projects within LEARN!, creating opportunities to exchange experiences, discuss challenges, and identify new avenues for collaboration. Together, the sessions emphasized that successful transdisciplinary research requires not only methodological expertise, but also reflection, listening, openness, and engagement with diverse perspectives.

By fostering new connections, practical skills, and shared learning, the conference reinforced LEARN!'s commitment to research that bridges science, practice, and policy to generate meaningful societal impact.





CLOSING SEMINAR & END-OF-YEAR DINNER

On 25 November, we wrapped up our 2025 seminar series with a thought-provoking talk by Prof. [Feliene Hermans](#), followed by an end-of-year dinner to celebrate another successful year of collaboration, learning, and exchange at LEARN!.

Drawing on historical and contemporary examples, Hermans critically examined claims that AI will revolutionize education, arguing that such discussions often overlook the complex social and human dimensions of teaching. She highlighted the limitations of generative AI, questioned assumptions about its educational value, and emphasized the importance of evidence-based decision-making regarding AI use in classrooms.

The seminar sparked lively discussion among attendees and provided a fitting conclusion to another year of interdisciplinary exchange and collaboration within LEARN!.

The evening continued with an end-of-year dinner, bringing together colleagues from across the institute. The gathering offered an opportunity to reflect on the year's achievements, strengthen connections across programmes, and celebrate the collaborative spirit that underpins LEARN!'s research community.

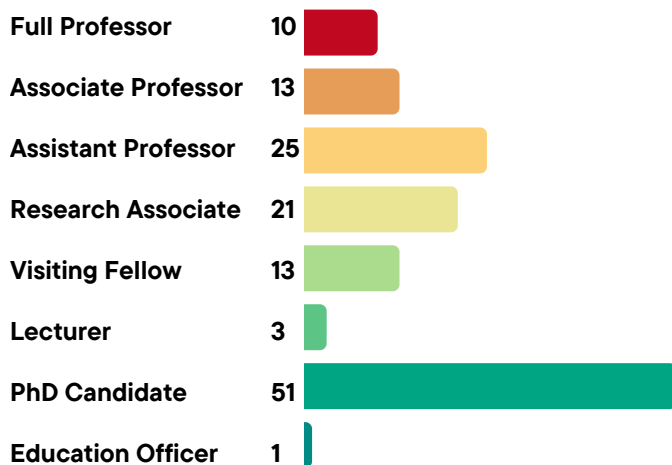


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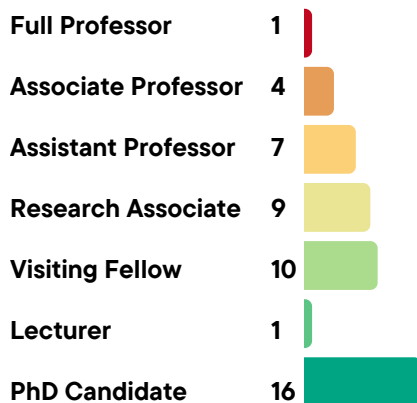
6.3 RESEARCH STAFF

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.

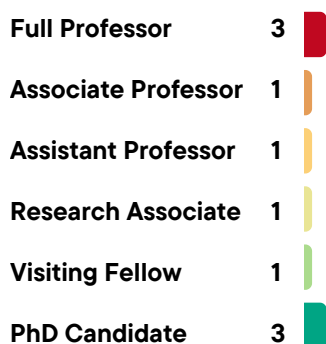
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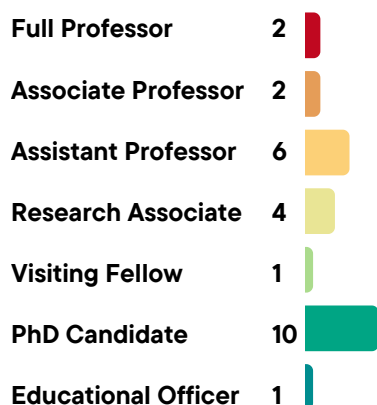
LEARN! - CHILD REARING



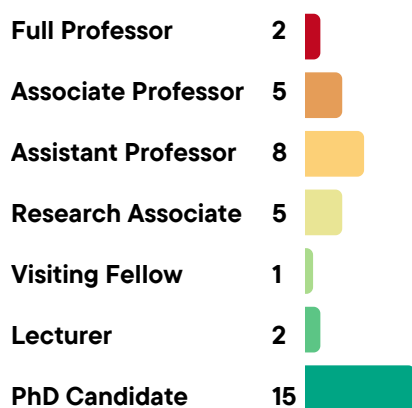
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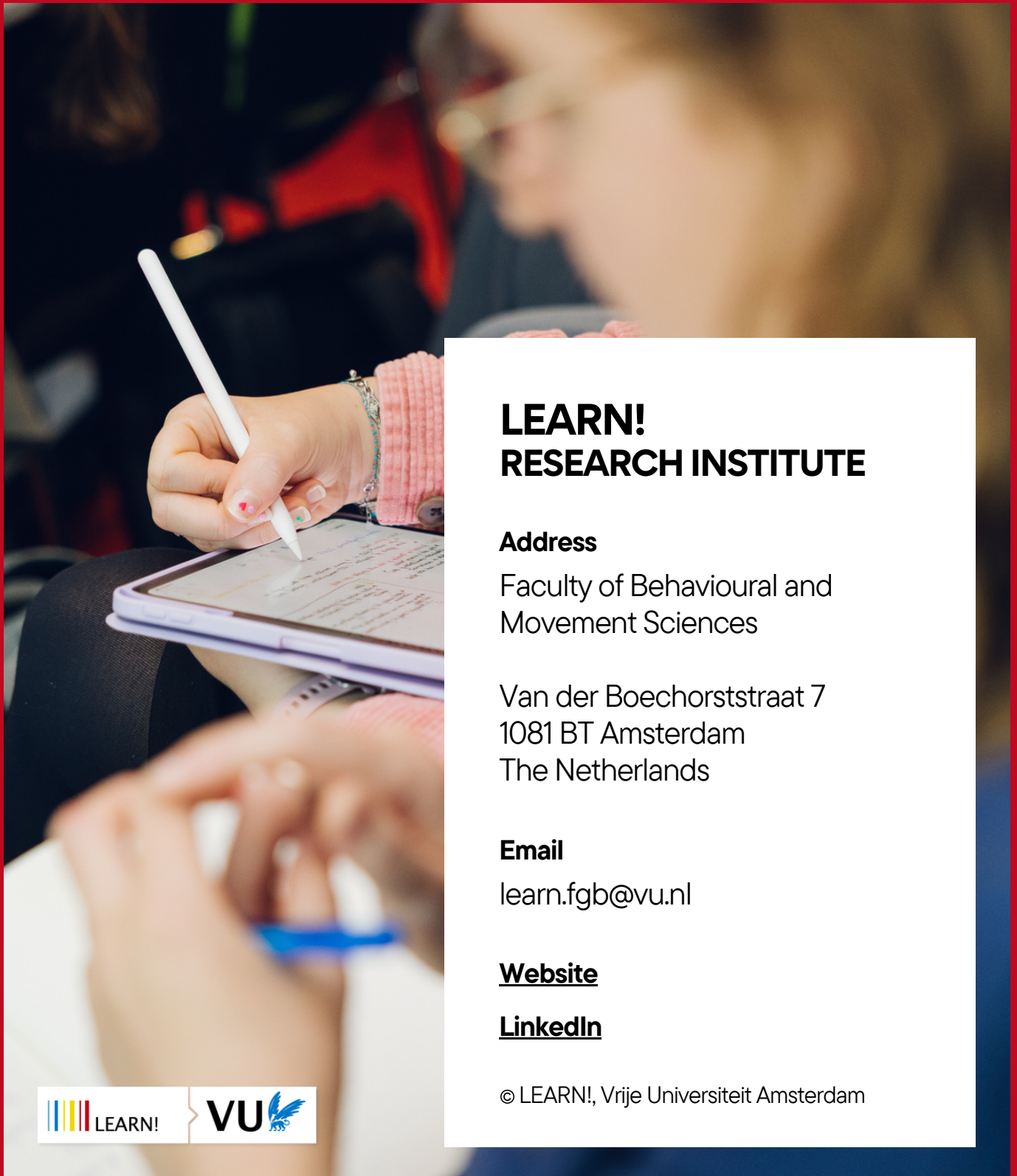
LEARN! - LEARNING SCIENCES



LEARN! - MOTIVATION FOR LIFELONG LEARNING



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