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Mind the reading mind: a multifaceted and methodologically diverse approach to investigating the role of attentional control and feedback in reading comprehension

Swart, E.K.

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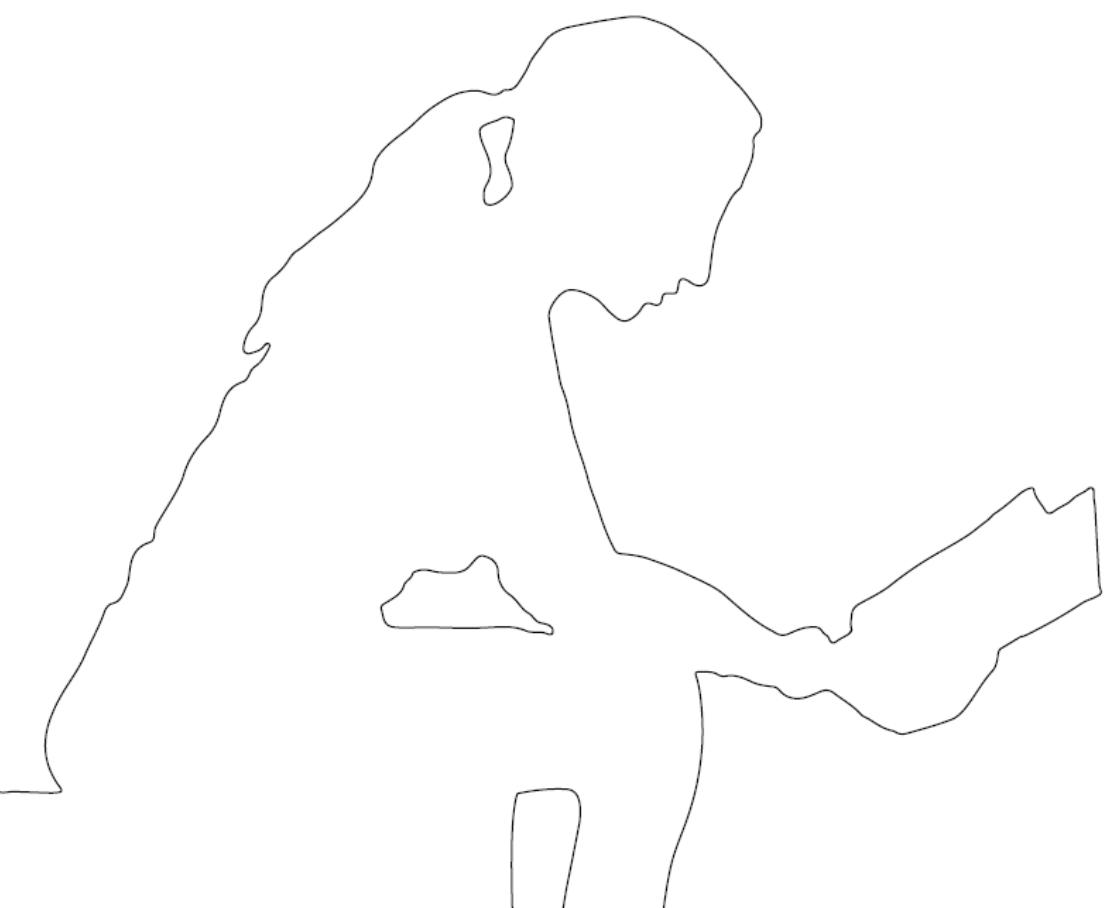


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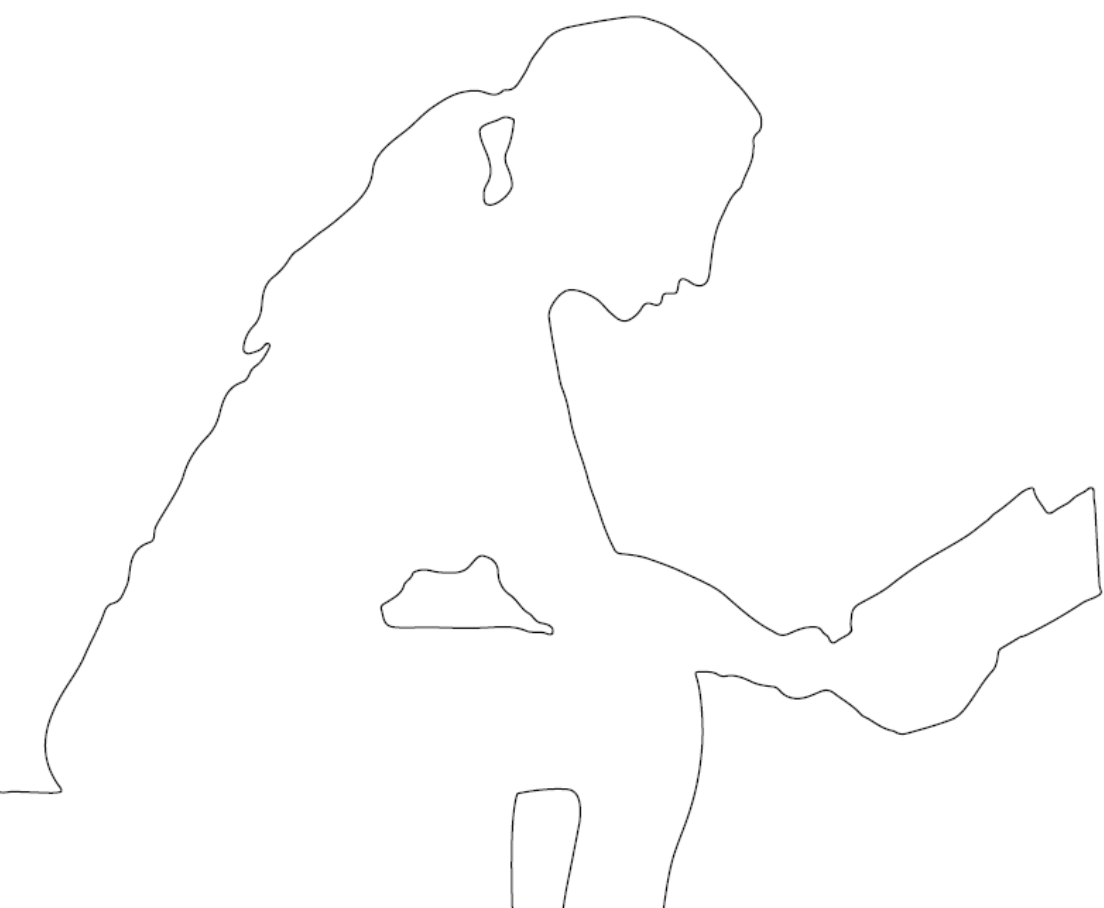
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Nawoord (Epilogue)

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Een Afrikaanse wijsheid luidt “It takes a village to raise a child”. Kortom, de gehele gemeenschap heeft invloed op de ontwikkeling van een kind. Ontwikkeling hoort ook centraal te staan in een promotietraject. Nu mijn proefschrift zijn definitieve vorm heeft bereikt, blik ik, in lijn met deze wijsheid, terug op mijn ‘dorp’. Het was een interessant en divers dorp, waarin ieder een eigen invloed had op mijn ontwikkeling en die van dit proefschrift. Een aantal van hen wil ik hieronder bedanken.

Marga, jij hebt mijn interesse voor wetenschappelijk onderzoek aangewakkerd en mede dankzij jou heb ik die interesse tijdens mijn promotietraject verder kunnen ontwikkelen en vasthouden, ook op momenten waarop dat niet vanzelfsprekend was. Bedankt voor al je ondersteuning bij de onderzoeken, het schrijven en alle zaken daaromheen!

Een dorp kan niet zonder mensen met levenservaring en de daaruit voortkomende wijze lessen. Chris, dank voor jouw promotorschap en wijze lessen als wetenschapper en mens. Eric, ik ben dankbaar voor jouw komst in het dorp. Jouw besluitkracht en de wijze (koopvaardij)lessen van jou en de mensen om jou heen hebben geholpen om door te blijven zetten en vertrouwen te houden in een goede afronding.

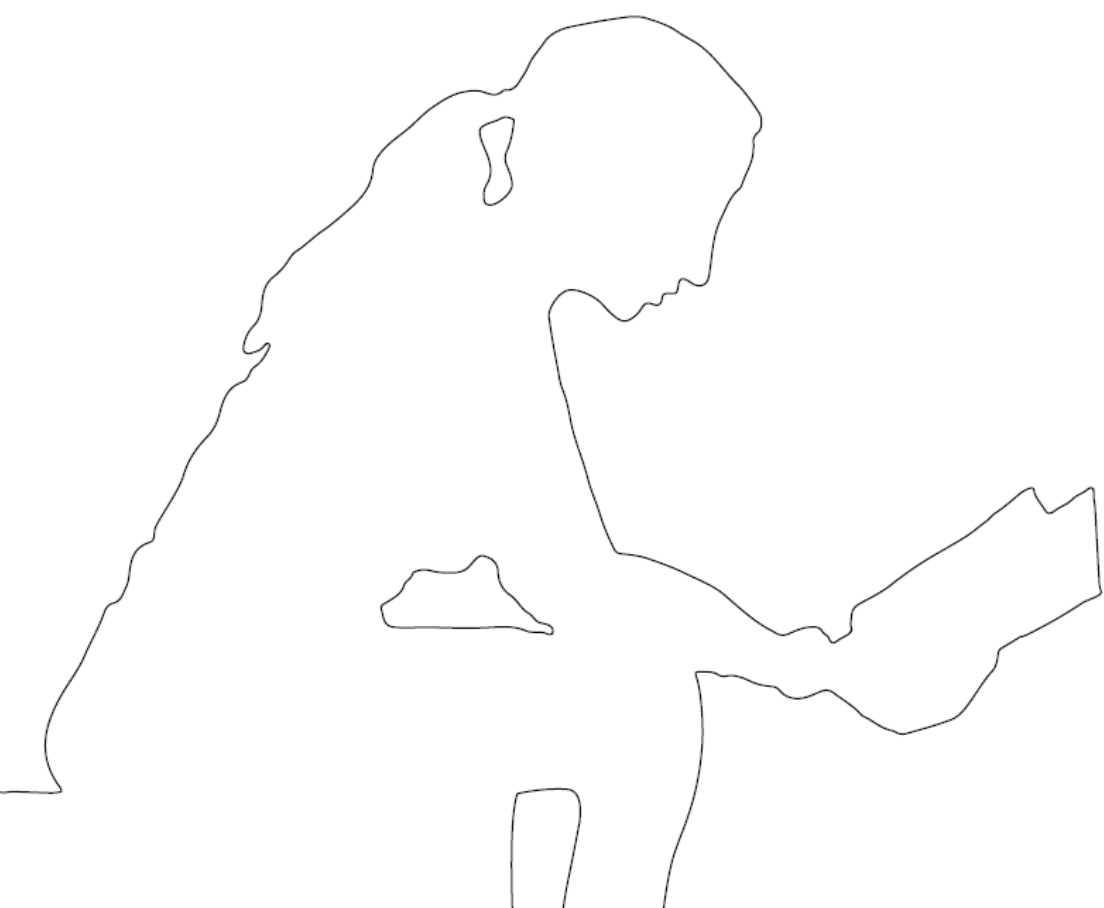
Lieve Heleen, Thijs, Rachel en Inge, ons rijtje proefschriften is eindelijk compleet. Bedankt voor alle gezelligheid op de afdeling en daarbuiten! Lieve Marianne en andere collega's op de afdeling, bedankt voor de samenwerking binnen onderzoek en onderwijs, de goede gesprekken en gezelligheid.

Aan de onderzoeken in dit proefschrift hebben veel studenten meegewerkt, zowel als participant als onderzoeker. Bedankt voor jullie inzet! Onze samenwerking heeft me zeer geïnspireerd en ik hoop dat ik jullie op mijn beurt heb kunnen inspireren.

Tot zover het ‘Leidse deel’ van het dorp. Lieve vrienden, familie en schoonfamilie, bedankt voor al jullie oprechte interesse en steun al die jaren. Mam, pap, bedankt dat jullie jarenlang met zoveel geduld de verhalen hebben aangehoord, hebben meegeleefd en jullie trots lieten blijken. Deborah, bedankt dat je daarnaast proefkonijn wilde zijn voor en tijdens mijn onderzoeken.

Lieve Menno, bedankt voor je geduld, begrip, interesse, het luisterende oor telkens weer en alle mooie momenten samen buiten de tijd die ik aan mijn promotietraject besteedde.

Lieve Sophie, zo klein als je bent heb je al zo'n grote invloed gehad. Jij hebt laten zien welke dingen het meest belangrijk en waardevol zijn en hoe mooi aandacht echt is, niet alleen tijdens lezen (hoewel we dat samen maar al te graag doen).



Curriculum Vitae

Curriculum Vitae

Elise Karolina Swart, geboren op 19 juni 1991 te Dordrecht, behaalde in 2009 haar eindexamen van het gymnasium aan het Stedelijk Dalton Lyceum te Dordrecht. In datzelfde jaar begon zij aan de bacheloropleiding Pedagogische Wetenschappen aan de Universiteit Leiden, waarbinnen zij koos voor een specialisatie in de Leerproblemen. Ze behaalde haar bachelor-graad in 2012 en startte aansluitend daarop de Research Master Developmental Psychopathology in Education and Child Studies aan de Universiteit Leiden. Ter afronding van haar master schreef zij een scriptie, getiteld "Technology-enhanced stories as word learning support for children at risk: A meta-analysis", die werd bekroond met drie scriptieprijsen: de Emile scriptieprijs Pedagogische Wetenschappen 2014, de Scriptieprijs 2014 van de Faculteit der Sociale Wetenschappen en de landelijke NVO Scriptieprijs 2014. In december 2013 behaalde ze haar Master of Science en in januari 2014 startte ze als promovenda op de afdeling Leer- en Gedragsproblemen in het Onderwijs. Haar promotieonderzoek richtte zich op aandacht, feedback en begrijpend lezen. De resultaten van dit promotieonderzoek zijn in dit proefschrift beschreven.

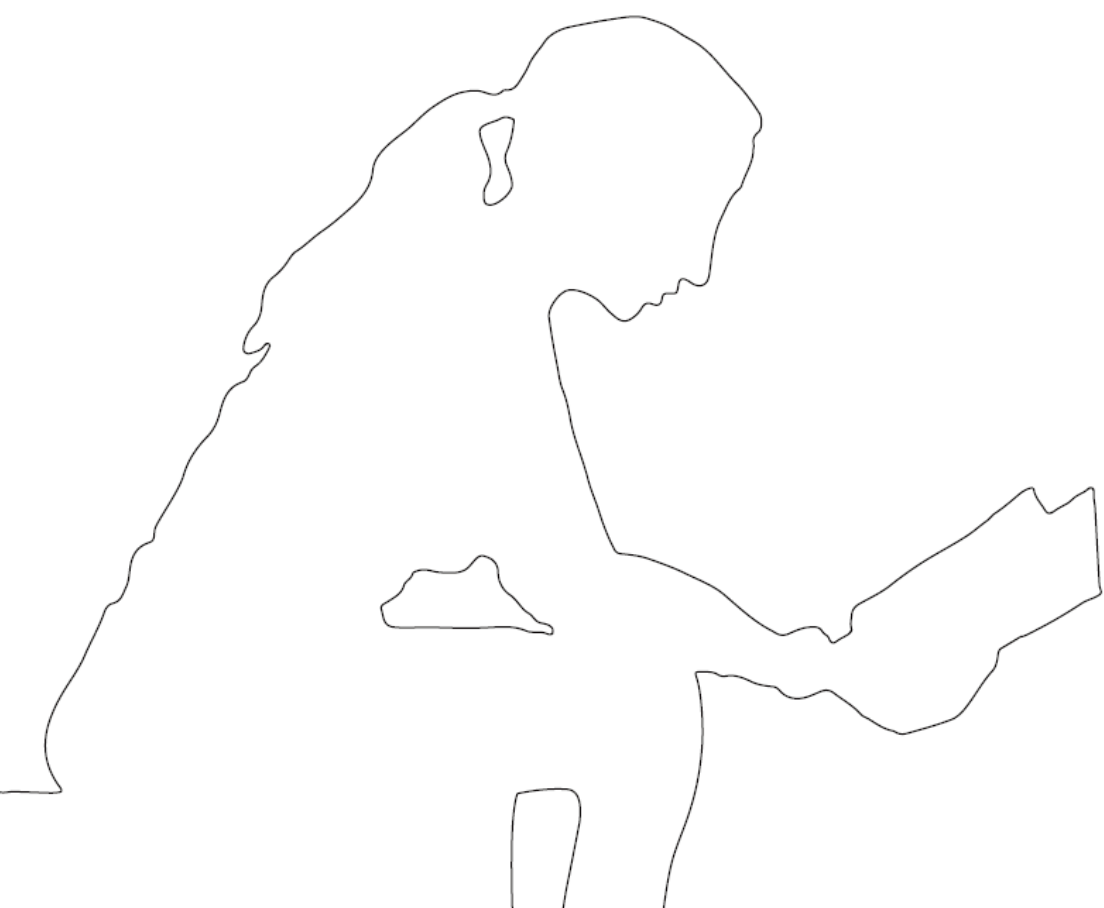
Naast haar promotieonderzoek verzorgde Elise de begeleiding van bachelor- en masterscripties en colleges, werkgroepen en practica voor diverse bachelor- en mastercursussen binnen de opleiding Pedagogische Wetenschappen. In 2017 behaalde ze haar Basiskwalificatie Onderwijs. In 2018 ontving zij, samen met dr. Marga Sikkema-de Jong, een Grassroot ten behoeve van onderwijsinnovatie t.w.v. €1000 om een mobiele EEG headset binnen het onderwijs in te zetten, zodat meer studenten ervaring konden opdoen met psychofysiologische maten (in het bijzonder EEG) binnen hun bachelor- en masteronderzoeken.

Elise heeft haar onderzoek gepresenteerd in binnen- en buitenland, onder andere tijdens de 7th International Graduate School on Literacy Acquisition van de Society for the Scientific Study of Reading in 2015, de Summer School on Reading and Learning in the Digital World aan de Universiteit van Würzburg in 2017 en het jaarlijkse wetenschappelijke congres van de Society for the Scientific Study of Reading in Brighton 2018. Naast haar onderzoeks- en onderwijsactiviteiten is ze in 2016 en 2017 lid geweest van het organisatiecomité van de VNOP-CAS-ISED Research Days en was ze betrokken bij de organisatie van de Nederlands-Vlaamse Interacademiale Leerproblemen 2019.

Naast publicaties en presentaties binnen wetenschappelijke kringen, heeft Elise zich ingezet voor de vertaling van wetenschappelijke inzichten naar de onderwijspraktijk, door artikelen over voorlezen, leesonderwijs en leesvaardigheid te schrijven voor de Kennisrotonde en het platform Leraar24 en lezingen te verzorgen voor vrijwilligers van de VoorleesExpress en Stichting Voorlezen. Van oktober 2017 t/m mei 2018 is Elise daarnaast werkzaam geweest als junior beleidsmedewerker binnen het domein Sociale- en

Geesteswetenschappen van de Nederlandse organisatie voor Wetenschappelijke Onderzoek (NWO).

Sinds juli 2020 is Elise werkzaam als programma- en beleidsmedewerker op de afdeling Vrij Onderzoek en Wetenschapsdomein van het NWO-domein Sociale en Geesteswetenschappen.



List of Publications

List of Publications

International refereed journals

- **Swart, E. K.** & Sikkema-de Jong, T. M. (under review). The effects of increased dopamine-levels on attentional control during reading and reading comprehension.
- **Swart, E. K.**, Nielen, T. M. J., & Sikkema-de Jong, T. M. (under review). Explaining the effect of feedback on reading comprehension: A meta-analysis on the effects of feedback on the use of reading strategies and motivational aspects.
- **Swart, E. K.**, Nielen, T. M. J., Shaul, S., & Sikkema-de Jong, T. M. (2020). Frontal theta/beta-ratio (TBR) as potential biomarker for attentional control during reading in healthy females. *Cognition, Brain, Behavior: An Interdisciplinary Journal*. 24(3), 187-211. doi:10.24193/cbb.2020.24.11
- **Swart, E. K.**, Nielen, T. M. J., & Sikkema-de Jong, M. T. (2019). Supporting learning from text: A meta-analysis on the timing and content of effective feedback. *Educational Research Review*, 28, 100296. doi:10.1016/j.edurev.2019.100296
- Takacs, Z. K., **Swart, E. K.** & Bus, A. G. (2015). Benefits and pitfalls of multimedia and interactive features in technology-enhanced storybooks. A meta-analysis. *Review of Educational Research*, 85 (4), 698-739. doi:10.3102/0034654314566989
- Takacs, Z. K., **Swart, E. K.** & Bus, A. G. (2014). Can the computer replace the adult for storybook reading? A meta-analysis on the effects of multimedia stories as compared to sharing print stories with an adult. *Frontiers in Psychology*, 5, 1366. doi:10.3389/fpsyg.2014.01366

Book chapters

- **Swart, E. K.** (2015). Verhalen met technologie als hulpmiddel om nieuwe woorden te leren: Een meta-analyse. In D. Schram, *Hoe maakbaar is de lezer?* (pp. 109-128). Delft, Nederland: Uitgeverij Eburon.

National (refereed) journals

- Sikkema-de Jong M.T. & **Swart E. K.** (2017). App, noot, mies. Leerzame voorleesapps kiezen. *De Wereld van het Jonge Kind*, 45, 16-19.

- Takacs, Z. K. & **Swart, E. K.** (2016). A multimédiás mesék potenciálja a kétnyelvű, migráns családokból származó óvodások nyelvi fejlesztése szempontjából: metaanalízis [The Potential of Multimedia Stories for Fostering the Language Skills of Bilingual, Immigrant Preschoolers: A Meta-Analysis]. *Altalanos Nyelveszeti Tanulmányok*, 28, 279-294.
- **Swart E. K.** (2015). Gedigitaliseerde verhalen als hulpmiddel om nieuwe woorden te leren: Een meta-analyse. *Orthopedagogiek: Onderzoek en Praktijk*, 54 (8), 340-349.
- **Swart, E. K.** (2015). Gedigitaliseerde verhalen als hulpmiddel bij het leren van nieuwe woorden. *NVO Bulletin*, 16 (1), 10-11.

Other

- Kennisrotonde (2020). *Welke relatie bestaat er tussen (een zwakke) woordenschat en technisch lezen?* (KR. 821). Nederlands Regieorgaan Onderwijsonderzoek (NRO).
- Nationaal Regieorgaan Onderwijsonderzoek (2020). *Leesmotivatie: investeren in de wil om te lezen*. Leraar24. <https://www.leraar24.nl/2621612/leesmotivatie-investeren-in-de-wil-om-te-lezen/>
- **Swart, E. K.** & Stichting Voorlezen (2020). *Kennisdossier digitale prentenboeken*. Stichting Voorlezen.
- Kennisrotonde (2018). *Welk verband bestaat er tussen tutorlezen en de ontwikkeling van technische leesvaardigheid? Wat zijn werkzame ingrediënten bij tutorlezen?* (KR. 436). Nederlands Regieorgaan Onderwijsonderzoek (NRO).
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