



Annual report 2013



May 2014

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SUMMARY

LEARN!'s mission is to improve insight and knowledge concerning education in the broadest sense of the word. LEARN! focuses on the development of children, students and adults in the context of home, school and leisure activities. The term 'education' thus comprises teaching as well as upbringing. Research programmes focus on innovative teaching environments, learning and teaching strategies and on both biological, psychosocial and cultural factors which promote 'talent development' in a lifetime perspective. LEARN! is a multidisciplinary institute that comprises both pedagogical, neuropsychological as well as applied educational studies. Many research projects are carried out in direct collaboration with societal partners (e.g. schools, universities of applied sciences, educational industry and others).

Important highlights in the development and organisation of the institute in 2013

1. The interdisciplinary LEARN! conference in May 2013
2. The start of a new research programme under the supervision of prof. Gerda Croiset
3. The affiliate membership of Prof Elly Konijn, faculty of Social Sciences
4. The start of a five year research collaboration with Foundation Tabijn
5. A follow-up research collaboration with Saxion, university of applied science
6. A VENI-grant for Anne Fett, researcher in the group of prof. Lydia Krabbendam
7. A successful application for the support of beginning teachers by the Centre for Educational Training, Assessment and Research.

Key publications

Dekker, S.J., Krabbendam, L., Lee, N.C., Boschloo, A.M., Groot, R.H.M. de & Jolles, J. (2013). Sex differences in goal orientation in adolescents aged 10–19: The older boys adopt work-avoidant goals twice as often as girls. *Learning and Individual Differences*, 26, 196-200.

Fett, A.J., Gromann, P.M., Giampietro, V. Shergill, S.S. and Krabbendam, L. (2013). Default distrust? An fMRI investigation of the neural development of trust and cooperation. *Social Cognitive and Affective Neuroscience*. 22: 1-8.

Frijns, T., Finkenauer, C. & Keijsers, L. (2013). Shared secrets versus secrets kept private are linked to better adolescent adjustment. *Journal of Adolescence*, 36(1), 55-64.

Kusurkar R, Croiset G, Galindo-Garre F, Ten Cate T.J. (2013). Motivational profiles of medical students: Association with study effort, academic performance and exhaustion. *BMC Medical Education*; 13:87.

Oers, B. van & Dobber, M. (2013). Communication and regulation in a problem-oriented primary school curriculum. *British Journal of Educational Psychology Monographs*, 10, edited by D. Whitebread, N. Mercer, C. Howe & C. Tolmie, 93-110.

Ruyter, D.J. de & Schinkel, A. (2013). On the relations between parents' ideals and children's autonomy. *Educational Theory*, 63(4), 369-388.

Schalk, H van der, Schee, J.A. van der & Boersma, Th. (2013). The Development of Understanding of Evidence in Pre-University Biology Education in the Netherlands. *Research in Science Education*, 43(2), 551-578.

PREFACE

The annual report is the first after the four years of leadership of professor Jelle Jolles, who changed the original AZIRE institute into the flourishing institute LEARN!, with many ties to organisations outside the university.

The interim directors, prof. Lydia Krabbendam and prof. Doret de Ruyter, together with vice-director dr. Erna van Hest had set two aims for 2013, namely expansion of the institute with other research groups within VU University and further developing the prospering relations to schools and universities of applied sciences. We are proud to say that with joint effort of the PI's and their staff, we were able to realise these aims.

The research group of prof. Gerda Croiset (VUmc) has become member of LEARN!, which expands the scope of research into learning and teaching to an important professional domain and provides new opportunities for collaboration on interesting and both academic and societal important research questions. The research group of prof. Elly Konijn (FSW) became affiliated member of LEARN!, which provides LEARN! with a relation to yet another faculty within VU University and new windows of opportunity to connecting research and developing new projects within the area of the development and education of adolescents.

While the relations to schools and universities of applied sciences were flourishing, LEARN! did not have a societal advisory board. The installation of this board had been on the agenda for several years. This year a board consisting of various principals of schools for primary and secondary education as well as researchers of universities of applied sciences met for the first time. The enthusiasm of these members as well as their advice gave us another incentive that LEARN! has not only academic, but also societal merit. Finally, we have revamped the website of LEARN! to better inform academics and the wider audience of the wide range of important and exciting research and activities developed within institute.

LEARN! is a relatively small institute with a lean management structure, giving much opportunity to the PI's to participate in its development. This is, however, also one of its strengths. We hope that by the end of 2014 we can hand over the leadership to a permanent director, who will find a healthy organisation of researchers with many qualities.

1. STRUCTURE RESEARCH INSTITUTE

1.1. Participating faculties

In 2013 the following faculties participated in LEARN!:

- Faculty of Psychology and Education
- VUMC Institute for Teaching and Education
- VUMC Psychiatry
- Faculty of Social Sciences

1.2. Themes/Programmes

Learners, their Needs and Interests

- The learning child and adolescent
- Motivation and study success
- Talent development
- Reading and maths
- Executive functions

Families, Education and Society

- Upbringing and schooling
- The influence of culture on social cognition
- Flourishing, ideals and identity
- Meaningful education and citizenship education
- Bullying at school
- The learning parent

Teachers, Teaching and the Professional World of Teachers

- The role of teachers in knowledge acquisition and development
- Knowledge development
- The learning teacher and teacher education

Research programmes

- ***Teaching and Teacher Education (TTE)***

The mission of the research programme is to develop knowledge that both contributes to educational theory *and* is grounded in and useful for – the improvement of - educational practice. The research programme focuses on three sub-themes: a) knowledge development of pupils and students; b) knowledge development of teachers and teacher educators; and c) knowledge development and assessment in higher education.

The programme focuses on the following research questions:

- What are the characteristics of effective learning processes (in pupils and teachers) and of effective educational processes (in teachers and teaching instructors)?
- How can theory and practice be linked so as to create learning arrangements that contribute to knowledge development by means of acquisition and participation?
- What special role do teachers and teaching instructors play in effective learning arrangements?

An important element of the programme is the training of teachers and trainee teachers within the context of academic training schools. These are accredited partnerships between pre-university level secondary schools and training institutions. The main thrust of these schools' activities involves education, innovation and research in support of pupils' learning outcomes and of the professional development of people within the school. The pupils or students in question are preparing for university or for an academic career in research or professional practice. Teachers support their pupils and students in obtaining knowledge (acquisition) and in learning how to engage with their future professional practice (participation).

- ***Brain & Learning (B&L)***

The Brain & Learning programme focuses on the relationship between individual development, context and school performance. The programme's mission is to further fundamental knowledge of learning and to translate this knowledge to educational practice in a multidisciplinary approach. The main objectives are: a) to deepen our understanding of learning and the biological, cognitive, psychological, and social mechanisms underlying both normal, exceptional and subnormal learning; b) to translate insights from neuropsychology, developmental psychology, biological psychology and cognitive neuroscience to educational settings in cases where knowledge has progressed far enough to offer understanding of educational needs of students, their teachers and their parents; and c) to fill the knowledge gaps in cases where evidence for application to real-life situations is critically lacking, giving priority to so-called bridging studies at the intersection between neuroscience and educational science. The research programme focuses specifically, though not exclusively, on challenges to learning, due to biological, cognitive, psychological, social or cultural factors.

- ***Social cognition (SC)***

The Social Cognition programme investigates the fundamental mechanisms of social cognition - the ways in which people think about themselves and about the world around them - and how individual differences in social cognition are associated with well-being and success at school. To perform effectively in social situations people use a variety of

skills, from understanding emotions and intentions, to assessing whether someone is trustworthy. Within Social cognition there are dedicated working groups on:

Inclusive/Special education

This programme looks into the cognitive and social skills of children with learning and behavioural problems in special as well as general education (Inclusive Education). Researchers carry out both fundamental and applied research projects within the domains of educational needs and positive behaviour support.

Caregiving and Education

This programme focuses on the contribution of child-rearing and caregiving to mental health and education. Topics are strategically chosen on their potential for promoting mental health, and on their potential contribution to theory on caregiving relationships. Developmental psychopathology is used as the framework underlying the programme. The research interests can be divided into two broad topics, “stress, attachment, and psychopathology”, “affective-cognitive aspects of caregiving” and a related research line into victimization. Although distinguished for analytic purposes, these topics are often studied in their interconnection. There is a collaboration with researchers from the same department who are embedded in the EMGO+ institute and who work on the domain of social and emotional development and health-related aspects.

- ***Education for the Good Life in a Diverse Society (EGLDS)***

The central theme of the research programme is the search for educational practices that best facilitate the development of children into adults who are able to lead a good life in a society that is culturally and religiously diverse. The programme is centred on two related themes:

Flourishing, ideals and identity

The focus is on aspirations of parents and teachers with regard to personal formation of children as well as the way in which children form themselves by means of ideals that are prevalent in our diverse society. We are particularly interested in cultural, religious and moral ideals of parents, teachers and youngsters and how these influence socialisation and education within families and schools. Furthermore, we investigate the desirability of religious arrangements of schools in relation to children’s identity development.

Meaningful education and citizenship

This line of research investigates the way in which educators and educational practices can best prepare children and youngsters to become citizens of a diverse society who critically contribute to the welfare of society. It addresses among others the problem of development of cultural agency, which aims at the formation of well-informed, critical and responsible citizens. It has particular interest in researching the appropriation of knowledge and abilities of high quality in a play-based and inquiry-based curriculum in Developmental Education schools.

- ***Socially accountable undergraduate medical education (SAUME)***

This School of Medical Sciences programme comprises four domains of research: Faculty development, Pharmacotherapy education, Socially accountable undergraduate medical education and Socially accountable postgraduate medical education. Research questions address the following topics:

Effects of Selection:

What are the effects of student selection for medical school on the medical student population in terms of their motivation, engagement and academic performance?

Motivation of ethnic minority students:

What are the factors in the informal and hidden curricula that influence the motivation of the ethnic minority students negatively?

Interprofessional Education:

How do students from medical and nursing education learn with, from and about each other?

Professional behaviour:

What are the underlying problems for unprofessional behaviour in medical students, and what are possible remediation measures for students that have been graded “unsatisfactory” due to their professional behaviour?

Faculty Development:

How does the professional identity of teachers develop? What are the tools of agency for this process?

1.3. Organisation

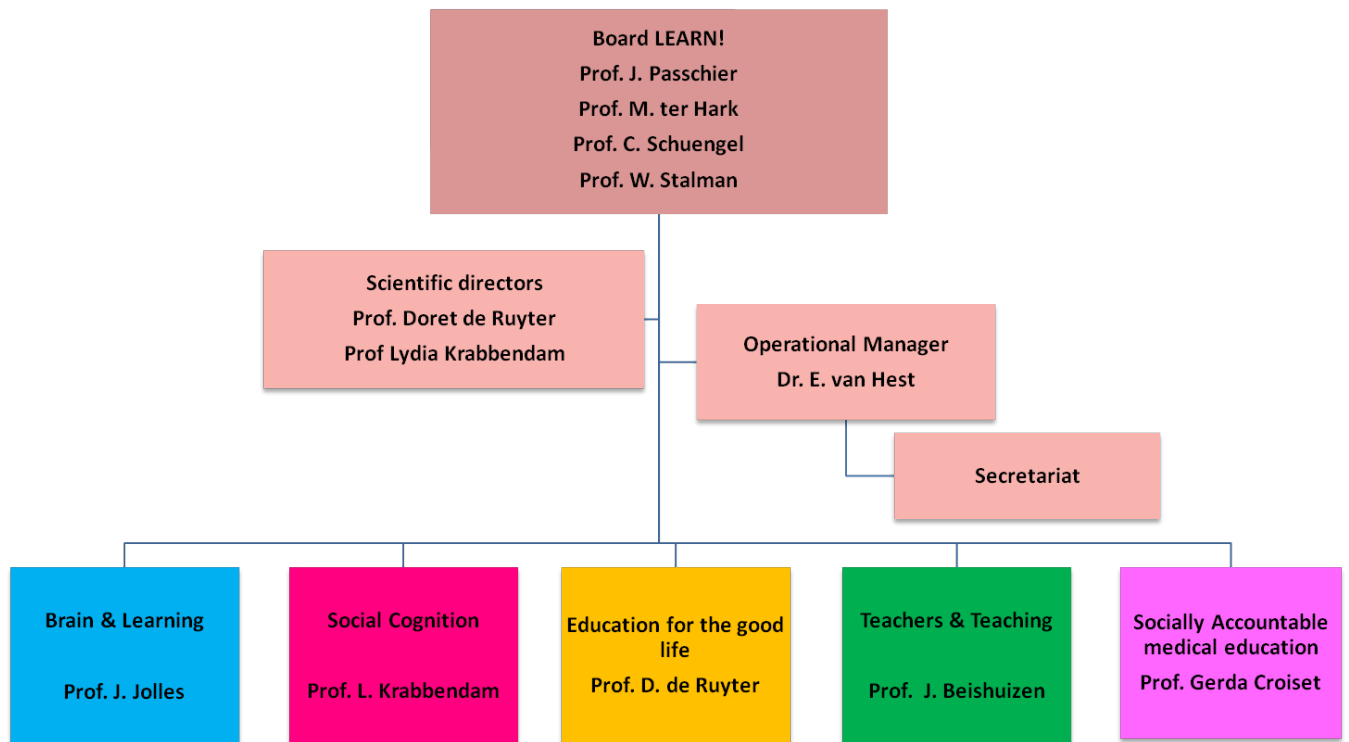
Board. In 2013 the governing board of LEARN! consisted of prof. dr. J. Passchier (chair), Prof. dr. Michel ter Hark, prof. dr. C. Schuengel and prof.dr. W. Stalman (since autumn 2013).

Directors of LEARN! (ad interim): prof. dr. D. de Ruyter, prof. dr. L. Krabbendam

Vice director: dr E. van Hest.

Programme committee. The Programme Committee consisted of the coordinators of the five research lines: prof J. Jolles - Brain & Learning, prof L. Krabbendam/Dr. M. Huizinga - Social Cognition, prof D. de Ruyter, prof B. van Oers,- Education for the Good Life in an Diverse Society, prof. J. Beishuizen/Dr. J. Schoonenboom - Teaching and Teacher Education, and prof. G. Croiset/Rashmi Kursukar– Socially accountable medical education.

Staff and personnel. LEARN! employs both research/teaching and support staff, working in various departments of the Faculty of Psychology & Education.



1.4 Advisory board

In order to keep a close eye on educational developments and the needs of educators, LEARN! set up an advisory board with representatives of various educational streams. The advisory board consists of the following members:

- Maarten Faas, president board of directors orthopedagogical centre 'De Ambelt', Zwolle (primary, secondary and vocational education)
- Ivo van Hilvoorde, professor 'Exercise, School and Sport' Windesheim, Zwolle and sports philosopher VU University, Amsterdam (higher education)
- Ruth Kervezee, president board of directors Esprit Schools, Amsterdam (primary, and secondary education)
- Siebrand Konst, director Staffing and Education Foundation Flore, Heerhugowaard (primary education)
- Joost van Rijn, director O.R.S. Lek en Linge, Culemborg (secondary education)
- Dolf van Veen, professor urban education and youth policy Inholland, Haarlem (higher education)
- Roel de Vries, director Julianaschool, Schagen (primary education).

2. INPUT

2.1. List of researchers

See Appendix.

2.2. Research fte per type of funding in 2013

Table 1: Total fte per type of funding (for research)

Direct funding		Research grants		Contract research	
<i>fte</i>	<i>%</i>	<i>fte</i>	<i>%</i>	<i>fte</i>	<i>%</i>
14.61	44	13.86	41	4.88	15

Table 2: Fte per type of funding per research programme

	Direct funding	Research grants	Contract research	Total
	<i>fte</i>	<i>Fte</i>	<i>Fte</i>	<i>fte</i>
TTE	2.85	1.30	0	4.15
B&L	0.90	5.90	2.66	9.46
SC	3.85	6.34	0	10.19
EGLDS	4.01	0.32	1.72	6.05
SAUME	3.00	0	0.50	3.50
Total	14.61	13.86	4.88	33.35

TTE: Teaching and Teacher Education

B&L: Brain & Learning

SC: Social Cognition

EGLDS: Education for the Good Life in a Diverse Society

SAUME: Socially Accountable Medical Education

Table 3: Fte PhD per type of funding per research programme

	Direct funding	Research grants	Contract research	Total
	<i>fte</i>	<i>Fte</i>	<i>Fte</i>	<i>fte</i>
TTE	0	0.80	0	0.80
B&L	0	3.47	0	3.47
SC	2.17	3.33	0	5.50
EGLDS	1.90	0	0	1.90
SAUME	1.60	0	0.50	2.10
Total	5.67	7.60	0.50	13.77

TTE: Teaching and Teacher Education

B&L: Brain & Learning

SC: Social Cognition

EGLDS: Education for the Good Life in a Diverse Society

SAUME: Socially Accountable Medical Education

3. SCIENTIFIC OUTPUT

Table 4: Overview scientific output 2013 per research programme

	Theses	Scientific papers (ref)	Scientific papers (non-ref)	Books/ Monographs	Book chapters	Conference proceedings	Other publications
TTE	3	11	1	1	8	30	7
B&L	1	15	0	0	4	17	41
SC	1	36	0	0	3	16	9
EGLDS	0	30	2	3	20	21	36
SAUME	0	9	0	0	0	8	0
Total	5	101	3	4	35	92	93

TTE: Teaching and Teacher Education

B&L: Brain & Learning

SC: Social Cognition

EGLDS: Education for the Good Life in a Diverse Society

SAUME: Socially Accountable Medical Education

Key publications

Dekker, S.J., Krabbendam, L., Lee, N.C., Boschloo, A.M., Groot, R.H.M. de & Jolles, J. Sex differences in goal orientation in adolescents aged 10–19: The older boys adopt work-avoidant goals twice as often as girls. *Learning and Individual Differences*, 26, 196-200.

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Schalk, H van der, Schee, J.A. van der & Boersma, Th. (2013). The Development of Understanding of Evidence in Pre-University Biology Education in the Netherlands. *Research in Science Education*, 43(2), 551-578.

4. INDICATORS OF ESTEEM

Table 5: Indicators of esteem 2013 per research programme

	Awards	Grants	Invited lectures	Memberships	Editorial positions	Organisation conferences
TTE	1	0	18	6	4	1
B&L	0	2	26	17	2	1
SC	0	5	7	10	3	1
EGLDS	0	2	63	18	13	2
SAUME	2	0	3	12	1	4
Total	3	9	114	63	23	9

TTE: Teaching and Teacher Education

B&L: Brain & Learning

SC: Social Cognition

EGLDS: Education for the Good Life in a Diverse Society

SAUME: Socially Accountable Medical Education

5. SOCIETAL RELEVANCE

The strong societal impact of LEARN! is indicated by the number of lectures given to a lay audience, conferences organised for professionals, media exposure and involvement in societal organisations (see also table 5). Members of LEARN! have been invited to join extra-academic committees on the basis of their expertise, for example in the field of educational and youth policy and in the field of diversity in education.

An advisory board was established with representatives of various educational streams. The board members are asked to advise on educational matters, grant applications and the implementation of research results.

Structural collaboration exists with schools for primary and secondary education, universities of applied sciences, municipalities, such as the City of Amsterdam, governmental organisations such as the ministry of Education and intermediary institutions such as Platform Betatechniek, educational publishers and industry. There are currently five PhD students who have research & teaching positions, in this way embodying the close interaction between research and educational practice. In addition, two primary school teachers have temporarily joined LEARN! research groups on talent development and social cognition in order to professionalize their research skills and to provide the necessary input from the classroom.

The transfer of knowledge is organised through a) the Centre for Brain and Learning, a research, knowledge and valorization centre which among others organizes Brain & Learning workshops for teachers and parents, and teacher courses on research skills; b) the Centre for Teaching and Learning in Secondary and Higher Education which offers initial teacher training, teacher refreshment courses and courses in educational sciences;

c) collaboration with De Activiteit, an organisation for the implementation and support of Developmental Education in primary schools.

One of the successful methods that LEARN! applies in strengthening ties with educational practice is the development of academic workplaces. These workplaces aim to stimulate and support educational institutions in setting up virtual and physical environments for PhD/research projects by teachers in the field of educational development, innovation and applied scientific research. The goal is three-fold: a) to facilitate and stimulate the academic working climate, which contributes to the quality of education; b) to bridge the gap between scientific research and educational practice and c) to contribute to improvements in educational practice and training.

An example of such a vibrant, academic workplace (in the making) is the Flore-project. This is a five-year collaboration between LEARN! and an association of 30 primary schools in the Heerhugowaard region. In this project primary school teachers are trained in researching and evaluating their own educational practice. The ultimate goal is to have a group of self-guided research practioners who investigate their own research questions and share their knowledge with their peers and pupils, in this way improving the quality of teaching in their schools.

In 2013 a special booklet was published that describes the Flore-project and some of the interesting research projects carried out by primary school teachers.



“Research and Education: a fruitful combination”

6. EARNING CAPACITY

Amounts in k€(in year of acquisition)	2009	2010	2011	2012	2013
Research grants	833.227	2.689.907	1.918.014	272.103	585000
NWO	833.227	2.689.907	1.918.014	272.103	585000
- VENI	-	-	-	-	-
- VIDI	-	-	-	-	-
VIDI_TRUST VERSUS PARANOIA (+ ASPASIA) / MAGW_452-07-007	512.491				
- VICI					
VICI_DIFFERENT SELVES			1.500.000		
VICI Aspacia Krabbendam					100.000
- Overig					
DEVELOPMENTAL PATHS TO PROFICIENCY... / MAGW_411-07-111	276.223				
KENNISWERKPLAATS AMSTERDAM 10+ (DLPR2) / VERWEY-JONKER(ZONMW)	44.513				
CHANGING GROUP PROCESS BY CHANGING OUT / H&C_431-09-032		205.013			
ETHNIC SOCIALISATION AND ONSET OF RADI / NWO_W_07-68-107-00		164.842			
FES_COGNITIEF NEUROPSYCH MECHANISMEN B / NATINI H&C_056-33012		235.013			
FES_DETERMINANTEN STUDIEPRESTATIE / NATINI H&C_056-35010		205.013			
FES_EVIDENCE-BASED INTERVENTIES / NATINI H&C_056-31010		250.000			
FES_GEBRUIK NIEUWE MEDIA IN ONDERWIJS / NATINI H&C_056-31013		200.000			
FES_INDIV VERSCHILLEN IN SCHOOLS PREST / NATINI H&C_056-32010		205.013			
FES_KIEZEN ZELFEVALUATIE EN SOCIAL MON / NATINI H&C_056-34011		290.000			
FES_ONTWIKK ACADEMISCHE WERKPLAATS / NATINI H&C_056-35011		280.000			
FES_ONTWIKK SOC COGNITIES IN MIDDEN- / NATINI H&C_056-34013		205.013			
FES_PIJLERCOORDINATOR / NATINI H&C_056-30001		50.000			
FES_SLAAP VOEDING BEWEGEN IRT SCHOOLS / NATINI H&C_056-32011		200.000			
FES_ZORGLEERLINGEN AUTONOMIE SCHOLIERE / NATINI H&C_056-35012		200.000			
DIVERSITEIT IN VAKMANSCHAP PREV. JEUGD			29.700		
PROFESSIONALITEIT LERARENOPLEIDERS			48.314		
LEARNING TO READ WITH MENTAL IMAGERY			300.000		
INTERVATION TO FOSTER TRUST IN PSYCHOS			40.000		
BULLYING CYBERB PUPIL SAFETY				30.920	
EXCELLENT COOPERATIVE LEARNING				241.183	
H&C_056-34-016: NEUROCOGNITIVE PERSPECTIVE ON STRUGGLE					165.000

CSCA Summer School					20.000
AN INVEST.OF IMPAIRED SOC CONTEXT PROC: MAGW_2013/28077					250.000
ROLE TEACHER IN INQUIRY-BASED EDUCATION: MAGW_411-12-209					50.000
Contract research	407.605	552.686	954.698	89.333	430.299
EU					
International (non-EU)	-	-	-	-	-
National governments					
Other not-for-profit	407.605	552.686	954.698	89.333	430.299
THE SEARCH FOR REFORMED PEDAGOGY / DRIESTAR EDUCATIEF					
AL DOENDE LEREN / KENNISNET	11.373				
BREINONTWIKKELING / 3 SCHOLEN	50.420				
GASTVRIJHEID MW.DR. PELS / VERWEIJ-JONKER	8.430				
LEERLINGPERCEPTIES REKENSOFTWARE P.O. / KENNISNET	17.143				
LEV.BESCH. OPV. & ONTW.GER. OWYS / IFAN	85.399				
TALENTENKRACHT / PLATFORM_TK07.2918	234.840				
GESCHIEDENIS VAN DYSLEXIE IN ONDERWIJS / SCOPE SCHOLENGROEP		60.000			
PROMOVENDI WINDESHEIM / WINDESHEIM		480.000			
SAMENWERKINGSOVEK MET HOGESCHOOL A'DAM / HOGESCHOOL A'DAM		12.686			
SCHOOLCONCEPTEN IN CHR. OWIJS & MOTIEV			62.832		
GESCHIEDENIS STSN			86.951		
SLOA-REGELING VO-RAAD			45.882		
TALENTENKRACHT 2011-2015			400.000		
SAMENWERKING O.G.V. WET. OZOEK & OPL.			264.033		
SAMENWERKING MET HOGESCHOOL UTRECHT			60.000		
SCHIZOPHRENIA AS A DISORDER OF SOCIAL			35.000		
INCLUSIEF DENKEN				49.333	
LEZEN OP MIDDELBARE SCHOOL				40.000	
CONVENANT VOOR SAMENWERKING (hogeschool Ipabo)					80.000
DETERMINANTEN STUDIEPRESTATIE IN HBO (Saxion)					125.000
ONDERWIJSONTWIKKELING IN PRIMAIR ONDERWIJS (Tabijn)					130.000
ALZIEND OOG VAN DE DOCENT (Besturenraad)					60.000
DE NEDERLANDSE FEDERATIE VAN UNIVERSITAIRE MEDISCHE CENTRA (NFU)					35.299
Companies	-	-	-	-	-
Other contract research and scientific consultancy	-	-	-	-	-
Total	1.240.832	3.242.593	2.872.712	361.436	€ 1.015.299

Funding strategy

In order to support and stimulate (interdisciplinary) grant applications the LEARN! management formulated an overall funding strategy for the years 2014-2017. This strategy shows the link between research and funding targets and describes the goals, conditions and directions for funding, together with a list of national and international grant providers and potential collaborators in the public sector. The overall funding strategy is worked out in action plans per research programme.

7. NATIONAL AND INTERNATIONAL COLLABORATION

Nationally, LEARN! collaborates with research centres in eight Dutch universities in the context of the FES-programme ‘Learning’ and the ‘Curious Minds’ programme (‘Talentenkracht’). In addition LEARN! researchers have close ties with professional organisations outside the university, such as universities of applied sciences (Saxion, HvA, InHolland, HU, iPabo, Windesheim), schools for secondary and primary education, municipalities (e.g. Foundation Flore, Foundation Tabijn, OgO-schools, City of Amsterdam) school advisory organisations (e.g. De Activiteit, OBD Noord-West) and publishers (e.g. ThiemeMeulenhoff).

Internationally, LEARN! researchers collaborate with:

- International research communities such as STEP AERA, RDC Professional Development of Teacher Educators ATEE (TTE);
- The Executive Committee of EARLI (TTE);
- University of Melbourne and Monash on self-study research;
- GI4all European IT network with GIS research institute at the University of Salzburg;
- The International Mind Brain Learning Society (IMBES), specifically within the committee for the development of educational neuroscience, and the steering group Brain, Learning and Education instigated by the OESO (Centre for Educational Research and Innovation, CERI). Further collaborations have been set up in the field of neuroimaging of cognitive functions with the Institute of Psychiatry, Kings College London, and the Institute of Neurology, University College London, both of which are internationally recognized for their excellence in functional neuroimaging (B&L);
- The Philosophy of Education Society Great Britain Association for Moral Education, Religious Education Association (EGLDS);
- Prof. Shihui Han of the department of Psychology, University of Beijing, China in the field of cultural neuroscience;
- The Neuroscience and Education research group of Bristol university (Prof P. Howard Jones);
- ‘Learning centres’ in Bristol UK, Cambridge UK and Ulm Germany and partners in the Skandinavian countries;
- Prof. Marilyn Flear, Foundation Chair of Early Childhood Education, Monash University Melbourne, Australia.

8. QUALITY CONTROL

Data storage

In December 2012 a quality control committee was formed under the responsibility of dr Mariette Huizinga. The focus is on the storage of a data package for each research paper and/or chapter of a Ph.D. thesis, containing all relevant information with regard to the verifiability of research. Quality procedures will be set up according to national guidelines (VSNU (2012) and KNAW (2012)) and by analogy with those of other research institutes, such as EMGO+.

Together with the FPP departments of Cognitive Psychology and Social Psychology, a format for data storage was developed, based on the Experiment Management System (ESM) currently used at the department of Cognitive Psychology. In order to adjust the existing ESM to the new format and its usability (in its current form it was exclusively designed for experimental research), it was piloted by members of different departments within LEARN!, and a modified version was piloted by the department of Social Psychology. The development of the final system for data storage has met significant delay, as the ITM department experienced problems with recruiting programmers. Current status (April 2014) indicates the start of programming in May 2014.

Quality of research

In order to ensure the quality of research the LEARN! management applies increasingly stringent admission criteria. University staff members who wish to be admitted to LEARN! now have to meet the following criteria:

1. The candidate has to be employed in a faculty of VU University;
2. The candidate should hold a doctorate by the time of admission;
3. The candidate should play an active role in at least one of the research programmes of LEARN!;
4. The candidate should have at least six international publications in the five years prior to the date of admission;
5. Publications include journal articles, books, and book chapters. No more than two out of six publications can be books/book chapters. Journal articles are accepted only if the journal appears on the ISI-list;
6. In addition, the following conditions apply: articles should not have less than 2000 words, and book reviews and similar editorial contributions are not accepted;
7. Book and book chapters should be written in English. For each publication (at least) two review reports have to be provided by the author to substantiate the thoroughness of the review procedure. Brief introductory book chapters do not count as publication. English books that are written by authors (and that are not reviewed or edited by the publisher), count as one publication.
8. Journal articles that have not been published in the year prior to the admission procedure, but are fully accepted for publication in the year of admission are also accepted, provided that the author has certified proof of the acceptance of the article.

APPENDIX

List of researchers per programme

Brain & Learning

Aalderen – Smeets, S. van
Baars, L.
Batenburg-Eddes, T. van
Boerma, I.E.
Boonen, A.J.H.
Bos, L.T.
Bult, M.K.
Dekker, S.J.
Jolles, J.J.
Koning, B.B. de
Mol, S.E.
Raban-Wolff, A.G.
Reed, H.C.
Schoot, M. van der
VanderHeyden, K.M.
Wassenburg, S.I.
Xenidou-Dervou, I.

Social Cognition

Bokhoven, I. van
Derks, J.
Fett, A.J.
Flinkenflogel, N.H.
Goossens, F.A.
Gromann, P.M.
Huizinga, M.
Jansen, I.L.J.
Krabbendam, A.C.
Lee, N.C.
Loermans, A.C.
Liber, J.M.
Meulen, A.N. van der
Nieuwenhuijzen, M., van
Novin, S.
Oosterman, M.
Plukaard, S.C.
Pronk, J.
Schalkwijk, F.J.
Schuengel, C.S.
Streutker, R.
Veroude, K.
Weeda, W.D.
Wesel, F. van

Teaching and Teacher Education

Beishuizen, J.J.
Berg, E. van den
Favier, T.T.
Griffioen, D.
Jagt, S.A.W. van der
Korthagen, F.A.J.
Lunenberg, M.L.
Pullen, A.
Rens, E.M.M. van
Schee, J.A. van der
Schoonenboom, J.I.
Swennen, J.M.H.
Tran, B.T.
Westbroek, H.
Zwart, R.C.

Education for the Good Life in a Diverse Society

Avest, K.H. ter
Bertram-Troost, G.D.
Dobber, M.
Exalto, J.
Kooij, J.C. van der
Kontopodis, M.
Miedema, S.
Oers, H.J.M. van
Pels, T.V.M.
Rietveld-van Wingerden, M.
Ruyter, D.J. de
Schinkel, A.
Tavecchio, G.
Terwel, J.
Veen, M. van der
Wolbert, L.

Socially Accountable Undergraduate Medical Education

Croiset, G.
Jacobs, A.
Kusurkar, R.
Lankveld, T. van
Meiboom, A.
Visser, C.
Wouters, A.