Find a LEARN! researcher by theme and subtheme. Click on the name to visit the researcher’ profile (or visit [research.vu.nl](http://research.vu.nl) and [research.vumc.nl](http://research.vumc.nl)).

<table>
<thead>
<tr>
<th>Theme</th>
<th>Subtheme</th>
<th>Researcher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Science</td>
<td>Choice Behavior</td>
<td>Dr. Ilja Cornelisz</td>
</tr>
<tr>
<td></td>
<td>Choice Behavior</td>
<td>Dr. Chris van Klaveren</td>
</tr>
<tr>
<td></td>
<td>Incentives</td>
<td>Dr. Ilja Cornelisz</td>
</tr>
<tr>
<td></td>
<td>Incentives</td>
<td>Dr. Chris van Klaveren</td>
</tr>
<tr>
<td>Didactics</td>
<td>Citizenship education</td>
<td>Dr. Gerdien Bertram-Troost</td>
</tr>
<tr>
<td></td>
<td>Collaborative learning and formative feedback</td>
<td>Dr. Agnes Willemen</td>
</tr>
<tr>
<td></td>
<td>Didactic skills</td>
<td>Drs. Wilma Jongejan</td>
</tr>
<tr>
<td></td>
<td>Futures Education in School Geography</td>
<td>Drs. Iris Pauw</td>
</tr>
<tr>
<td></td>
<td>Geography Education</td>
<td>Drs. Iris Pauw</td>
</tr>
<tr>
<td></td>
<td>Language Awareness</td>
<td>Dr. Anna Kaal</td>
</tr>
<tr>
<td>Educ. neuroscience</td>
<td>Development of self-regulation</td>
<td>Prof. dr. Lydia Krabbendam</td>
</tr>
<tr>
<td></td>
<td>Development of social skills</td>
<td>Prof. dr. Lydia Krabbendam</td>
</tr>
<tr>
<td></td>
<td>Development of the teenage brain</td>
<td>Prof. dr. Lydia Krabbendam</td>
</tr>
<tr>
<td></td>
<td>Memory and learning</td>
<td>Prof. dr. Martijn Meeter</td>
</tr>
<tr>
<td></td>
<td>Memory and learning</td>
<td>Dr. Marlieke van Kesteren</td>
</tr>
</tbody>
</table>
Myths versus possibilities of cognitive neuroscience research for educational practice | Dr. Nienke van Atteveldt

<table>
<thead>
<tr>
<th>Educational theory</th>
<th>Aims of education</th>
<th>Dr. Anders Schinkel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morality</td>
<td>Moral education</td>
<td>Dr. Anders Schinkel</td>
</tr>
<tr>
<td>History</td>
<td>Historical research of education and pedagogics</td>
<td>Dr. John Exalto</td>
</tr>
<tr>
<td>Instructional Design</td>
<td>Design of formative interventions for languages, math and behavior</td>
<td>Dr. Sui Lin Goei</td>
</tr>
<tr>
<td></td>
<td>Innovative learning environments</td>
<td>Dr. Bregje de Vries</td>
</tr>
<tr>
<td>Learning</td>
<td>Impact mindset and goal orientation on learning and motivation</td>
<td>Dr. Nienke van Atteveldt</td>
</tr>
<tr>
<td></td>
<td>Potential for learning, learningstrategies, metacognition</td>
<td>Dr. Tirza Bosma</td>
</tr>
<tr>
<td></td>
<td>Quality of (pre)school teachers</td>
<td>Dr. Marjolein Dobber</td>
</tr>
<tr>
<td>Learning Analytics</td>
<td>Learning science</td>
<td>Prof. dr. Martijn Meeter</td>
</tr>
<tr>
<td>Learning Analytics</td>
<td>Big Data</td>
<td>Dr. Ilja Cornelisz</td>
</tr>
<tr>
<td></td>
<td>Big Data</td>
<td>Dr. Chris van Klaveren</td>
</tr>
<tr>
<td>Learning Analytics</td>
<td>Learning Analytics</td>
<td>Dr. Ilja Cornelisz</td>
</tr>
<tr>
<td>Learning Analytics</td>
<td>Learning Analytics</td>
<td>Dr. Chris van Klaveren</td>
</tr>
<tr>
<td>Personalized Learning</td>
<td>Personalized Learning</td>
<td>Dr. Ilja Cornelisz</td>
</tr>
<tr>
<td></td>
<td>Potential for learning, task analysis, need for instruction</td>
<td>Dr. Tirza Bosma</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Cross-linguistic differences in number naming</td>
<td>Dr. Menno van der Schoot</td>
</tr>
<tr>
<td></td>
<td>Development</td>
<td>Dr. Menno van der Schoot</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Non-cognitive predictors of math achievement</td>
<td>Dr. Nienke van Atteveldt</td>
<td></td>
</tr>
<tr>
<td>Number sense</td>
<td>Dr. Menno van der Schoot</td>
<td></td>
</tr>
<tr>
<td>Medical education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication in medical teams</td>
<td>Dr. Anne de la Croix</td>
<td></td>
</tr>
<tr>
<td>Doctor-patient communication</td>
<td>Dr. Anne de la Croix</td>
<td></td>
</tr>
<tr>
<td>Education in communication, collaboration, professional behaviour, reflection</td>
<td>Dr. Anne de la Croix</td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td>Dr. Rashmi Kusurkar</td>
<td></td>
</tr>
<tr>
<td>Teaching and learning safe and rational prescribing</td>
<td>Prof. dr. Michiel van Agtmael</td>
<td></td>
</tr>
<tr>
<td>Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult Attachment Interview</td>
<td>Prof. dr. Carlo Schuengel</td>
<td></td>
</tr>
<tr>
<td>Design-based research, narrative research, qualitative research</td>
<td>Dr. Bregje de Vries</td>
<td></td>
</tr>
<tr>
<td>Diversity</td>
<td>Dr. Gerdien Bertram-Troost</td>
<td></td>
</tr>
<tr>
<td>Evaluation Methods</td>
<td>Dr. Ilja Cornelisz</td>
<td></td>
</tr>
<tr>
<td>Evaluation Methods</td>
<td>Dr. Chris van Klaveren</td>
<td></td>
</tr>
<tr>
<td>Individual Participant Data meta-analysis</td>
<td>Prof. dr. Carlo Schuengel</td>
<td></td>
</tr>
<tr>
<td>Linguistic methods: conversation analysis, discourse analysis</td>
<td>Dr. Anne de la Croix</td>
<td></td>
</tr>
<tr>
<td>Measurement in education</td>
<td>Prof. dr. Martijn Meeter</td>
<td></td>
</tr>
<tr>
<td>Meta-analysis (aggregate data)</td>
<td>Prof. dr. Carlo Schuengel</td>
<td></td>
</tr>
<tr>
<td>Methods of teaching embodied reading comprehension strategies</td>
<td>Dr. Menno van der Schoot</td>
<td></td>
</tr>
<tr>
<td>Minimal dataset</td>
<td>Prof. dr. Carlo Schuengel</td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Instructor</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>-----------------------------------</td>
<td></td>
</tr>
<tr>
<td>NICHD 3-boxes</td>
<td>Prof. dr. Carlo Schuengel</td>
<td></td>
</tr>
<tr>
<td>Qualitative research</td>
<td>Dr. Anne de la Croix</td>
<td></td>
</tr>
<tr>
<td>Single Case Experiments</td>
<td>Prof. dr. Carlo Schuengel</td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Parenting) self-efficacy, self-determination</td>
<td>Dr. Mirjam Oosterman</td>
<td></td>
</tr>
<tr>
<td>Impact mindset and goal orientation on learning and motivation</td>
<td>Dr. Nienke van Atteveldt</td>
<td></td>
</tr>
<tr>
<td>Intrinsic and extrinsic motivation</td>
<td>Dr. Agnes Willemen</td>
<td></td>
</tr>
<tr>
<td>Learning to read and write</td>
<td>Dr. Marjolein Dobber</td>
<td></td>
</tr>
<tr>
<td>Motivation and curriculum</td>
<td>Dr. Rashmi Kusurkar</td>
<td></td>
</tr>
<tr>
<td>Motivation and learning</td>
<td>Dr. Rashmi Kusurkar</td>
<td></td>
</tr>
<tr>
<td>Wonder and curiosity</td>
<td>Dr. Anders Schinkel</td>
<td></td>
</tr>
<tr>
<td>Orthopedagogics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment concerning learning and behavioral questions,</td>
<td>Dr. Tirza Bosma</td>
<td></td>
</tr>
<tr>
<td>observation techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attachment, parenting, mental health</td>
<td>Dr. Mirjam Oosterman</td>
<td></td>
</tr>
<tr>
<td>Child Maltreatment</td>
<td>Prof. dr. Carlo Schuengel</td>
<td></td>
</tr>
<tr>
<td>Design of formative interventions for languages, math and</td>
<td>Dr. Sui Lin Goei, Drs. Wilma</td>
<td></td>
</tr>
<tr>
<td>behavior</td>
<td>Jongejan</td>
<td></td>
</tr>
<tr>
<td>Diagnostic Assessment of LD and EBD school-wide (three-tier</td>
<td>Dr. Sui Lin Goei</td>
<td></td>
</tr>
<tr>
<td>prevention)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FBA within schools</td>
<td>Dr. Sui Lin Goei, Dr. Tirza Bosma</td>
<td></td>
</tr>
<tr>
<td>Parenting support and interventions</td>
<td>Prof. dr. Carlo Schuengel</td>
<td></td>
</tr>
<tr>
<td>Field</td>
<td>Topic</td>
<td>Instructor</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Parenting</td>
<td>parenting, scaffolding, autonomy, dyadic interaction</td>
<td>Dr. Agnes Willemen</td>
</tr>
<tr>
<td>Youth care</td>
<td></td>
<td>Prof. dr. Carlo Schuengel</td>
</tr>
<tr>
<td>Pedagogics</td>
<td>Attachment theory</td>
<td>Prof. dr. Carlo Schuengel</td>
</tr>
<tr>
<td>Inquiry-based Education</td>
<td></td>
<td>Dr. Marjolein Dobber</td>
</tr>
<tr>
<td>Parenting self-efficacy</td>
<td></td>
<td>Prof. dr. Carlo Schuengel</td>
</tr>
<tr>
<td>Positive school climate (PBS)</td>
<td></td>
<td>Dr. Tirza Bosma</td>
</tr>
<tr>
<td>Selfdetermination and basic psychological needs</td>
<td></td>
<td>Prof. dr. Carlo Schuengel</td>
</tr>
<tr>
<td>Socioemotional development</td>
<td></td>
<td>Prof. dr. Carlo Schuengel</td>
</tr>
<tr>
<td>Transition to parenthood</td>
<td></td>
<td>Prof. dr. Carlo Schuengel</td>
</tr>
<tr>
<td>Primary &amp; secondary education</td>
<td>Aims of education</td>
<td>Dr. Anders Schinkel</td>
</tr>
<tr>
<td></td>
<td>Classroom climate</td>
<td>Drs. Wilma Jongejan</td>
</tr>
<tr>
<td></td>
<td>Development of executive functions</td>
<td>Dr. Mariëtte Huizinga</td>
</tr>
<tr>
<td></td>
<td>Development of Learning Processes: Individual differences in STEM in formal and informal settings</td>
<td>Prof. dr. Maartje Raijmakers</td>
</tr>
<tr>
<td></td>
<td>Inclusive education</td>
<td>Drs. Wilma Jongejan</td>
</tr>
<tr>
<td></td>
<td>Moral education</td>
<td>Dr. Anders Schinkel</td>
</tr>
<tr>
<td></td>
<td>School performance</td>
<td>Dr. Mariëtte Huizinga</td>
</tr>
<tr>
<td></td>
<td>Self regulation</td>
<td>Dr. Mariëtte Huizinga</td>
</tr>
<tr>
<td></td>
<td>Socio-cognitive development</td>
<td>Dr. Mariëtte Huizinga</td>
</tr>
<tr>
<td>Topic</td>
<td>Instructor</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------</td>
<td></td>
</tr>
<tr>
<td>Wonder and curiosity</td>
<td>Dr. Anders Schinkel</td>
<td></td>
</tr>
<tr>
<td>Primary education</td>
<td>Prof. dr. Bert van Oers</td>
<td></td>
</tr>
<tr>
<td>Children's play</td>
<td>Prof. dr. Bert van Oers</td>
<td></td>
</tr>
<tr>
<td>Developmental Education</td>
<td>Dr. Marjolein Dobber</td>
<td></td>
</tr>
<tr>
<td>Developmental learning</td>
<td>Prof. dr. Bert van Oers</td>
<td></td>
</tr>
<tr>
<td>Differentiated instruction, needs-based assessment, school-related</td>
<td>Dr. Tirza Bosma</td>
<td></td>
</tr>
<tr>
<td>problems, observation techniques in classroom,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interaction</td>
<td>Dr. Chiel van der Veen</td>
<td></td>
</tr>
<tr>
<td>Linguistics in education</td>
<td>Dr. Anna Kaal</td>
<td></td>
</tr>
<tr>
<td>Parental involvement</td>
<td>Dr. Agnes Willemen</td>
<td></td>
</tr>
<tr>
<td>Promoting historical reasoning</td>
<td>Dr. Marjolein Dobber</td>
<td></td>
</tr>
<tr>
<td>Promoting reasoning in science</td>
<td>Dr. Marjolein Dobber</td>
<td></td>
</tr>
<tr>
<td>Religious education</td>
<td>Dr. Gerdien Bertram-Troost</td>
<td></td>
</tr>
<tr>
<td>School-wide Positive Behaviour Support</td>
<td>Dr. Sui Lin Goei</td>
<td></td>
</tr>
<tr>
<td>Science education, inquiry learning, subject integration</td>
<td>Dr. Bregje de Vries</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive strategies</td>
<td>Dr. Menno van der Schoot</td>
<td></td>
</tr>
<tr>
<td>Computational models of reading</td>
<td>Prof. dr. Martijn Meeter</td>
<td></td>
</tr>
<tr>
<td>Embodied cognition</td>
<td>Dr. Menno van der Schoot</td>
<td></td>
</tr>
<tr>
<td>Learning to read and write</td>
<td>Dr. Marjolein Dobber</td>
<td></td>
</tr>
<tr>
<td>Mental imagery</td>
<td>Dr. Menno van der Schoot</td>
<td></td>
</tr>
<tr>
<td>Area</td>
<td>Topic</td>
<td>Instructor</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Mental representations</td>
<td></td>
<td>Dr. Menno van der Schoot</td>
</tr>
<tr>
<td>Read out interactively</td>
<td></td>
<td>Dr. Chiel van der Veen</td>
</tr>
<tr>
<td>Secondary Education (Foreign)</td>
<td>Language Education curriculum</td>
<td>Dr. Anna Kaal</td>
</tr>
<tr>
<td>Classroom management</td>
<td></td>
<td>Drs. Iris Pauw</td>
</tr>
<tr>
<td>Classroom talk</td>
<td></td>
<td>Dr. Chiel van der Veen</td>
</tr>
<tr>
<td>Differentiated instruction,</td>
<td>needs-based assessment, school-related problems, observation</td>
<td>Dr. Tirza Bosma</td>
</tr>
<tr>
<td></td>
<td>techniques in classroom,</td>
<td></td>
</tr>
<tr>
<td>Enacted simulations in biology</td>
<td>education</td>
<td>Drs. Caspar Geraedts</td>
</tr>
<tr>
<td>Formative assessment</td>
<td></td>
<td>Drs. Caspar Geraedts</td>
</tr>
<tr>
<td>Inquiry learning, subject</td>
<td>integration</td>
<td>Dr. Bregje de Vries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interactive development of</td>
<td>self-concept and learning during adolescence</td>
<td>Dr. Nienke van Atteveldt</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interventions on and analysis</td>
<td>social safety (bullying)</td>
<td>Dr. Tirza Bosma</td>
</tr>
<tr>
<td>Learning</td>
<td></td>
<td>Drs. Sebastiaan Dönszelmann</td>
</tr>
<tr>
<td>Pedagogy of Target Language</td>
<td>Use</td>
<td>Drs. Sebastiaan Dönszelmann</td>
</tr>
<tr>
<td>Personalized learning</td>
<td></td>
<td>Prof. dr. Martijn Meeter</td>
</tr>
<tr>
<td>Religious identity</td>
<td></td>
<td>Dr. Gerdien Bertram-Troost</td>
</tr>
<tr>
<td>Teacher Education Pedagogy</td>
<td></td>
<td>Drs. Sebastiaan Dönszelmann</td>
</tr>
<tr>
<td>Teacher Language Awareness</td>
<td></td>
<td>Drs. Sebastiaan Dönszelmann</td>
</tr>
<tr>
<td>Special Education</td>
<td>Children with a chronic, physical or mental disability</td>
<td>Dr. Agnes Willemen</td>
</tr>
<tr>
<td>Section</td>
<td>Topic</td>
<td>Instructor(s)</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Differentiated instruction, needs-based</td>
<td>Dr. Tirza Bosma</td>
<td></td>
</tr>
<tr>
<td>problems, observation techniques in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>classroom, Individual differences</td>
<td>Dr. Mariëtte Huizinga</td>
<td></td>
</tr>
<tr>
<td>Intellectual disability</td>
<td>Prof. dr. Carlo Schuengel</td>
<td></td>
</tr>
<tr>
<td>Teacher development</td>
<td>Lesson Study</td>
<td>Dr. Sui Lin Goei, Dr. Tirza Bosma, Drs. Wilma Jongejan</td>
</tr>
<tr>
<td>Teacher design teams, knowledge dissemination</td>
<td></td>
<td>Dr. Bregje de Vries</td>
</tr>
<tr>
<td>Professional development teacher educators</td>
<td></td>
<td>Drs. Jurrien Dengerink</td>
</tr>
<tr>
<td>Professional learning community</td>
<td></td>
<td>Drs. Wilma Jongejan</td>
</tr>
<tr>
<td>Professionalization of teachers</td>
<td></td>
<td>Dr. Chiel van der Veeemptyn</td>
</tr>
<tr>
<td>Tertiary education</td>
<td>Bildung</td>
<td>Prof. dr. Gjalt de Graaf</td>
</tr>
<tr>
<td>Discourse analysis</td>
<td></td>
<td>Dr. Anna Kaal</td>
</tr>
<tr>
<td>Ethics in education</td>
<td></td>
<td>Prof. dr. Gjalt de Graaf</td>
</tr>
<tr>
<td>Integrity of academic education</td>
<td></td>
<td>Prof. dr. Gjalt de Graaf</td>
</tr>
<tr>
<td>Vocational education</td>
<td>Differentiated instruction, needs-based assessment, school-related</td>
<td>Dr. Tirza Bosma</td>
</tr>
<tr>
<td>problems, observation techniques in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>classroom,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>