



Universiteit
Leiden
The Netherlands

In de klas met kompas: student agency als leidinggevend principe in het voortgezet onderwijs

Schoots-Snijder, A.J.M.

Citation

Schoots-Snijder, A. J. M. (2026, March 10). *In de klas met kompas: student agency als leidinggevend principe in het voortgezet onderwijs*. ICLON PhD Dissertation Series. Retrieved from <https://hdl.handle.net/1887/4296996>

Version: Publisher's Version

License: [Licence agreement concerning inclusion of doctoral thesis in the Institutional Repository of the University of Leiden](#)

Downloaded from: <https://hdl.handle.net/1887/4296996>

Note: To cite this publication please use the final published version (if applicable).

Curriculum Vitae

Anja Schoots werd geboren op 28 mei 1969 in Amsterdam. Zij voltooide in 1987 haar middelbare schoolopleiding aan het Mr. Johan Enschede te Haarlem. Hoewel zij als jong meisje er al van droomde juf te worden, vond zij pas na een loopbaan in de marketingcommunicatie- en ICT-branche haar weg naar het onderwijs. Vanaf 2006 werkte zij als docent in het speciaal basisonderwijs, waarna zij, in het kader van passend onderwijs, de stap zette naar het regulier onderwijs. In 2015 begon zij in het voortgezet onderwijs, eerst als docent Nederlands, later als hoofd onderwijskwaliteit en -innovatie en momenteel als conrector onderwijs. Daarnaast is zij *auctor*, met als doel onderzoekend werken in de VO-context te bevorderen.

Parallel aan haar onderwijsloopbaan behaalde zij haar Pabo-diploma bij InHolland (2007), de tweedegraads bevoegdheid Nederlands bij Windesheim (2017) en de eerstegraads bevoegdheid Nederlands bij de Hogeschool Utrecht (2021). Ook rondde zij de master *Special Educational Needs* cum laude af bij Windesheim (2019) en behaalde zij tegelijkertijd de master *Leren & Innoveren* bij InHolland. In 2022 rondde zij succesvol de opleiding *Vakbekwaam Schoolleider* af, met als afstudeeronderwerp ‘de professionele leergemeenschap’.

Tijdens haar PhD-traject aan de Universiteit Leiden (2020-2025) volgde zij diverse trainingen aan het Dual PhD centre (Datamanagement, Planning and Managing your PhD project, Impact and Valorisation of PhD Research, Scientific Integrity, Research Design, Academic Argumentation, and writing, How to write a PhD research proposal, Personal effectiveness for PhD’s, Introduction to SPSS) en bij ICO, het Interuniversity Centre for Educational Science (Introductory Course, ICO Teacher and Teacher Education, ICO Qualitative Research, Ico Innovative assessment research and implications for practice, Ico Learning and instructions basics and beyond, Ico Spring Course).

Haar promotieonderzoek richtte zich op *student agency* in de context van het voortgezet onderwijs met aandacht voor een samenhangend curriculum dat de ontwikkeling ervan bevordert en het onderzoeken hoe *student agency*

samenhangt met leerprestaties, welzijn en spanning, opdat leerlingen passende ondersteuning in hun ontwikkeling kunnen krijgen. Zij presenteerde haar onderzoek op diverse (inter)nationale conferenties en publiceerde hierover in verschillende vakbladen. Daarnaast is zij betrokken bij de STAN, het Student and Teacher Agency Network.

Sinds haar entree in het onderwijs richt zij zich op onderzoekend werken aan onderwijsverbetering, met een speciale aandacht voor inclusiviteit en het realiseren van potentieel bij alle leerlingen. Als corrector zet zij in op de kracht van teams door ruimte te creëren voor onderzoekend samenwerken. De actieve inbreng van leerlingen als participant en mede-initiatiefnemer beschouwt zij als essentieel voor een positief leerklimaat en een goede voorbereiding op de maatschappij.

Publicaties

Artikelen in peer-reviewed tijdschriften

- Schoots-Snijder, A. J. M., Tigelaar, E. H., & Admiraal, W. F. (2023). Leerlingperceptie van agency in het VO: een exploratief onderzoek naar het ontwerp en de kwaliteit van de Student Agency Scale (SAS). *Pedagogische studiën*, 100(4), 448-485. <https://doi.org/10.59302/ps.v100i4.18353>
- Schoots-Snijder, A. J. M., Tigelaar, E. H., & Admiraal, W. F. (2025). Curriculum guidelines for the development of student agency in secondary education: A systematic review. *Curriculum Journal (London, England)*. <https://doi.org/10.1002/curj.318>

Presentaties op onderwijsconferenties

- Schoots-Snijder, A.J.M., Tigelaar, E.H., & Admiraal, W.F. (juli 2021). *Student Agency in het voortgezet onderwijs*. Papersymposium bij de Onderwijs Research Dagen (ORD). [online conferentie].
- Schoots-Snijder, A.J.M., Tigelaar, E.H., & Admiraal, W.F. (juli 2022). *Escape de coronaeffecten: de kracht van Student Agency*. Posterpresentatie bij de Onderwijs Research Dagen (ORD), Hasselt, België.
- Schoots-Snijder, A.J.M., Tigelaar, E.H., & Admiraal, W.F. (maart 2023). *A Curriculum for Student Agency*. Presentatie als onderdeel van een symposium voor de Nordic Educational Research Association (NERA), Oslo, Noorwegen. [conferentie].
- Schoots-Snijder, A.J.M., Tigelaar, E.H., & Admiraal, W.F. (juli 2023). *Agency en leren in het voortgezet onderwijs: kenmerken van een curriculum*. Paperpresentatie bij de Onderwijs Research Dagen (ORD), Amsterdam, Nederland.
- Schoots-Snijder, A.J.M. (oktober 2023). *Onderzoekend innoveren, een curriculum voor student agency*. [workshop]. VO-raad, Melanchthon, Bergschenhoek. [workshop].

- Schoots-Snijder, A.J.M., Tigelaar, E.H., & Admiraal, W.F. (juli 2024). *Student Agency* voor leren en welzijn: naar een gedifferentieerde aanpak in het VO. Paperpresentatie als onderdeel van een symposium bij de Onderwijs Research Dagen (ORD), Tilburg, Nederland.
- Schoots-Snijder, A.J.M., Tigelaar, E.H., & Admiraal, W.F. (juli 2025). *Herkennen en ondersteunen van agency potentieel in relatie tot cijfers, welzijn en stress*. Paperpresentatie als onderdeel van een symposium bij de Onderwijs Research Dagen (ORD), Leuven, België.
- Schoots-Snijder, A.J.M., Tigelaar, E.H., & Admiraal, W.F. (juli 2025). *Herkennen en ondersteunen van agencytypen in relatie tot cijfers, welzijn en stress*. Discussiebijdrage bij de Onderwijs Research Dagen (ORD), Leuven, België.
- Schoots-Snijder, A.J.M. (18 september 2025), *Agency-vriendelijk onderwijs: interactie tussen persoonlijke bronnen, de leeromgeving en leerinhoud. [workshop]*. VO-raad, werkconferentie leerlingmotivatie: van onderzoek naar praktijk, Kindergemeenschap de Werkplaats, Bilthoven. [conferentie].
- Schoots-Snijder, A.J.M. (2 oktober 2025), *Potentie tot bloei in dalton onderwijs: agency als leidend principe. [workshop]*. Dalton Vereniging Nederland, ISVW, Internationale School voor Wijsbegeerte, Leusden. [conferentie].
- Schoots-Snijder, A.J.M. (29 oktober 2025), *Cultivating human potential: agency at the heart of education*. Dalton International, conference World-Centered Education. [online conferentie].

Dankwoord

Ik ben veel dank verschuldigd aan de mensen en gebeurtenissen die een voedingsbodem bleken voor de ontwikkeling van mijn eigen *agency* in het voltooien van deze dissertatie.

Supervisors en collega's

Allereerst ben ik ongelooflijk dankbaar voor de begeleiding door Wilfried Admiraal en Dineke Tigelaar. Ik was enorm onder de indruk van het werk van Wilfried en hoopte vanaf het begin dat hij mijn promotor zou willen worden. Dineke bracht ons in contact en dat was het startschot van een enorm vreugdevol traject. Wilfried, dank voor je ruggensteun bij tegenslagen, je vakkundigheid, je humor en razendsnelle reacties op vragen. Jij hebt een wereld voor me geopend die ik niet kende en die voelde als thuiskomen. Dineke, dank voor je zorgvuldigheid, rust en vertrouwen. Je vormde een brug tussen de eerste vage ideeën over wat ik wilde onderzoeken naar het echte promotietraject.

Veel dank ben ik ook verschuldigd aan alle Iclon collega's. Wat een warm bad is deze omgeving gebleken. Vanaf het eerste, spannende moment dat ik niemand kende, tot aan deze afronding heb ik alleen maar vriendelijkheid en behulpzaamheid ervaren. Wat is het heerlijk om met mensen verdiepende gesprekken te kunnen voeren over het onderwijs, onderzoeksinteresses uit te wisselen en raakvlakken en discrepanties uit te diepen. Speciale dank aan Max en Jeanine waarmee ik de ORD-bijeenkomsten voorbereidde, voorbereidde op het Agency themanummer en samenkwam bij de STAN-bijeenkomsten, het Student & Teacher Agency Network. Ook de samenwerking met Lysanne en Celine was heel waardevol, op het gebied van zelfregulatievaardigheden als brug van VO naar vervolgonderwijs. De vele bijeenkomsten van de onderzoeksgroep waren inspirerend. Ben inspireerde me om in mijn eigen onderwijscontext de vormen van leerlingparticipatie uit te breiden zodat we meer recht doen aan de potentie van leerlingen om bij te dragen aan hun leeromgeving.

Mijn collega's in de VO-scholen waar ik heb gewerkt, zowel op het Ichthus Lyceum als Coornhert Lyceum dank ik voor hun interesse, kritische vragen en behulpzaamheid. In het bijzonder dank ik het team van het Coornhert Lyceum dat in moeilijke tijden achter me stond en dat, net als ik, enorm gepassioneerd is over het bouwen aan mooi en goed onderwijs voor alle leerlingen. Het is uniek om samen te kunnen werken vanuit die gedeelde passie en elkaar in gesprekken uit te dagen en te inspireren. Ook dank ik de leerlingen, degenen die aan het onderzoek hebben meegewerkt en degenen die in leerlingpanels hun stem lieten horen. Zij toonden mij telkens weer hoe zinvol het is om oprecht te luisteren naar wat leerlingen inbrengen. De goede ideeën, het out-of-the-box denken en het willen bijdragen aan een goed verloop op school weerlegt elke oppervlakkige notie dat pubers chaos in hun brein hebben en niet gemotiveerd zouden zijn.

Tot slot wil ik het team van auteurs danken. Tijdens onze interviewsessies en bijeenkomsten vonden we elkaar in het willen bijdragen aan een onderzoekende cultuur in scholen. We werkten aan praktische vormen, waardoor we niet alleen object van onderzoek zijn, maar ook zelf onderzoek doen naar wat werkt in onze eigen context. Hiermee kunnen we de brug slaan tussen onderwijsonderzoek en de praktijk. Onderwijsonderzoek is enorm belangrijk en het zoeken naar manieren om deze te kunnen benutten verbindt ons.

Nabije geliefden

Ik prijs me gelukkig dat ik mensen om me heen heb die ik kan vertrouwen en die mij onvoorwaardelijk en liefdevol steunen. Mijn echtgenoot Johan: zonder jou had ik niet de persoonlijke ontwikkeling kunnen doormaken die ik heb ervaren. De ruimte die je me gaf (weer met die laptop op schoot), de filosofische gesprekken, je liefdevolle zorgzaamheid en humor zijn een blijvende bron van inspiratie. Je stimuleert me steeds om te blijven staan voor wat ik belangrijk vind en helpt me verschillende gezichtspunten in te nemen en daardoor tot meer begrip te komen. Nooit twijfel je eraan of ik het kan en daarmee zijn mijn persoonlijke pijlers van *agency* gesterkt en leidend geweest voor mijn handelen.

Ook mijn dochters en schoonzoon zijn belangrijk geweest in dit proces. Jullie hoorden mijn verhalen aan, stelden vragen vanuit oprechte interesse en deelden jullie eigen ervaringen met het onderwijssysteem. Mijn dochters vormden een belangrijke bron van inspiratie. Zij geven beiden authentiek en bewust vorm aan hun eigen leven en vinden daarmee hun eigen weg. De ervaringen van mijn hoogbegaafde dochter in het onderwijs lieten me zien hoe belangrijk het is om het gesprek aan te gaan met leerlingen: afhaken hoeft geen signaal van demotivatie te zijn, maar kan duiden op teleurstelling over de manier waarop de stof wordt aangeboden. Hierdoor komt het leerproces niet volledig tot zijn recht.

Aan alle mensen die ik niet bij naam genoemd heb, maar die in mijn leven blijvend of als voorbijganger voorbij zijn gekomen: dank. Alle ervaringen, zowel de vreugdevolle als de schurende, hebben me gesterkt en bijgedragen aan mijn ontwikkeling.

Iclon PhD dissertatie serie

- Hoeflaak, A. (1994). *Decoderen en interpreteren: een onderzoek naar het gebruik van strategieën bij het beluisteren van Franse nieuwsteksten.*
- Verhoeven, P. (1997). *Tekstbegrip in het onderwijs klassieke talen.*
- Meijer, P.C. (1999). *Teachers' practical knowledge: Teaching reading comprehension in secondary education.*
- Zanting, A. (2001). *Mining the mentor's mind: The elicitation of mentor teachers' practical knowledge by prospective teachers.*
- Uhlenbeck, A.M. (2002). *The development of an assessment procedure for beginning teachers of English as a foreign language.*
- Oolbakkink-Marchand, H.W. (2006). *Teachers' perspectives on self-regulated learning: An exploratory study in secondary and university education.*
- Henze-Rietveld, F.A. (2006). *Science teachers' knowledge development in the context of educational innovation.*
- Mansvelder-Longayroux, D.D. (2006). *The learning portfolio as a tool for stimulating reflection by student teachers.*
- Meirink, J.A. (2007). *Individual teacher learning in a context of collaboration in teams.*
- Nijveldt, M.J. (2008). *Validity in teacher assessment: An exploration of the judgement processes of assessors.*
- Bakker, M.E.J. (2008). *Design and evaluation of video portfolios: Reliability, generalizability, and validity of an authentic performance assessment for teachers.*
- Oonk, W. (2009). *Theory-enriched practical knowledge in mathematics teacher education.*
- Visser-Wijnveen, G.J. (2009). *The research-teaching nexus in the humanities: Variations among academics.*
- Van der Rijst, R.M. (2009). *The research-teaching nexus in the sciences: Scientific research dispositions and teaching practice.*
- Platteel, T.L. (2010). *Knowledge development of secondary school L1 teachers on concept-context rich education in an action-research setting.*
- Kessels, C.C. (2010). *The influence of induction programs on beginning teachers' well-being and professional development.*
- Min-Leliveld, M.J. (2011). *Supporting medical teachers' learning: Redesigning a program using characteristics of effective instructional development.*
- Dobber, M. (2011). *Collaboration in groups during teacher education.*
- Wongsopawiro, D. (2012). *Examining science teachers pedagogical content knowledge in the context of a professional development program.*

- Belo, N.A.H. (2013). *Engaging students in the study of physics: An investigation of physics teachers' belief systems about teaching and learning physics.*
- De Jong, R.J. (2013). *Student teachers' practical knowledge, discipline strategies, and the teacher-class relationship.*
- Verberg, C.P.M. (2013). *The characteristics of a negotiated assessment procedure to promote teacher learning.*
- Van Kan, C.A. (2013). *Teachers' interpretations of their classroom interactions in terms of their pupils' best interest: A perspective from continental European pedagogy.*
- Dam, M. (2014). *Making educational reforms practical for teachers: Using a modular, success-oriented approach to make a context-based educational reform practical for implementation in Dutch biology education.*
- Hu, Y. (2014). *The role of research in university teaching: A comparison of Chinese and Dutch teachers.*
- Vink, C.C. (2014). *Mapping for meaning: Using concept maps to integrate clinical and basic sciences in medical education.*
- De Hei, M.S.A. (2016). *Collaborative learning in higher education: design, implementation and evaluation of group learning activities.*
- Louws, M.L. (2016). *Professional learning: what teachers want to learn.*
- Moses, I. (2017). *Student-teachers' commitment to teaching.*
- Veldman, I.M.J. (2017). *Stay or leave? Veteran teachers' relationships with students and job satisfaction.*
- Chen, D. (2017). *Intercultural identities of English language teachers: An exploration in China and the Netherlands.*
- Vereijken, M.W.C. (2018). *Student engagement in research in medical education.*
- Stollman, S.H.M. (2018). *Differentiated instruction in practice: A teacher perspective.*
- Day, I.N.Z. (2018). *Intermediate assessment in higher education.*
- Huisman, B.A. (2018). *Peer feedback on academic writing.*
- Tran, T.T.Q. (2018). *Cultural differences in Vietnam: Differences in work-related values between Western and Vietnamese culture and cultural awareness at higher education.*
- Van Ginkel, G.V.M. (2018). *Making mentoring match: Mentor teachers' practical knowledge of adaptive mentoring.*
- Wieringa, N. (2019). *Teacher knowledge and lesson design: Understanding and supporting biology teachers' decision-making while designing context-based lessons.*
- Vossen, T.E. (2019). *Research and design in STEM education: What do students and teachers think about the connection?*
- Van Kampen, E. (2019). *What's CLIL about bilingual education? A window on Content and Language Integrated Learning pedagogies.*

- Den Ouden, J.A.J. (2020). *Zachtjes schudden aan de boom: Een onderzoek naar rationales en kernpraktijken van eerstegraads docenten Godsdienst/Levensbeschouwing gericht op de levensbeschouwelijke identiteitsontwikkeling van hun leerlingen.*
- Vogelzang, J. (2020). *Scrum in secondary chemistry education: A methodology to support teachers and to scaffold students.*
- Kop, P.M.G.M. (2020). *Graphing formulas by hand to promote symbol sense: Becoming friends with algebraic formulas.*
- Lamers-Reeuwijk, A.M. (2020). *Teaching and professional development in transnational education in Oman.*
- De Vrind, E. (2020). *The SpeakTeach method: Towards self-regulated learning of speaking skills in foreign languages in secondary schools: an adaptive and practical approach.*
- De Jong, L.A.H. (2021). *Teacher professional learning and collaboration in secondary schools.*
- Zhang, X. (2021). *Teachers' teaching and learning motivation in China.*
- Wang, J. (2021). *Technology integration in education: Policy plans, teacher practices, and student outcomes.*
- Guo, P. (2021). *Online project-based higher education: Student collaboration and outcomes.*
- Jin, X. (2021). *Peer feedback in teacher professional development.*
- Keijzer-Groot, R. (2021). *Vocational identity of at-risk youth: Tailoring to support career chances.*
- Rumiantsev, T. (2022). *Collaborative learning in conservatoire education: catalyst for innovation.*
- Galikyan, I. (2022). *Learner–learner interaction in digital learning environments: What and how are we measuring?*
- De Boer, E. (2022). *Towards an ecological approach to teacher professional development: How preservice biology teachers direct their learning routes in authentic classroom settings.*
- Kroneman, M. (2022). *Peer education as an opportunity for practicing respect for sexual and gender diversity.*
- Le, T.T.T. (2022). *Towards a democratic school: Experience and viewpoints of stakeholders in Vietnamese secondary schools.*
- Zhou, N. (2023). *Professional learning of vocational teachers in the context of work placement.*
- Smit, B.H.J. (2023). *Dimensions of student participation: Participatory action research in a teacher education context.*
- Baas, M.A.A. (2023). *Open to all, not known to all: Sustaining practices with open educational resources in higher education.*

- Den Otter, M.-J. (2023). *Bridging the Gap between Macro and Micro: Enhancing Students' Chemical Reasoning. How to use demonstration experiments effectively for the teaching and learning of structure-property reasoning.*
- Theeuwes-De Bock, B.C. (2024). *Culturally responsive teaching in Dutch multicultural secondary schools.*
- Lai, Y. (2024). *Self-Directed Language Learning Using Mobile Technology in Higher Education.*
- Wang, L. (2025). *Design for Engagement in Blended Learning: Insights, Practices, and Challenges.*
- Kusters, M.C.J. (2025). *Understanding teacher agency in universities: Why and how lecturers shape and navigate university teaching practices.*
- Liu, X. (2025). *Maintaining Self While Adapting: Chinese Foreign Language Teachers' Identity Development in an Intercultural Context.*
- Zweeris, K. (2025). *Teaching, curriculum and purposes of education: Connecting theory and practice.*
- Wurth, J.G.R. (2025). *Towards better L1-oral language education: Perspectives on good quality oral language teaching and the role of feedback.*
- Schoots-Snijder, A.J.M. (2026). *In de klas met kompas. Student agency als richtinggevend principe voor het curriculum in het voortgezet onderwijs.*

Ico PhD dissertatie serie



In the ICO Dissertation Series dissertations are published of graduate students from faculties and institutes on educational research within the ICO Partner Universities: Eindhoven University of Technology, Leiden University, Maastricht University, Open University of the Netherlands, Radboud University Nijmegen, University of Amsterdam, University of Antwerp, Université Catholique de Louvain, TU Delft, University of Groningen, University of Twente, Utrecht University, Vrije Universiteit Amsterdam, and Wageningen University, and formerly Tilburg University, University of Ghent, and KU Leuven.

1. Tartwijk, J.W.F. van (28-09-1993). *Docentgedrag in beeld: De interpersoonlijke betekenis van nonverbaal gedrag van docenten in de klas*. Utrecht: Utrecht University.
2. Machiels-Bongaerts, M.I.A. (23-12-1993). *Mobilizing prior knowledge in text processing: The selective-attention hypothesis versus the cognitive set-point hypothesis*. Maastricht: Maastricht University.
3. Keursten, P. (04-02-1994). *Courseware-ontwikkeling met het oog op implementatie: De docent centraal*. Enschede: University of Twente.
4. Deursen, P.F.A. van (18-03-1994). *Tekstbestudering met analogieën: Effecten van zelf-gegenereerde en gepresenteerde analogieën op de verwerking van tekstinformatie*. Utrecht: Utrecht University.
5. Aarntzen, B.M.H. (22-04-1994). *Audio in interactive tutorial courseware: Methodological and design guidelines*. Enschede: University of Twente.
6. Dolmans, D.H.J.M. (31-04-1994). *How students learn in a problem-based curriculum*. Maastricht: Maastricht University.
7. Admiraal, W.F. (17-06-1994). *Reacties van docenten op aandachtseisende situaties in de klas*. Utrecht: Utrecht University.
8. Ros, A.A. (07-07-1994). *Samenwerking tussen leerlingen en effectief onderwijs: De invloed van de leerkracht*. Groningen: University of Groningen.
9. Goei, S.L. (01-09-1994). *Mental models and problem solving in the domain of computer numerically controlled programming*. Enschede: University of Twente.
10. Lazonder, A.W. (16-09-1994). *Minimalist computer documentation: A study on constructive and corrective skills development*. Enschede: University of Twente.
11. Willemsen, Th.F.W.P. (22-09-1994). *Remediële rekenprogramma's voor de basisschool: Een effectstudie*. Groningen: University of Groningen.
12. Luyten, J.W. (02-12-1994). *School effects: Stability and malleability*. Enschede: University of Twente.
13. Custers, E.J.F.M. (01-06-1995). *The development and function of illness scripts: Studies on the structure of medical diagnostic knowledge*. Maastricht: Maastricht University.
14. Ladhani, A.N. (01-09-1995). *Modelling and using performance knowledge for courseware design*. Enschede: University of Twente.
15. Theunissen, M.W.G. (19-09-1995). *Samen nascholen, maar hoe?: Een onderzoek naar samenwerkingsvormen van lerarenopleidingen basisonderwijs en*

- schoolbegeleidingsdiensten bij nascholing van leerkrachten basisonderwijs.* Nijmegen: Radboud University Nijmegen.
16. Weide, M.G. (28-09-1995). *Effectief basisonderwijs voor allochtone leerlingen.* Groningen: University of Groningen.
 17. Gielen, E.W.M. (06-10-1995). *Transfer of training in a corporate setting.* Enschede: University of Twente.
 18. Pal, J. van der (21-10-1995). *The balance of situated action and formal instruction for learning conditional reasoning.* Enschede: University of Twente.
 19. Brand-Gruwel, F.L.J.M. (14-11-1995). *Onderwijs in tekstbegrip: Een onderzoek naar het effect van strategisch lees- en luisteronderwijs bij zwakke lezers.* Nijmegen: Radboud University Nijmegen.
 20. Schellings, G.L.M. (24-11-1995). *An educational approach to selecting main points in texts: Motives, methods, tasks, and individual differences.* Amsterdam: University of Amsterdam.
 21. Lokman, A.H. (30-11-1995). *Dag ... onderwijs: Een onderzoek naar uitstroombeslissingen van meao- leerlingen.* Groningen: University of Groningen.
 22. Couzijn, M. (18-12-1995). *Observation of writing and reading activities: Effects on learning and transfer.* Amsterdam: University of Amsterdam.
 23. Wijgh, I.F. (23-02-1996). *Gespreksvaardigheid in de vreemde taal begripsbepaling en toetsing.* Utrecht: Utrecht University.
 24. Heeren, E. (28-03-1996). *Technology support for collaborative distance learning.* Enschede: University of Twente.
 25. Mulder-Schulten, H.B.G. (01-05-1996). *Training in leesstrategieën: Vorm en rendement. Een onderzoek naar het effect van vier trainingsvarianten op de leesvaardigheid Frans als vreemde taal.* Utrecht: Utrecht University.
 26. Heyl, E. (12-09-1996). *Het docentennetwerk: Structuur en invloed van collegiale contacten binnen scholen.* Enschede: University of Twente.
 27. Wetterling, J.M. (11-10-1996). *Decision making and educational media: Estima – a computer-based support tool.* Enschede: University of Twente.
 28. Zhu, Z.T. (22-10-1996). *Cross-cultural portability of educational software: A communication-oriented approach.* Enschede: University of Twente.
 29. Zhang, J.P. (22-10-1996). *Investigating the portability of multimedia learning resources: Design for a "Teaching Models Toolkit".* Enschede: University of Twente.
 30. Lam, J.F. (28-11-1996). *Tijd en kwaliteit in het basisonderwijs: Ontwikkeling van een onderzoeksinstrumentarium.* Enschede: University of Twente.
 31. Vaatstra, H.F. (23-12-1996). *Expertise in accountancy: Empirisch onderzoek naar de kennisontwikkeling van student tot ervaren accountant.* Maastricht: Maastricht University.
 32. Veerkamp, W.J.J. (23-01-1997). *Statistical methods for computerized adaptive testing.* Enschede: University of Twente.
 33. Roes, M.G. (21-02-1997). *Nascholing op basis van lesvoorbeelden in de context van curriculumvernieuwing.* Enschede: University of Twente.
 34. Biemans, H.J.A. (03-03-1997). *Fostering activation of prior knowledge and conceptual change.* Nijmegen: Radboud University Nijmegen.
 35. Bechger, T.M. (04-07-1997). *Methodological aspects of comparison of educational achievement: The case of reading literacy.* Amsterdam: University of Amsterdam.

36. Wiel, M.W.J. van de (12-09-1997). *Knowledge encapsulation: Studies on the development of medical expertise*. Maastricht: Maastricht University.
37. Peters, C.M.T. (17-09-1997). *De professionaliteit van schoolleiders: Een taakspecifieke benadering*. Nijmegen: Radboud University Nijmegen.
38. Wessum, L. van (12-09-1997). *De sectie als eenheid: Samenwerking en professionaliteitsopvattingen van docenten in het voortgezet onderwijs*. Utrecht: Utrecht University.
39. Glaudé, M.Th. (17-10-1997). *Werkplek-opleiden als innovatie*. Utrecht: Utrecht University.
40. Genseberger, R.J. (01-11-1997). *Interesse-georiënteerd natuur- en scheikundeonderwijs*. Utrecht: Utrecht University.
41. Hattum, M.J.C. van (02-11-1997). *Pesten: Een onderzoek naar beleving, visie en handelen van leraren en leerlingen*. Amsterdam: University of Amsterdam.
42. Bastiaens, Th.J. (12-11-1997). *Leren en werken met electronic performance support systems: Een effectevaluatie*. Enschede: University of Twente.
43. Severiens, S.E. (13-11-1997). *Gender and learning: Learning styles, ways of knowing, and patterns of reasoning*. Amsterdam: University of Amsterdam.
44. Sontag, L. (08-12-1997). *Vormgeving en effecten van onderwijs aan vier- tot zevenjarige leerlingen*. Amsterdam: University of Amsterdam.
45. Nieveen, N.M. (11-12-1997). *Computer support for curriculum developers: A study on the potential of computer support in the domain of formative curriculum evaluation*. Enschede: University of Twente.
46. Dolk, M.L.A.M. (16-12-1997). *Onmiddellijk onderwijsgedrag: Over denken en handelen van leraren in onmiddellijke onderwijssituaties*. Utrecht: Utrecht University.
47. Vos, W.A. de (06-03-1998). *Het methodegebruik op basisscholen*. Utrecht: Utrecht University.
48. Verwijs, C.A. (20-03-1998). *A mix of core and complementary media: New perspectives in media- decision making*. Enschede: University of Twente.
49. Vos, H. de (03-04-1998). *Educational effects: A simulation-based analysis*. Enschede: University of Twente.
50. Teelken, J.Ch. (09-06-1998). *Market mechanisms in education: A comparative study of school choice in the Netherlands, England and Scotland*. Amsterdam: University of Amsterdam.
51. Hoek, D.J. (11-06-1998). *Social and cognitive strategies in co-operative groups: Effects of strategy instruction in secondary mathematics*. Amsterdam: University of Amsterdam.
52. Til, C.T. van (03-07-1998). *Voortgang in voortgangstoetsing: Studies naar de aansluiting van de voortgangstoets op probleemgestuurd onderwijs*. Maastricht: Maastricht University.
53. Savelsbergh, E.R. (04-09-1998). *Improving mental representations in physics problem solving*. Enschede: University of Twente.
54. Boerman, P.L.J. (14-10-1998). *Decentrale besluitvorming en organisatie-effectiviteit: Een organisatiekundige analyse van instellingen voor middelbaar beroepsonderwijs*. Amsterdam: University of Amsterdam.
55. Krabbe, E.T.W. (22-10-1998). *Tussen intuïtie en rationaliteit: Een onderzoek naar mogelijkheden tot standaardisatie van leerplanontwikkeling*. Enschede: University of Twente.

56. Swaak, J. (05-11-1998). *What-if: Discovery simulations and assessment of intuitive knowledge*. Enschede: University of Twente.
57. Hooge, E.H. (26-11-1998). *Ruimte voor beleid. Autonomiebergroting en beleidsuitvoering door basisscholen*. Amsterdam: University of Amsterdam.
58. Louman, J.M. (07-01-1998). *De sleutelzinmethode: Een geheugenstrategie onderzocht bij het leren van Engels vocabulaire*. Tilburg: Tilburg University.
59. Meijer, P.C. (14-01-1999). *Teachers' practical knowledge: Teaching reading comprehension in secondary education*. Leiden: Leiden University.
60. Doolaard, S. (18-02-1999). *Schools in change or schools in chains?* Enschede: University of Twente.
61. Kwakman, C.H.E. (16-03-1999). *Leren van docenten tijdens de beroepsloopbaan: Studies naar professionaliteit op de werkplek in het voortgezet onderwijs*. Nijmegen: Radboud University Nijmegen.
62. Bimmel, P.E. (19-03-1999). *Training en transfer van leesstrategieën*. Utrecht: Utrecht University.
63. Verkroost, M.J. (03-05-1999). *Onderzoekend handelen in het leeronderzoek*. Groningen: University of Groningen.
64. Croock, M.B.M. de (18-06-1999). *The transfer paradox: Training design for troubleshooting skills*. Enschede: University of Twente.
65. Visscher-Voerman, J.I.A. (08-10-1999). *Design approaches in training and education: A reconstructive study*. Enschede: University of Twente.
66. Hurk, M.M. van den (29-10-1999). *Individual study in problem-based learning: Studies on the relation between individual study and curriculum characteristics*. Maastricht: Maastricht University.
67. Vermetten, Y.J.M. (19-11-1999). *Consistency and variability of student learning in higher education*. Tilburg: Tilburg University.
68. Rikers, R.M.J.P. (24-11-1999). *Solving non-routine problems in medicine*. Maastricht: Maastricht University.
69. Slaats, J.A.M.H. (08-12-1999). *Reproduceren en construeren: Leerstijlen van leerlingen in het middelbaar beroepsonderwijs*. Tilburg: Tilburg University.
70. Thijs, A.M. (10-12-1999). *Supporting science curriculum reform in Botswana: The potential of peer coaching*. Enschede: University of Twente.
71. Boxtel, C.A.M. van (03-05-2000). *Collaborative concept learning: Collaborative learning tasks, student interaction, and the learning of physics concepts*. Utrecht: Utrecht University.
72. Klerks, M.C.J.L. (12-05-2000). *Veranderingscapaciteiten en basisvorming*. Utrecht: Utrecht University.
73. Veerman, A.L. (26-05-2000). *Computer-supported collaborative learning through argumentation*. Utrecht: Utrecht University.
74. Broek, J.F.L. van den (21-11-2000). *Achterstandsbestrijding door circuitonderwijs: Onderzoek naar de institutionalisering en effecten van het OVB-circuitmodel in het basisonderwijs*. Nijmegen: Radboud University Nijmegen.
75. Huizen, P.H. van (15-12-2000). *Becoming a teacher: Development of a professional identity by prospective teachers in the context of university-based teacher education*. Utrecht: Utrecht University.
76. Huijbregtse, W.P. (02-02-2001). *Effecten en didactiek van tweetalig voortgezet onderwijs in Nederland*. Utrecht: Utrecht University.

77. Limbach, R. (08-03-2001). *Supporting instructional designers: Towards an information system for the design of instructional discovery learning environments*. Enschede: University of Twente.
78. Winnips, J.C. (09-03-2001). *Scaffolding-by-design: A model for WWW-based learner support*. Enschede: University of Twente.
79. Bros, E.M.M. (14-03-2001). *Reproductie of emancipatie? Loopbanen van de Enschedese schoolgeneratie 1964*. Amsterdam: University of Amsterdam.
80. Veen, H. van der (31-05-2001). *Successful Turkish and Moroccan students in the Netherlands*. Amsterdam: University of Amsterdam.
81. Moonen, B.H. (31-05-2001). *Teacher learning in inservice networks on internet use in secondary education*. Enschede: University of Twente.
82. Zanting, A. (05-06-2001). *Mining the mentor's mind: The elicitation of mentor teachers' practical knowledge by prospective teachers*. Leiden: Leiden University.
83. Hulshof, C.D. (07-06-2001). *Discovery of ideas and ideas about discovery: The influence of prior knowledge on scientific discovery learning in computer-based simulations*. Enschede: University of Twente.
84. Maslowski, R. (08-06-2001). *School culture and school performance: An explorative study into the organizational culture of secondary schools and their effects*. Enschede: University of Twente.
85. Schoot, E. van der (30-08-2001). *De invloed van het curriculum op de brede inzetbaarheid van afgestudeerden in de verzorging en verpleging*. Enschede: University of Twente.
86. Fox, G.J.A. (07-09-2001). *Multilevel IRT: A Bayesian perspective on estimating parameters and testing statistical hypotheses*. Enschede: University of Twente.
87. Brok, P.J. den (21-09-2001). *Teaching and student outcomes: A study on teachers' thoughts and actions from an interpersonal and a learning activities perspective*. Utrecht: Utrecht University.
88. McKenney, S.E. (12-10-2001). *Computer-based support for science education materials developers in Africa*. Enschede: University of Twente.
89. Oosterheert, I.E. (15-11-2001). *How student teachers learn: A psychological perspective on knowledge construction in learning to teach*. Groningen: University of Groningen.
90. Stoyanov, S.T. (16-11-2001). *Mapping in the educational and training design*. Enschede: University of Twente.
91. Eysink, T.H.S. (07-12-2001). *Signs for logic teaching*. Enschede: University of Twente.
92. Geijssel, F.P. (13-12-2001). *Schools and innovations: Conditions fostering the implementation of educational innovations*. Nijmegen: Radboud University Nijmegen.
93. Fukkink, R.G. (02-02-2002). *Instructing primary school children in deriving word meaning from written context*. Amsterdam: University of Amsterdam.
94. Vosse, A.J.M. (10-04-2002). *Evaluatie van het tutorleren in Nederland: Een onderzoek naar de cognitieve en sociaal-emotionele effecten van een tutorprogramma voor rekenen-wiskunde in het basisonderwijs*. Amsterdam: University of Amsterdam.

95. Jager, B. de (25-04-2002). *Teaching reading comprehension: The effects of direct instruction and cognitive apprenticeship on comprehension skills and metacognition*. Groningen: University of Groningen.
96. Veldhuis-Diermanse, E.A. (26-04-2002). *CSCLearning? Participation, learning activities and knowledge construction in computer-supported collaborative learning in higher education*. Wageningen: Wageningen University.
97. Crombach, M.J. (02-05-2002). *Sixth and seventh graders' appraisal processes of curricular tasks: Development of a model to explain students' willingness to invest effort*. Nijmegen: Radboud University Nijmegen.
98. Kruijer, J.H. (13-05-2002). *Groningen community schools: Influence on child behaviour problems and education at home*. Groningen: University of Groningen.
99. Braaksma, M.A.H. (21-05-2002). *Observational learning in argumentative writing*. Amsterdam: University of Amsterdam.
100. Lankhuijzen, E.S.K. (24-05-2002). *Learning in self-managed management career: The relation between managers' HRD-patterns, psychological career contracts and mobility perspectives*. Utrecht: Utrecht University.
101. Gellevij, M.R.M. (06-06-2002). *Visuals in instruction: Functions of screen captures in software manuals*. Enschede: University of Twente.
102. Vos, F.P. (26-06-2002). *Like an ocean liner changing course: The grade 8 mathematics curriculum in the Netherlands, 1995-2000*. Enschede: University of Twente.
103. Sluijsmans, D.M.A. (28-06-2002). *Student involvement in assessment: The training of peer assessment skills*. Heerlen: Open University of the Netherlands.
104. Tabbers, H.K. (13-09-2002). *The modality of text in multimedia instructions: Refining the design guidelines*. Heerlen: Open University of the Netherlands.
105. Verhasselt, E. (14-11-2002). *Literacy rules: Flanders and the Netherlands in the international adult literacy survey*. Groningen: University of Groningen.
106. Beekhoven, S. (17-12-2002). *A fair chance of succeeding: Study careers in Dutch higher education*. Amsterdam: University of Amsterdam.
107. Veermans, K.H. (09-01-2003). *Intelligent support for discovery learning: Using opportunistic learner modeling and heuristics to support simulation based discovery learning*. Enschede: University of Twente.
108. Tjepkema, S. (10-01-2003). *The learning infrastructure of self-managing work teams*. Enschede: University of Twente.
109. Snellings, P.J.F. (22-01-2003). *Fluency in second language writing: The effects of enhanced speed of lexical retrieval*. Amsterdam: University of Amsterdam.
110. Klatter, E.B. (23-01-2003). *Development of learning conceptions during the transition from primary to secondary education*. Nijmegen: Radboud University Nijmegen.
111. Jellema, F.A. (21-02-2003). *Measuring training effects: The potential of 360-degree feedback*. Enschede: University of Twente.
112. Broekkamp, H.H. (25-02-2003). *Task demands and test expectations: Theory and empirical research on students' preparation for a teacher-made test*. Amsterdam: University of Amsterdam.
113. Odenthal, L.E. (21-03-2003). *Op zoek naar balans: Een onderzoek naar een methode ter ondersteuning van curriculumvernieuwing door docenten*. Enschede: University of Twente.

114. Kuijpers, M.A.C.T. (21-03-2003). *Loopbaanontwikkeling: Onderzoek naar 'competenties'*. Enschede: University of Twente.
115. Jepma, I.J. (01-07-2003). *De schoolloopbaan van risico-leerlingen in het primair onderwijs*. Amsterdam: University of Amsterdam.
116. Sotaridona, L.S. (05-09-2003). *Statistical methods for the detection of answer copying on achievement tests*. Enschede: University of Twente.
117. Kester, L. (05-09-2003). *Timing of information presentation and the acquisition of complex skills*. Heerlen: Open University of the Netherlands.
118. Waterreus, J.M. (05-09-2003). *Lessons in teacher pay: Studies on incentives and the labor market for teachers*. Amsterdam: University of Amsterdam.
119. Toolsema, B. (23-10-2003). *Werken met competenties*. Enschede: University of Twente.
120. Taks, M.M.M.A. (20-11-2003). *Zelfsturing in leerpraktijken: Een curriculumonderzoek naar nieuwe rollen van studenten en docenten in de lerarenopleiding*. Enschede: University of Twente.
121. Driessen, C.M.M. (21-11-2003). *Analyzing textbook tasks and the professional development of foreign language teachers*. Utrecht: Utrecht University.
122. Hubers, S.T.T. (24-11-2003). *Individuele leertheorieën en het leren onderzoeken in de tweede fase*. Eindhoven: Eindhoven University of Technology.
123. Sun, H. (04-12-2003). *National contexts and effective school improvement: An exploratory study in eight European countries*. Groningen: University of Groningen.
124. Bruinsma, M. (09-12-2003). *Effectiveness of higher education: Factors that determine outcomes of university education*. Groningen: University of Groningen.
125. Veneman, H. (01-07-2004). *Het gewicht van De Rugzak: Evaluatie van het beleid voor leerlinggebonden financiering*. Groningen: University of Groningen.
126. Annevelink, E. (27-08-2004). *Class size: Linking teaching and learning*. Enschede: University of Twente.
127. Emmerik, M.L. van (22-09-2004). *Beyond the simulator: Instruction for high performance tasks*. Enschede: University of Twente.
128. Vries, B. de (15-10-2004). *Opportunities for reflection: E-mail and the Web in the primary classroom*. Enschede: University of Twente.
129. Veenhoven, J. (05-11-2004). *Begeleiden en beoordelen van leerlingonderzoek: Een interventiestudie naar het leren ontwerpen van onderzoek in de tweede fase van het voortgezet onderwijs*. Utrecht: Utrecht University.
130. Srijbos, J.W. (12-11-2004). *The effect of roles on computer-supported collaborative learning*. Heerlen: Open University of the Netherlands.
131. Hamstra, D.G. (22-11-2004). *Gewoon en anders: Integratie van leerlingen met beperkingen in het regulier onderwijs in Almere*. Groningen: University of Groningen.
132. Lubbers, M.J. (09-12-2004). *The social fabric of the classroom: Peer relations in secondary education*. Groningen: University of Groningen.
133. Nijman, D.J.J.M. (10-12-2004). *Supporting transfer of training: Effects of the supervisor*. Enschede: University of Twente.
134. Dewiyanti, S. (25-02-2005). *Learning together: A positive experience. The effect of reflection on group processes in an asynchronous computer-supported collaborative learning environment*. Heerlen: Open University of the Netherlands.

135. Stoof, A. (04-03-2005). *Tools for the identification and description of competencies*. Heerlen: Open University of the Netherlands.
136. Groot, R.W.A. de (10-03-2005). *Onderwijsdecentralisatie en lokaal beleid*. Amsterdam: University of Amsterdam.
137. Salden, R.J.C.M. (22-04-2005). *Dynamic task selection in aviation training*. Heerlen: Open University of the Netherlands.
138. Huong, N.T. (23-05-2005). *Vietnamese learners mastering English articles*. Groningen: University of Groningen.
139. Gijlers, A.H. (23-09-2005). *Confrontation and co-construction: Exploring and supporting collaborative scientific discovery learning with computer simulations*. Enschede: University of Twente.
140. Stevenson, M.M.C. (27-09-2005). *Reading and writing in a foreign language: A comparison of conceptual and linguistic processes in Dutch and English*. Amsterdam: University of Amsterdam.
141. Saab, N. (14-10-2005). *Chat and explore: The role of support and motivation in collaborative scientific discovery learning*. Amsterdam: University of Amsterdam.
142. Löhner, S. (11-11-2005). *Computer-based modeling tasks: The role of external representation*. Amsterdam: University of Amsterdam.
143. Beers, P.J. (25-11-2005). *Negotiating common ground: Tools for multidisciplinary teams*. Heerlen: Open University of the Netherlands.
144. Tigelaar, E.H. (07-12-2005). *Design and evaluation of a teaching portfolio*. Maastricht: Maastricht University.
145. Van Drie, J.P., (20-12-2005). *Learning about the past with new technologies. Fostering historical reasoning in computer-supported collaborative learning*. Utrecht: Utrecht University.
146. Walrecht, E.S. (09-01-2006). *Brede innovatie, passende strategie?: De Groninger Vensterschool als casus van onderzoek naar strategie en invoering*. Groningen: University of Groningen.
147. De Laat, M. (03-02-2006). *Networked learning*. Utrecht: Utrecht University.
148. Prince, C.J.A.H. (21-04-2006). *Problem-based learning as a preparation for professional practice*. Maastricht: Maastricht University.
149. Van Gog, T. (28-04-2006). *Uncovering the problem-solving process to design effective worked examples*. Heerlen: Open University of the Netherlands.
150. Sins, P.H.M. (18-05-2006). *Students' reasoning during computer-based scientific modeling*. Amsterdam: University of Amsterdam.
151. Mathijssen, I.C.H. (24-05-2006). *Denken en handelen van docenten*. Utrecht: Utrecht University.
152. Akkerman, S.F. (23-06-2006). *Strangers in dialogue: Academic collaboration across organizational boundaries*. Utrecht: Utrecht University.
153. Willemse, T.M. (21-08-2006). *Waardenvol opleiden: Een onderzoek naar de voorbereiding van aanstaande leraren op hun pedagogische opdracht*. Amsterdam: VU University Amsterdam.
154. Kieft, M. (19-09-2006). *The effects of adapting writing instruction to students' writing strategies*. Amsterdam: University of Amsterdam.
155. Vreman-de Olde, G.C. (27-09-2006). *Look experiment design: Learning by designing instruction*. Enschede: University of Twente.

156. Van Amelsvoort, M. (13-10-2006). *A space for debate: How diagrams support collaborative argumentation-based learning*. Utrecht: Utrecht University.
157. Oolbekking-Marchand, H. (9-11-2006). *Teachers' perspectives on self-regulated learning: An exploratory study in secondary and university education*. Leiden: Leiden University.
158. Gulikers, J. (10-11-2006). *Authenticity is in the eye of the beholder: Beliefs and perceptions of authentic assessment and the influence on student learning*. Heerlen: Open University of the Netherlands.
159. Henze, I. (21-11-2006). *Science teachers' knowledge development in the context of educational innovation*. Leiden: Leiden University.
160. Van den Bossche, P. (29-11-2006). *Minds in teams: The influence of social and cognitive factors on team learning*. Maastricht: Maastricht University.
161. Mansvelder-Longayroux, D.D. (06-12-2006). *The learning portfolio as a tool for stimulating reflection by student teachers*. Leiden: Leiden University.
162. Visschers-Pleijers, A.J.S.F. (19-01-2007). *Tutorial group discussion in problem-based learning: Studies on the measurement and nature of learning-oriented student interactions*. Maastricht: Maastricht University.
163. Poortman, C.L. (16-02-2007). *Workplace learning processes in senior secondary vocational education*. Enschede: University of Twente.
164. Schildkamp, K.A. (15-03-2007). *The utilisation of a self-evaluation instrument for primary education*. Enschede: University of Twente.
165. Karbasioun, M. (20-04-2007). *Towards a competency profile for the role of instruction of agricultural extension professionals in Asfahan*. Wageningen: Wageningen University.
166. Van der Sande, R.A.W. (04-06-2007). *Competentieverichtheid en scheidkunde leren: Over metacognitieve opvattingen, leerresultaten en leeractiviteiten*. Eindhoven: Eindhoven University of Technology.
167. Pijls, M. (13-06-2007). *Collaborative mathematical investigations with the computer: Learning materials and teacher help*. Amsterdam: University of Amsterdam.
168. Könings, K. (15-06-2007). *Student perspectives on education: Implications for instructional design*. Heerlen: Open University of the Netherlands.
169. Prangmsma, M.E. (20-06-2007). *Multimodal representations in collaborative history learning*. Utrecht: Utrecht University.
170. Niemantsverdriet, S. (26-06-2007). *Learning from international internships: A reconstruction in the medical domain*. Maastricht: Maastricht University.
171. Van der Pol, J. (03-07-2007). *Facilitating online learning conversations: Exploring tool affordances in higher education*. Utrecht: Utrecht University.
172. Korobko, O.B. (07-09-2007). *Comparison of examination grades using item response theory: A case study*. Enschede: University of Twente.
173. Madih-Zadeh, H. (14-09-2007). *Knowledge construction and participation in an asynchronous computer-supported collaborative learning environment in higher education*. Wageningen: Wageningen University.
174. Budé, L.M. (05-10-2007). *On the improvement of students' conceptual understanding in statistics education*. Maastricht: Maastricht University.
175. Meirink, J.A. (15-11-2007). *Individual teacher learning in a context of collaboration in teams*. Leiden: Leiden University.

176. Niessen, T.J.H. (30-11-2007). *Emerging epistemologies: Making sense of teaching practices*. Maastricht: Maastricht University.
177. Wouters, P. (07-12-2007). *How to optimize cognitive load for learning from animated models*. Heerlen: Open University of the Netherlands.
178. Hoekstra, A. (19-12-2007). *Experienced teachers' informal learning in the workplace*. Utrecht: Utrecht University.
179. Munneke-de Vries, E.L. (11-01-2008). *Arguing to learn: Supporting interactive argumentation through computer-supported collaborative learning*. Utrecht: Utrecht University.
180. Nijveldt, M.J. (16-01-2008). *Validity in teacher assessment. An exploration of the judgement processes of assessors*. Leiden: Leiden University.
181. Jonker, H.G. (14-02-2008). *Concrete elaboration during knowledge acquisition*. Amsterdam: VU University Amsterdam.
182. Schuitema, J.A. (14-02-2008). *Talking about values. A dialogue approach to citizenship education as an integral part of history classes*. Amsterdam: University of Amsterdam.
183. Janssen, J.J.H.M. (14-03-2008). *Using visualizations to support collaboration and coordination during computer-supported collaborative learning*. Utrecht: Utrecht University.
184. Honingh, M.E. (17-04-2008). *Beroepsonderwijs tussen publiek en privaat: Een studie naar opvattingen en gedrag van docenten en middenmanagers in bekostigde en niet-bekostigde onderwijsinstellingen in het middelbaar beroepsonderwijs*. Amsterdam: University of Amsterdam.
185. Baartman, L.K.J. (24-04-2008). *Assessing the assessment: Development and use of quality criteria for competence assessment programmes*. Utrecht: Utrecht University.
186. Corbalan Perez, G. (25-04-2008). *Shared control over task selection: Helping students to select their own learning tasks*. Heerlen: Open University of the Netherlands.
187. Hendrikse, H.P. (22-05-2008). *Wiskundig actief: Het ondersteunen van onderzoekend leren in het wiskunde onderwijs*. Enschede: University of Twente.
188. Moonen, M.L.I. (26-09-2008). *Testing the multi-feature hypothesis: Tasks, mental actions and second language acquisition*. Utrecht: Utrecht University.
189. Hooreman, R.W. (18-11-2008). *Synchronous coaching of the trainee teacher: An experimental approach*. Eindhoven: Eindhoven University of Technology.
190. Bakker, M.E.J. (02-12-2008). *Design and evaluation of video portfolios: Reliability, generalizability, and validity of an authentic performance assessment for teachers*. Leiden: Leiden University.
191. Kicken, W. (12-12-2008). *Portfolio use in vocational education: Helping students to direct their learning*. Heerlen: Open University of the Netherlands.
192. Kollöffel, B.J. (18-12-2008). *Getting the picture: The role of external representations in simulation- based inquiry learning*. Enschede: University of Twente.
193. Walraven, A. (19-12-2008). *Becoming a critical websearcher: Effects of instruction to foster transfer*. Heerlen: Open University of the Netherlands.
194. Radstake, H. (14-05-2009). *Teaching in diversity: Teachers and pupils about tense situations in ethnically heterogeneous classes*. Amsterdam: University of Amsterdam.

195. Du Chatenier, E. (09-09-2009). *Open innovation competence: Towards a competence profile for inter-organizational collaboration in innovation teams*. Wageningen: Wageningen University.
196. Van Borkulo, S.P. (26-06-2009). *The assessment of learning outcomes of computer modelling in secondary science education*. Enschede: University of Twente.
197. Handelzalts, A. (17-09-2009). *Collaborative curriculum development in teacher design teams*. Enschede: University of Twente.
198. Nievelstein, F.E.R.M. (18-09-2009). *Learning law: Expertise differences and the effect of instructional support*. Heerlen: Open University of the Netherlands.
199. Visser-Wijnveen, G.J. (23-09-2009). *The research-teaching nexus in the humanities: Variations among academics*. Leiden: Leiden University.
200. Van der Rijst, R.M. (23-09-2009). *The research-teaching nexus in the sciences: Scientific research dispositions and teaching practice*. Leiden: Leiden University.
201. Mainhard, M.T. (25-09-2009). *Time consistency in teacher-class relationships*. Utrecht: Utrecht University.
202. Van Ewijk, R. (20-10-2009). *Empirical essays on education and health*. Amsterdam: University of Amsterdam.
203. Seezink, A. (18-11-2009). *Continuing teacher development for competence-based teaching*. Tilburg: Tilburg University.
204. Rohaan, E.J. (09-12-2009). *Testing teacher knowledge for technology teaching in primary schools*. Eindhoven: Eindhoven University of Technology.
205. Kirschner, F.C. (11-12-2009). *United brains for complex learning*. Heerlen: Open University of the Netherlands.
206. Wetzels, S.A.J. (18-12-2009). *Individualized strategies for prior knowledge activation*. Heerlen: Open University of the Netherlands.
207. Zitter, I.I. (04-02-2010). *Designing for learning: Studying learning environments in higher professional education from a design perspective*. Utrecht: Utrecht University.
208. Koopman, M. (11-02-2010). *Students' goal orientations, information processing strategies and knowledge development in competence-based pre-vocational secondary education*. Eindhoven: Eindhoven University of Technology.
209. Platteel, T. (11-02-2010). *Knowledge development of secondary school L1 teachers on concept-context rich education in an action-research setting*. Leiden: Leiden University.
210. Mittendorff, K. M. (12-03-2010). *Career conversations in senior secondary vocational education*. Eindhoven: Eindhoven University of Technology.
211. Moolenaar, N.M. (01-06-2010). *Ties with potential: Nature, antecedents, and consequences of social networks in school teams*. Amsterdam: University of Amsterdam.
212. Duijnhouwer, H. (04-06-2010). *Feedback effects on students' writing motivation, process, and performance*. Utrecht: Utrecht University.
213. Kessels, C.C. (30-06-2010). *The influence of induction programs on beginning teachers' well-being and professional development*. Leiden: Leiden University.
214. Endedijk, M.D. (02-07-2010). *Student teachers' self-regulated learning*. Utrecht: Utrecht University.

215. De Bakker, G.M. (08-09-2010). *Allocated online reciprocal peer support as a candidate for decreasing the tutoring load of teachers*. Eindhoven: Eindhoven University of Technology.
216. Groenier, M. (10-09-2010). *The decisive moment: Making diagnostic decisions and designing treatments*. Enschede: University of Twente.
217. Bonestroo, W.J. (24-09-2010). *Planning with graphical overview: Effects of support tools on self-regulated learning*. Enschede: University of Twente.
218. Vos, M.A.J. (30-09-2010). *Interaction between teachers and teaching materials: On the implementation of context-based chemistry education*. Eindhoven: Eindhoven University of Technology.
219. Kostons, D.D.N.M. (05-11-2010). *On the role of self-assessment and task-selection skills in self-regulated learning*. Heerlen: Open University of the Netherlands.
220. Bruin-Muurling, G. (21-12-2010). *The development of proficiency in the fraction domain: Affordances and constraints in the curriculum*. Eindhoven: Eindhoven University of Technology.
221. Slof, B. (28-01-2011). *Representational scripting for carrying out complex learning tasks*. Utrecht: Utrecht University.
222. Fastré, G. (11-03-2011). *Improving sustainable assessment skills in vocational education*. Heerlen: Open University of the Netherlands.
223. Min-Leliveld, M.J. (18-05-2011). *Supporting medical teachers' learning: Characteristics of effective instructional development*. Leiden: Leiden University.
224. Van Blankenstein, F.M. (18-05-2011). *Elaboration during problem-based small group discussion: A new approach to study collaborative learning*. Maastricht: Maastricht University.
225. Dobber, M. (21-06-2011). *Collaboration in groups during teacher education*. Leiden: Leiden University.
226. Jossberger, H. (24-06-2011). *Towards self-regulated learning in vocational education: Difficulties and opportunities*. Heerlen: Open University of the Netherlands.
227. Schaap, H. (24-06-2011). *Students' personal professional theories in vocational education: Developing a knowledge base*. Utrecht: Utrecht University.
228. Kolovou, A. (04-07-2011). *Mathematical problem solving in primary school*. Utrecht: Utrecht University.
229. Beusaert, A.J. (19-10-2011). *The use of personal development plans in the workplace. Effects, purposes and supporting conditions*. Maastricht: Maastricht University.
230. Favier, T.T. (31-10-2011). *Geographic information systems in inquiry-based secondary geography education: Theory and practice*. Amsterdam: VU University Amsterdam.
231. Brouwer, P. (15-11-2011). *Collaboration in teacher teams*. Utrecht: Utrecht University.
232. Molenaar, I. (24-11-2011). *It's all about metacognitive activities; Computerized scaffolding of self-regulated learning*. Amsterdam: University of Amsterdam.
233. Cornelissen, L.J.F. (29-11-2011). *Knowledge processes in school-university research networks*. Eindhoven: Eindhoven University of Technology.
234. Elffers, L. (14-12-2011). *The transition to post-secondary vocational education: Students' entrance, experiences, and attainment*. Amsterdam: University of Amsterdam.

235. Van Stiphout, I.M. (14-12-2011). *The development of algebraic proficiency*. Eindhoven: Eindhoven University of Technology.
236. Gervedink Nijhuis, C.J. (03-2-2012) *Culturally Sensitive Curriculum Development in International Cooperation* Enschede: University of Twente.
237. Thoonen, E.E.J. (14-02-2012) *Improving Classroom Practices: The impact of Leadership School Organizational Conditions, and Teacher Factors* Amsterdam: University of Amsterdam.
238. Truijten, K.J.P (21-03-2012) *Teaming Teachers. Exploring factors that influence effective team functioning in a vocational education context* Enschede: University of Twente.
239. Maulana, R.M. (26-03-2012) *Teacher-student relationships during the first year of secondary education. Exploring of change and link with motivation outcomes in The Netherlands and Indonesia*. Groningen: University of Groningen.
240. Lomos, C. (29-03-2012) *Professional community and student achievement*. Groningen: University of Groningen.
241. Mulder, Y.G. (19-04-2012) *Learning science by creating models* Enschede: University of Twente
242. Van Zundert, M.J. (04-05-2012) *Optimising the effectiveness and reliability of reciprocal peer assessment in secondary education* Maastricht: Maastricht University.
243. Ketelaar, E. (24-05-2012) *Teachers and innovations: on the role of ownership, sense-making, and agency*. Eindhoven: Eindhoven University of Technology.
244. Logtenberg, A. (30-5-2012) *Questioning the past. Student questioning and historical reasoning* Amsterdam: University of Amsterdam.
245. Jacobse, A.E. (11-06-2012) *Can we improve children's thinking?* Groningen: University of Groningen
246. Leppink, J. (20-06-2012) *Propositional manipulation for conceptual understanding of statistics* Maastricht: Maastricht University.
247. Van Aniel, J (22-06-2012) *Demand-driven Education. An Educational-sociological Investigation*. Amsterdam: VU University Amsterdam.
248. Spanjers, I.A.E. (05-07-2012) *Segmentation of Animations: Explaining the Effects on the Learning Process and Learning Outcomes*. Maastricht: Maastricht University.
249. Vrijnsen-de Corte, M.C.W. *Researching the Teacher-Researcher. Practice-based research in Dutch Professional Development Schools* Eindhoven: Eindhoven University of Technology.
250. Van de Pol, J.E. (28-09-2012) *Scaffolding in teacher-student interaction. Exploring, measuring promoting and evaluating scaffolding* Amsterdam: University of Amsterdam.
251. Phielix, C. (28-09-2012) *Enhancing Collaboration through Assessment & Reflection* [Samenwerking Verbeteren door middel van Beoordeling en Reflectie] Utrecht: Utrecht University.
252. Peltenburg, M.C. (24-10-2012) *Mathematical potential of special education students* Utrecht: Utrecht University.
253. Doppenberg, J.J. (24-10-2012) *Collaborative teacher learning: settings, foci and powerful moments* Eindhoven: Eindhoven University of Technology.

254. Kenbeek, W.K. (31-10-2012) *Back to the drawing board. Creating drawing or text summaries in support of System Dynamics modeling* Enschede: University of Twente.
255. De Feijter, J.M. (09-11-2012) *Learning from error to improve patient safety* Maastricht: Maastricht University.
256. Timmermans, A.C. (27-11-2012) *Value added in educational accountability: Possible, fair and useful?* Groningen: University of Groningen.
257. Van der Linden, P.W.J. (20-12-2012) *A design-based approach to introducing student teachers in conducting and using research.* Eindhoven: Eindhoven University of Technology.
258. Noroozi, O. (11-01-2013) *Fostering Argumentation-Based Computer-Supported Collaborative Learning in Higher Education* Wageningen: Wageningen University.
259. Bijker, M.M. (22-03-2013) *Understanding the gap between business school and the workplace: Overconfidence, maximizing benefits, and the curriculum* Heerlen: Open University of the Netherlands.
260. Belo, N.A.H. (27-03-2013) *Engaging students in the study of physics* Leiden: Leiden University.
261. Jong, R.J. de (11-04-2013) *Student teachers' practical knowledge, discipline strategies, and the teacher- class relationship* Leiden: Leiden University.
262. Verberg, C.P.M. (18-04-2013) *The characteristics of a negotiated assessment procedure to promote teacher learning* Leiden: Leiden University.
263. Dekker-Groen, A. (19-04-2013) *Teacher competences for supporting students' reflection. Standards, training, and practice* Utrecht: Utrecht University.
264. M.H. Knol (19-04-2013). *Improving university lectures with feedback and consultation.* Amsterdam: University of Amsterdam.
265. Diggelen, M.R. van (21-05-2013) *Effects of a self-assessment procedure on VET teachers' competencies in coaching students' reflection skills* Eindhoven: Eindhoven University of Technology.
266. Azkiyah, S.N. (23-5-2013) *The effects of Two Interventions - on Teaching Quality and Student Outcome* Groningen: University of Groningen.
267. Taminiau, E.M.C. (24-05-2013) *Advisory Models for On-Demand Learning* Heerlen: Open University of the Netherlands.
268. Milliano, I.I.C.M. de (24-05-2013) *Literacy development of low-achieving adolescents. The role of engagement in academic reading and writing* Amsterdam: University of Amsterdam.
269. Vandyck, I.J.J. (17-06-2013), *Fostering Community Development in School-University Partnerships.* Amsterdam: VU University Amsterdam.
270. Hornstra, T.E. (17-06-2013) *Motivational developments in primary school. Group-specific differences in varying learning contexts* Amsterdam: University of Amsterdam.
271. Keuvelaar-Van den Bergh, L. (26-06-2013) *Teacher Feedback during Active Learning: The Development and Evaluation of a Professional Development Programme.* Eindhoven: Eindhoven University of Technology.
272. Meeuwen, L.W. van (06-09-13) *Visual Problem Solving and Self-regulation in Training Air Traffic Control* Heerlen: Open University of the Netherlands.
273. Pillen, M.T. (12-09-2013) *Professional identity tensions of beginning teachers* Eindhoven: Eindhoven University of Technology.

274. Kleijn, R.A.M. de, (27-09-2013) *Master's thesis supervision. Feedback, interpersonal relationships and adaptivity* Utrecht: Utrecht University.
275. Bezdan, E. (04-10-2013) *Graphical Overviews in Hypertext Learning Environments: When One Size Does Not Fit All* Heerlen: Open University of the Netherlands.
276. Bronkhorst, L.H. (4-10-2013) *Research-based teacher education: Interactions between research and teaching* Utrecht: Utrecht University.
277. Popov, V. (8-10-2013) *Scripting Intercultural Computer-Supported Collaborative Learning in Higher Education* Wageningen: Wageningen University.
278. Dolfing, R. (23-10-2013) *Teachers' Professional Development in Context-based Chemistry Education. Strategies to Support Teachers in Developing Domain-specific Expertise*. Utrecht: Utrecht University.
279. Lucero, M.L. (21-11-2013) *Considering teacher cognitions in teacher professional development: Studies involving Ecuadorian primary school teachers* Ghent: Ghent University.
280. Kamp, R.J.A. (28-11-2013) *Peer feedback to enhance learning in problem-based tutorial groups* Maastricht: Maastricht University.
281. Cviko, A. (19-12-2013) *Teacher Roles and Pupil Outcomes. In technology-rich early literacy learning* Enschede: University of Twente.
282. Zwet, J. van der (30-1-2014). *Identity, interaction, and power. Explaining the affordances of doctor- student interaction during clerkships*. Maastricht: Maastricht University.
283. Smet, M.J.R. de (31-1-2014). *Composing the unwritten text: Effects of electronic outlining on students' argumentative writing performance*. Heerlen: Open University of the Netherlands.
284. Hagemans, M.G. (07-03-2014) *On regulation in inquiry learning*. Enschede: University of Twente.
285. Kuijk, M.F. van (13-03-2014). *Raising the bar for reading comprehension. The effects of a teacher professional development program targeting goals, data use, and instruction*. Groningen: University of Groningen.
286. Karimi, S (14-3-2014) *Analysing and Promoting Entrepreneurship in Iranian Higher Education: Entrepreneurial Attitudes, Intentions and Opportunity Identification*. Wageningen: Wageningen University.
287. Frambach, J.M. (26-3-2014) *The Cultural Complexity of problem-based learning across the world*. Maastricht: Maastricht University.
288. Mascareno, M.N. (11-4-2014) *Learning Opportunities in Kindergarten Classrooms. Teacher-child interactions and child developmental outcomes*. Groningen: University of Groningen.
289. Bakker, M. (16-04-2014) *Using mini-games for learning multiplication and division: A longitudinal effect study*. Utrecht: Utrecht University.
290. Loon, Marriette van (8-5-2014) *Fostering Monitoring and Regulation of Learning*. Maastricht: Maastricht University.
291. Coninx, N.S. (28-05-2014) *Measuring effectiveness of synchronous coaching using bug-in-ear device of pre-service teachers*. Eindhoven: Eindhoven University of Technology.
292. Baars, M.A. (6-6-2014) *Instructional Strategies for Improving Self-Monitoring of Learning to Solve Problems*. Rotterdam: Erasmus University Rotterdam.

293. Hu, Y. (26-6-2014) *The role of research in university teaching: A comparison of Chinese and Dutch teachers*. Leiden: Leiden university.
294. Rutten, N.P.G. (5-9-2014) *Teaching with simulations*. Enschede: University of Twente.
295. Rijt, J.W.H. van der, (11-9-2014) *Instilling a thirst for learning. Understanding the role of proactive feedback and help seeking in stimulating workplace learning*. Maastricht: Maastricht University.
296. Engelen, J. (11-09-2014) *Comprehending Texts and Pictures: Interactions Between Linguistic and Visual Processes in Children and Adults*. Rotterdam: Erasmus University Rotterdam.
297. Khaled, A.E. (7-10-2014) *Innovations in Hands-on Simulations for Competence Development. Authenticity and ownership of learning and their effects on student learning in secondary and higher vocational education*. Wageningen: Wageningen University.
298. Gaikhorst, L. (29-10-2014) *Supporting beginning teachers in urban environments*. Amsterdam: University of Amsterdam.
299. Wijnia, L. (14-11-2014) *Motivation and Achievement in Problem-Based Learning: The Role of Interest, Tutors, and Self-Directed Study*. Rotterdam: Erasmus University Rotterdam.
300. Gabelica, C. (4-12-2014) *Moving Teams Forward. Effects of feedback and team reflexivity on team performance*. Maastricht: Maastricht University.
301. Leenaars, F.A.J. (10-12-2014) *Drawing gears and chains of reasoning*. Enschede: University of Twente
302. Huizinga, T. (12-12-2014) *Developing curriculum design expertise through teacher design teams*. Enschede: University of Twente.
303. Strien, J.L.H. van (19-12-2014) *Who to Trust and What to Believe? Effects of Prior Attitudes and Epistemic Beliefs on Processing and Justification of Conflicting Information From Multiple Sources*. Heerlen: Open University of the Netherlands.
304. Wijaya, A. (21-01-2015) *Context-based mathematics tasks in Indonesia: Towards better practice and achievement* Utrecht: Utrecht University.
305. Goossens, N.A.M.C. (22-01-2015) *Distributed Practice and Retrieval Practice in Primary School Vocabulary Learning* Rotterdam: Erasmus University.
306. Jupri, A. (28-01-2015) *The use of applets to improve Indonesian student performance in algebra*. Utrecht: Utrecht University.
307. Griethuijsen, R.A.L.F. van (11-03-2015) *Relationships between students' interest in science, views of science and science teaching in upper primary and lower secondary education* Eindhoven: Eindhoven University of Technology.
308. De Smet, C. (11-05-2015) *Using a learning management system in secondary education: Design and implementation characteristics of learning paths* Ghent: Ghent University.
309. Aesaert, K. (19-05-2015) *Identification and assessment of digital competences in primary education* G Ghent: Ghent University.
310. Ardies, J. (22-05-2015) *Students' attitudes towards technology. A cross-sectional and longitudinal study in secondary education* Antwerp: University of Antwerp
311. Donker, A.S. (11-06-2015) *Towards effective learning strategies* Groningen: University of Groningen

312. Veldhuis, M. (24-06-2015) *Improving classroom assessment in primary mathematics education* Utrecht: Utrecht University.
313. Leeuwen, A. van (30-06-2015) *Teacher Regulation of CSCL: Exploring the complexity of teacher regulation and the supporting role of learning analytics* Utrecht: Utrecht University.
314. Boschman, F.B. (28-08-2015) *Collaborative design of ICT-rich early literacy learning material: Design talk in teacher teams* Enschede: Twente University.
315. Dijk, M.L. van (04-09-2015) *Physical Activity, Cognitive Performance and Academic Achievement in Adolescents* Heerlen: Open University of the Netherlands.
316. Jaarsma, T. (04-09-2015) *Expertise Development Under the Microscope: Visual Problem Solving in Clinical Pathology*. Heerlen: Open University of the Netherlands.
317. Isac, M.M. (01-10-2015) *Effective civic and citizenship education. A cross-cultural perspective* Groningen: University of Groningen.
318. Spelt, E.J.H. (26-10-2015) *Teaching and learning of interdisciplinary thinking in higher education in engineering*. Wageningen: Wageningen University.
319. Ritzen, E.S. (05-11-2015) *Professional development in data use: The effects of primary school teacher training on teaching practices and students' mathematical proficiency* Groningen: University of Groningen.
320. Gijssels H.J.M. (06-11-2015) *Biological Lifestyle Factors in Adult Distance Education: Predicting Cognitive and Learning Performance*. Heerlen: Open University of the Netherlands.
321. Oude Groote Beverborg, A. (12-11-2015). *Fostering sustained teacher learning: Co-creating purposeful and empowering workplaces* Enschede: Twente University.
322. Dijkstra, E.M. (13-11-2015) *Teaching High-Ability Pupils in Early Primary School*. Heerlen: Open University of the Netherlands.
323. Want, A.C. van der (17-11-2015) *Teachers' Interpersonal Role Identity* Eindhoven: Eindhoven University of Technology.
324. Wal, M.M van der (4-12-2015) *The Role of Computer Models in Social Learning for Participatory Natural Resource Management* Heerlen: Open University of the Netherlands.
325. Herten, M. van (11-12-2015) *Learning communities, informal learning and the humanities. An empirical study of book discussion groups*. Heerlen: Open University of the Netherlands.
326. Lucieer, S.M. (06-01-2016). *Selecting Students for Medical Education: Exploring Novel Approaches*. Rotterdam: Erasmus University Rotterdam.
327. Ouwehand, K.H.R. (15-01-2016). *Effects of Observing and Producing Deictic Gestures on Memory and Learning in Different Age Groups*. Rotterdam: Erasmus University Rotterdam.
328. Bogert, N.J. van der (21-01-2016). *On teachers' visual perception and interpretation of classroom events using eye tracking and collaborative tagging methodologies*. Eindhoven: Eindhoven University of Technology.
329. Wolff, C. (16-02-2016). *Revisiting 'withitness': Differences in teachers' representations, perceptions, and interpretations of classroom management*. Heerlen: Open University of the Netherlands.

330. Kok, E.M. (01-04-2016). *Developing visual expertise; from shades of grey to diagnostic reasoning in radiology*. Maastricht: Maastricht University.
331. De Beer, H.T. (11-05-2016). *Exploring Instantaneous Speed in Grade Five: A Design Research*. Eindhoven: Eindhoven University of Technology.
332. Ebbeler, J. (12-05-2016). *Implementing data use in schools: effects on the professional development of educators and the role of school leaders in data teams*. Enschede: University of Twente.
333. Draaijer, S. (10-06-2016). *Supporting Teachers in Higher Education in Designing Test Items*. Amsterdam: Vrije Universiteit Amsterdam.
334. Bos, L.T. (15-06-2016). *Moving Beyond Words. Supporting Text Processing Using a Situation Model approach*. Amsterdam: Vrije Universiteit Amsterdam.
335. Vrugte, J. ter (16-06-2016). *Serious support for serious gaming*. Enschede: University of Twente.
336. Kock, Z.D.Q.P. (23-06-2016). *Toward physics education in agreement with the nature of science: Grade 9 electricity as a case*. Eindhoven: Eindhoven University of Technology.
337. Trinh Ba, T. (28-6-2016) *Development of a course on integrating ICT into inquiry-based science education*. Amsterdam: Vrije Universiteit Amsterdam.
338. Gerken, M. (29-06-2016). *How do employees learn at work? Understanding informal learning from others in different workplaces*. Maastricht: Maastricht University.
339. Louws, M.L. (06-07-2016) *Professional learning: what teachers want to learn*. Leiden: Leiden University.
340. Geel, M.J.M. van, & Keuning T. (08-07-2016). *Implementation and Effects of a Schoolwide Data-Based Decision Making Intervention: a Large-Scale Study*. Enschede: University of Twente.
341. Bouwer, I.R., & Koster, M.P. (02-09-2016) *Bringing writing research into the classroom: The effectiveness of Tekster, a newly developed writing program for elementary students*. Utrecht: Utrecht University.
342. Reijnders, P.B.G. (02-09-2016.) *Retrieval as a Cognitive and Metacognitive Study Technique to Learn from Expository Text*. Heerlen: Open University of the Netherlands.
343. Hubers, M.D. (08-09-2016). *Capacity building by data team members to sustain schools' data use*. Enschede: University of Twente.
344. Hsiao, Y.P. (23-09-2016). *Peer Support to Facilitate Knowledge Sharing on Complex Tasks*. Heerlen: Open University of the Netherlands.
345. Scheer, E.A. (23-09-2016). *Data-based decision making put to the test*. Enschede: University of Twente.
346. Bohle Carbonell, K. (28-9-2016). *May I ask you....? The influence of Individual, Dyadic, and Network Factors on the Emergence of Information in Exchange Teams*. Maastricht: Maastricht University.
347. Claessens, L.C.A. (30-09-2016). *Be on my side, I'll be on your side: Teachers' perceptions of teacher-student relationships*. Utrecht: Utrecht university.
348. Jansen in de Wal, J. (18-11-2016). *Secondary school teachers' motivation for professional learning*. Heerlen: Open University of the Netherlands.
349. Kock, W.D. de. (24-11-2016). *The effectiveness of hints during computer supported word problem solving*. Groningen: University of Groningen.

350. Oonk, C. (07-12-2016). *Learning and Teaching in the Regional Learning Environment: Enabling Students and Teachers to Cross Boundaries in Multi-Stakeholder Practices*. Wageningen: Wageningen University.
351. Beckers, J. (09-12-2016). *With a little help from my e-portfolio; supporting students' self directed learning in senior vocational education*. Maastricht: Maastricht University.
352. Osagie, E.R. (14-12-2016) *Learning and Corporate Social Responsibility. A study on the role of the learning organization, individual competencies, goal orientation and the learning climate in the CSR adaptation process*. Wageningen: Wageningen University.
353. Baggen, Y. (13-01-2017). *LLLIGHT 'in' Europe - Lifelong Learning, Innovation, Growth and Human capital Tracks in Europe*. Wageningen: Wageningen University.
354. Wouters, A. (09-02-2017). *Effects of medical school selection. On the motivation of the student population and applicant pool*. Amsterdam: VU Medisch Centrum.
355. Baas, D.M. (01-05-2017). *Assessment for Learning: more than a tool*. Maastricht: Maastricht University.
356. Pennings, H.J.M. (04-05-2017). *Interpersonal dynamics in teacher-student interactions and relationships*. Utrecht: Utrecht University.
357. Lans, R.M. (18-05-2017). *Teacher evaluation through observation*. Groningen: University of Groningen.
358. Grohnert, T. (18-05-2017). *Judge/Fail/Learn; enabling auditors to make high-quality judgments by designing effective learning environments*. Maastricht: Maastricht University.
359. Brouwer, J. (22-05-2017). *Connecting, interacting and supporting. Social capital, peer network and cognitive perspectives on small group teaching*. Groningen: University of Groningen.
360. Van Lankveld, T.A.M. (20-06-2017). *Strengthening medical teachers' professional identity. Understanding identity development and the role of teacher communities and teaching courses*. Amsterdam: Vrije Universiteit Amsterdam.
361. Janssen, N. (23-06-2017). *Supporting teachers' technology integration in lesson plans*. Enschede: University of Twente.
362. Tuithof, J.I.G.M. (23-06-2017). *The characteristics of Dutch experienced history teachers' PCK in the context of a curriculum innovation*. Utrecht: Utrecht University.
363. Van Waes, S. (23-06-2017). *The ties that teach: Teaching networks in higher education*. Antwerp: University of Antwerp.
364. Evens, M. (30-06-2017). *Pedagogical content knowledge of French as a foreign language: Unraveling its development*. Leuven: KU Leuven.
365. Moses, I. (07-09-2017). *Student-teachers' commitment to teaching*. Leiden: Leiden University.
366. Wansink, B.G.J. (15-09-2017). *Between fact and interpretation. Teachers' beliefs and practices in interpretational history teaching*. Utrecht: Utrecht University.
367. Binkhorst, F. (20-10-2017). *Connecting the dots. Supporting the implementation of Teacher Design Teams*. Enschede: University of Twente.
368. Stoel, G.L. (14-11-2017). *Teaching towards historical expertise. Developing students' ability to reason causally in history*. Amsterdam: University of Amsterdam.

369. Van der Veen, M. (28-11-2017). *Dialogic classroom talk in early childhood education*. Amsterdam: Vrije Universiteit Amsterdam.
370. Frèrejean, J. (08-12-2017). *Instruction for information problem solving*. Heerlen: Open University of the Netherlands.
371. Rezende Da Cunha Junior, F. (19-12-2017). *Online groups in secondary education*. Amsterdam: Vrije Universiteit Amsterdam.
372. Van Dijk, A.M. (22-12-2017). *Learning together in mixed-ability elementary classrooms*. Enschede: University of Twente.
373. Bouwmans, M.H.C.F. (12-01-2018) *The role of VET colleges in stimulating teachers' engagement in team learning*. Wageningen: Wageningen University.
374. Jansma, D.J. (25-01-2018) *This is wrong, right? The role of moral components in anti- and prosocial behaviour in primary education*. Groningen: University of Groningen.
375. Okkinga, M. (02-02-2018) *Teaching reading strategies in classrooms- does it work?* Enschede: University of Twente.
376. Thomsen, M. (09-02-2018) *Teachers Trust. Measurement, sources and consequences of teacher's interpersonal trust within schools for vocational education and training*. Amsterdam: University of Amsterdam.
377. Van der Wurff, I.S.M. (09-02-2018) *Fatty acids, Cognition, School Performance and Mental Well-Being in Children and Adolescents*. Heerlen: Open University of the Netherlands.
378. Raaijmakers, S.F. (16-02-2018) *Improving self-regulated learning: Effects of training and feedback on self-assessment and task-selection accuracy*. Utrecht: Utrecht University.
379. Zhao, X. (07-03-2018) *Classroom assessment in Chinese primary school mathematics education*. Utrecht: Utrecht University.
380. Van Rooij, E.C.M. (15-03-2018) *Secondary school students' university readiness and their transition to university*. Groningen: University of Groningen.
381. Vanlommel, K. (26-03-2018) *Opening the black box of teacher judgement: the interplay of rational and intuitive processes*. Antwerp: University of Antwerp.
382. Boevé, A.J. (14-05-2018), *Implementing Assessment Innovations in Higher Education*. Groningen: University of Groningen.
383. Wijsman, L.A. (30-05-2018) *Enhancing Performance and Motivation in Lower Secondary Education*. Leiden: Leiden University.
384. Vereijken, M.W.C. (22-05-2018) *Student engagement in research in medical education*. Leiden: Leiden University.
385. Stollman, S.H.M. (23-05-2018) *Differentiated instruction in practice: A teacher perspective*. Leiden: Leiden University.
386. Faddar, J. (11-06-2018) *School self-evaluation: self-perception or self-deception? Studies on the validity of school self-evaluation results*. Antwerp: University of Antwerp.
387. Geeraerts, K. (25-06-2018) *Dood hout of onaangeboorde expertise? Intergenerationale kennisstromen in schoolteams*. Antwerp: University of Antwerp.
388. Day, I.N.Z. (28-06-2018), *Intermediate assessment in higher education* (Leiden: Leiden University)
389. Huisman, B.A. (12-09-2018) *Peer feedback on academic writing*. Leiden: Leiden University.

-
390. Van Berg, M. (17-09-2018) *Classroom Formative Assessment. A quest for a practice that enhances students' mathematics performance*. Groningen: University of Groningen.
391. Tran, T.T.Q. (19-09-2018) *Cultural differences in Vietnam : differences in work-related values between Western and Vietnamese culture and cultural awareness at higher education*. Leiden: Leiden University
392. Boelens, R. (27-09-2018) *Studying blended learning designs for hands-on adult learners*. Ghent: Ghent University.
393. Van Laer, S. (4-10-2018) *Supporting learners in control: investigating self-regulated learning in blended learning environments*. Leuven: KU Leuven.
394. Van der Wilt, F.M. (08-10-18) *Being rejected*. Amsterdam: Vrije Universiteit Amsterdam.
395. Van Riesen, S.A.N. (26-10-2018) *Inquiring the effect of the experiment design tool: whose boat does it float?* Enschede: University of Twente.
396. Walhout, J.H. (26-10-2018) *Learning to organize digital information* Heerlen: Open University of the Netherlands.
397. Gresnigt, R. (08-11-2018) *Integrated curricula: An approach to strengthen Science & Technology in primary education*. Eindhoven: Eindhoven University of Technology.
398. De Vetten, A.J. (21-11-2018) *From sample to population*. Amsterdam: Vrije Universiteit Amsterdam.
399. Nederhand M.L. (22-11-2018) *Improving Calibration Accuracy Through Performance Feedback*. Rotterdam: Erasmus University Rotterdam.
400. Kippers, W.B. (28-11-2018) *Formative data use in schools. Unraveling the process*. Enschede: University of Twente.
401. Fix, G.M. (20-12-2018) *The football stadium as classroom. Exploring a program for at-risk students in secondary vocational education*. Enschede: University of Twente.
402. Gast, I. (13-12-2018) *Team-Based Professional Development – Possibilities and challenges of collaborative curriculum design in higher education*. Enschede: University of Twente.
403. Wijnen, M. (01-02-2019) *Introduction of problem-based learning at the Erasmus School of Law: Influences on study processes and outcomes*. Rotterdam: Erasmus University Rotterdam
404. Dobbelaer, M.J. (22-02-2019) *The quality and qualities of classroom observation systems*. Enschede: University of Twente
405. Van der Meulen, A.N. (28-02-2019) *Social cognition of children and young adults in context*. Amsterdam: Vrije Universiteit Amsterdam
406. Schep, M. (06-03-2019) *Guidance for guiding. Professionalization of guides in museums of art and history*. Amsterdam: University of Amsterdam
407. Jonker, H.M. (09-04-2019) *Teachers' perceptions of the collaborative design and implementation of flexibility in a blended curriculum*. Amsterdam: University of Amsterdam
408. Wanders, F. H. K. (03-05-2019). *The contribution of schools to societal participation of young adults: The role of teachers, parents, and friends in stimulating societal interest and societal involvement during adolescence*. Amsterdam: University of Amsterdam

409. Schrijvers, M.S.T. (03-05-2019) *The story, the self, the other. Developing insight into human nature in the literature classroom*. Amsterdam: University of Amsterdam
410. Degrande, T. (08-05-2019) *To add or to multiply? An investigation of children's preference for additive or multiplicative relations*. Leuven: KU Leuven.
411. Filius, R.M. (23-05-2019) *Peer feedback to promote deep learning in online education. Unravelling the process*. Utrecht: Utrecht University
412. Woldman, N. (24-05-2019) *Competence development of temporary agency workers*. Wageningen: Wageningen University
413. Donszelman, S. (06-06-2019) *Doeltaal-leertaal didactiek, professionalisering en leereffecten*. Amsterdam: Vrije Universiteit Amsterdam
414. Van Oeveren, C.D.P. (12-06-2019) *ITHAKA gaf je de reis*. Amsterdam: Vrije Universiteit Amsterdam
415. Agricola, B.T. (21-06-2019) *Who's in control? Finding balance in student-teacher interactions*. Utrecht: Utrecht University
416. Cuyvers, K. (28-08-2019), *Unravelling medical specialists self-regulated learning in the clinical environment*. Antwerp: University of Antwerp
417. Vossen, T.E. (04-09-2019) *Research and design in STEM education*. Leiden: Leiden University
418. Van Kampen, E. (05-09-2019) *What's CLIL about bilingual education?* Leiden: Leiden University
419. Henderikx, M.A. (06-09-2019) *Mind the Gap: Unravelling learner success and behaviour in Massive Open Online Courses*. Heerlen: Open University of the Netherlands
420. Liu, M. (13-09-2019) *Exploring culture-related values in Chinese student teachers' professional self-understanding and teaching experiences*. Utrecht: Utrecht University
421. Sun, X. (13-09-2019) *Teacher-student interpersonal relationships in Chinese secondary education classrooms*. Utrecht: Utrecht University
422. Wu, Q. (02-10-2019) *Making Construct-Irrelevant Variance Relevant: Modelling item position effects and response behaviors on multiple-choice tests*. Leuven: KU Leuven
423. Jansen, R.S. (11-10-2019) *Dealing with autonomy: Self-regulated learning in open online education*. Utrecht: Utrecht University
424. Van Ginkel, S.O. (23-10-2019) *Fostering oral presentation competence in higher education*. Wageningen: Wageningen University
425. Van der Zanden, P. (05-11-2019) *First-year student success at university: Domains, predictors, and preparation in secondary education*. Nijmegen: Radboud University Nijmegen
426. De Bruijn, A.G.M. (14-11-2019) *The brain in motion: Effects of different types of physical activity on primary school children's academic achievement and brain activation*. Groningen: University of Groningen
427. Hopster-Den Otter, D. (28-11-2019) *Formative assessment design: A balancing act*. Enschede: University of Twente
428. Harmsen, R. (10-12-2019) *Let's talk about stress. Beginning secondary school teachers' stress in the context of induction programmes*. Groningen: University of Groningen

-
429. Post, T. (11-12-2019) *Fostering inquiry-based pedagogy in primary school: a longitudinal study into the effects of a two-year school improvement project*. Enschede: University of Twente
430. Ackermans, K. (20-12-2019) *Designing Video-Enhanced Rubrics to Master Complex Skills*. Heerlen: Open University of the Netherlands
431. Li, N (08-01-2020) *Analyzing online in-service teacher training courses in China*. Eindhoven: Eindhoven University of Technology
432. Figueroa Esquivel, F. (13-02-2020) *Early childhood multidimensional development. A rapid and non-linear roller coaster*. Groningen: University of Groningen
433. De Leeuw, R.R. (27-02-2020) *Through the eyes of the beholder. Unfolding social participation "from within" the classroom*. Groningen: University of Groningen
434. Schreurs, S. (20-03-20) *Selection for medical school. The quest for validity*. Maastricht: Maastricht University
435. Nugteren, M.L. (12-06-2020) *What do I know and where do I go? The effects of guidance on task selection*. Utrecht: Utrecht University
436. Wijns, N. (01-07-2020) *On the hunt for regularities: An investigation of children's early patterning competencies*. Leuven: KU Leuven
437. Duijzer, A.C.G. (25-08-2020) *Reasoning about graphs in primary mathematics education*. Utrecht: Utrecht University
438. Dijkema, S. (25-08-2020) *Ready for takeoff? The relation between the type of teacher training program and daily teaching practices of Dutch beginning primary school teachers*. Groningen: University of Groningen
439. Slot, E.M. (11-09-2020) *Characterizing adolescents' interest: understanding multiplicity and dynamics in persons, objects and contexts*. Utrecht: Utrecht University
440. Ping, C. (24-09-2020) *Understanding Teacher Educators' Professional Learning*. Eindhoven: Eindhoven University of Technology
441. Van Rijswijk, M.M. (16-10-2020) *Experiences of continuity and discontinuity in student teachers' development*. Utrecht: Utrecht University
442. Rovers, S.F.E. (16-09-2020) *Growing knowledge; Supporting students' self-regulation in problem-based learning* Maastricht: Maastricht University
443. Langeloo, A. (17-09-2020) *Multilingual and monolingual children in kindergarten classrooms: Exploring teacher-child interactions and engagement as learning opportunities*. Groningen: University of Groningen
444. Sekeris, E. (06-10-2020) *Unravelling computational estimation development in 5- to 7-year-olds* Leuven: KU Leuven
445. Ter Beek, M. (29-10-2020) *Supporting reading comprehension in history education: The use and usefulness of a digital learning environment* Groningen: University of Groningen
446. Peppen, L.M. (25-09-2020) *Fostering Critical Thinking. Generative processing strategies to learn to avoid bias in reasoning* Rotterdam: Erasmus University Rotterdam
447. Van Geel, K., (05-11-2020) *Lifelong learning in radiology: All eyes on visual expertise* Maastricht: Maastricht University
448. Donker, M.H. (20-11-2020) *In DEPTH: Dynamics of Emotional Processes in Teachers – An exploration of teachers' interpersonal behavior and physiological responses* Utrecht: Utrecht University

449. Janssen, E.M. (13-11-2020) *Teaching Critical Thinking in Higher Education: Avoiding, Detecting, and Explaining Bias in Reasoning* Utrecht: Utrecht University
450. Van den Broek, E.W.R. (09-10-2020) *Language awareness in foreign language education. Exploring teachers' beliefs, practices and change processes* Nijmegen: Radboud University Nijmegen
451. Kasch, J.A. (09-10-2020) *Scaling the unscalable? Interaction and support in open online education* Heerlen: Open University of the Netherlands
452. Otten, M. (30-10-2020) *Algebraic reasoning in primary school: A balancing act* Utrecht: Utrecht University
453. De Vrind, E. (25-11-2020) *The SpeakTeach method, Towards self-regulated learning of speaking skills in foreign languages in secondary schools: an adaptive and practical approach* Leiden: Leiden University
454. Tacoma, S.G. (15-11-2020) *Automated intelligent feedback in university statistics education* Utrecht: Utrecht University
455. Boonk, L.M. (04-12-2020) *Exploring, measuring, and evaluating parental involvement in vocational education and training* Heerlen: Open University of the Netherlands
456. Kickert, R. (04-12-2020) *Raising the bar: Higher education students' sensitivity to the assessment policy* Rotterdam: Erasmus University Rotterdam
457. Van der Wal, N.J. (09-12-2020) *Developing Techno-mathematical Literacies in higher technical professional education* Utrecht: Utrecht University
458. Vaessen, B.E. (08-01-2021) *Students' perceptions of assessment and student learning in higher education courses*. Eindhoven: Eindhoven University of Technology
459. Maureen, I.Y. (15-01-2021) *Story time in early childhood education: designing storytelling activities to enhance (digital) literacy development*. Enschede: University of Twente
460. Van Alten, D.C.D. (19-03-2021) *Flipped learning in secondary education history classrooms: what are the effects and what is the role of self-regulated learning*. Utrecht: Utrecht University
461. Gestsdóttir, S.M. (08-03-2021) *Observing history teaching: historical thinking and reasoning in the upper secondary classroom*. Amsterdam: University of Amsterdam
462. Chim, H.Q. (30-03-2021) *Physical Activity Behavior and Learning in Higher Education*. Maastricht: Maastricht University
463. Krijnen, E. (15-04-2021) *Family literacy in context: Exploring the compatibility of a family literacy program with children's homes and schools*. Rotterdam Erasmus University Rotterdam
464. Stolte, M. (07-05-2021) *(In)attention for creativity: Unraveling the neural and cognitive aspects of (mathematical) creativity in children*. Utrecht: Utrecht University
465. Rathé, S. (12-05-2021) *Focusing on numbers – An investigation of the role of children's spontaneous focusing on Arabic number symbols in early mathematical development*. Leuven: KU Leuven
466. Theelen, H. (12-05-2021) *Looking around in the classroom. Developing preservice teachers' interpersonal competence with classroom simulations*. Wageningen: Wageningen University

467. De Jong, L.A.H. (20-05-2021) *Teacher professional learning and collaboration in secondary schools*. Leiden: Leiden University
468. Sincer, I. (20-05-2021) *Diverse Schools, Diverse Citizens? Teaching and learning citizenship in schools with varying student populations*. Rotterdam: Erasmus University Rotterdam
469. Slijkhuis, E.G.J. (20-05-2021) *Fostering active citizenship in young adulthood*. Groningen: University of Groningen
470. Groothuysen-Vrancken, S.E.A. (02-06-2021) *Quality and impact of practice-oriented educational research*. Utrecht: Utrecht University
471. Hingstman, M. (07-06-2021) *Supporting struggling students: prevention and early intervention with Success for All*. Groningen: University of Groningen
472. Gerdes, J. (14-06-2021) *All inclusive? Collaboration between teachers, parents and child support workers for inclusive education in prevocational schools*. Amsterdam: Vrije Universiteit Amsterdam
473. Bai, H. (18-06-2021) *Divergent thinking in young children*. Utrecht: Utrecht University
474. Wijnker, W. (23-06-2021) *The Unseen Potential of Film for Learning: Film's Interest Raising Mechanisms Explained in Secondary Science and Math*. Utrecht: Utrecht University
475. Brummer, L. (24-09-2021). *Unrooting the illusion of one-size-fits-all feedback in digital learning environments*. Groningen: University of Groningen
476. Veldman, M.A. (01-07-21) *Better together, social outcomes of cooperative learning in the first grades of primary education*. Groningen: University of Groningen
477. Wang, J. (06-07-2021) *Technology integration in education: Policy plans, teacher practices, and student outcomes*. Leiden: Leiden University
478. Zhang, X. (06-07-2021) *Teachers' teaching and learning motivation in China*. Leiden: Leiden University
479. Poort, I.C. (02-09-2021) *Prepared to engage? Factors that promote university students' engagement in intercultural group work*. Groningen: University of Groningen
480. Guo, P. (07-09-2021) *Online project-based higher education Student collaboration and outcomes*. Leiden: Leiden University
481. Jin, X. (21-09-2021) *Peer feedback in teacher professional development*. Leiden: Leiden University
482. Atherley, E.N. (27-09-2021) *Beyond the struggles: Using social-developmental lenses on the transition to clinical training*. Maastricht: Maastricht University
483. Martens, S.E. (15-10-2021) *Building student-staff partnerships in higher education*. Maastricht: Maastricht University
484. Ovbiagbonhia, R. (08-11-2021) *Learning to innovate: how to foster innovation competence in students of Built Environment at universities of applied science*. Wageningen: Wageningen University
485. Van den Boom-Muilenburg, S.N. (11-11-2021) *The role of school leadership in schools that sustainably work on school improvement with professional learning communities*. Enschede: University of Twente
486. Sachishal, M.S.M. (11-11-2021) *Science interest - Conceptualizing the construct and testing its predictive effects on current and future behavior*. Amsterdam: University of Amsterdam

487. Meeuwissen, S.N.E. (12-11-2021) *Team learning at work: Getting the best out of interdisciplinary teacher teams and leaders*. Maastricht: Maastricht University
488. Keijzer-Groot, A.F.J.M. (18-11-2021) *Vocational identity of at-risk youth – Tailoring to support career chances*. Leiden: Leiden University
489. Wolthuis, F. (25-11-2021) *Professional development in practice. Exploring how lesson study unfolds in schools through the lens of organizational routines*. Groningen: University of Groningen
490. Akkermans-Rutgers, M. (06-12-2021) *Raising readers. Stimulating home-based parental literacy involvement in the first, second, and third grade*. Groningen: University of Groningen
491. Hui, L. (06-12-2021) *Fostering Self-Regulated Learning: The Role of Perceived Mental Effort*. Maastricht: Maastricht university
492. Jansen, D. (08-12-2021) *Shadow education in the Netherlands: The position of shadow education in the educational landscape and students' school careers*. Amsterdam: University of Amsterdam
493. Kamphorst, F. (15-12-2021) *Introducing Special Relativity in Secondary Education*. Utrecht: Utrecht University
494. Eshuis, E.H. (17-12-2021) *Powering Up Collaboration and Knowledge Monitoring: Reflection-Based Support for 21st-Century Skills in Secondary Vocational Technical Education*. Enschede: University of Twente
495. Abacioglu, C. S. (18-01-2022) *Antecedents, Implications, and Professional Development of Teachers' Multiculturalism*. Amsterdam: University of Amsterdam
496. Wong, J. (21-01-2022) *Enhancing Self-Regulated Learning Through Instructional Support and Learning Analytics in Online Higher Education*. Rotterdam: Erasmus University Rotterdam
497. Schophuizen, M.J.F. (18-02-2022) *Educational innovation towards organizational development: the art of governing open and online education in Dutch higher education institutions*. Heerlen: Open University of the Netherlands
498. Smeets, L.H. (18-03-2022) *The auditor learning curve: professional development through learning from errors and coaching*. Maastricht: Maastricht University
499. Beuken, J.A. (25-03-2022) *Waves towards harmony – learning to collaborate in healthcare across borders*. Maastricht: Maastricht University
500. Radovic, S. (25-03-2022) *Instructional design according to the mARC model: Guidelines on how to stimulate more experiential learning in higher education*. Heerlen: Open University of the Netherlands
501. Delnoij, L.E.C. (01-04-2022) *Self-assessment for informed study decisions in higher education: A design-based validation approach*. Heerlen: Open University of the Netherlands
502. Pieters, J. (01-04-2022) *Let's talk about it: Palliative care education in undergraduate medical curricula*. Maastricht: Maastricht University
503. Vulperhorst, J.P. (08-04-2022) *Students' interest development prior, during and after the transition to a higher education programme*. Utrecht: Utrecht University
504. Aben, J.E.J. (21-04-2022) *Rectifying errors: A reconceptualization of the role of errors in peer-feedback provision and processing*. Groningen: University of Groningen
505. Kooloos, C.C. (19-05-2022) *Eye on Variety: The teacher's work in developing mathematical whole-class discussions*. Nijmegen: Radboud University

506. El Majidi, A. (20-05-2022) *Debate as a Tool for L2 Learning. Investigating the Potential of In-Class Debates for Second Language Learning and Argumentation Skills*. Utrecht: Utrecht University
507. Van Halem, N. (24-05-2022) *Accommodating Agency-Supportive Learning Environments in Formal Education*. Amsterdam: Vrije Universiteit Amsterdam
508. Lee, Y.J. (8-06-2022) *The medical pause in simulation training*. Maastricht: Maastricht University
509. Loopers, J.H. (14-06-2022) *Unravelling the dynamics of intrinsic motivation of students with and without special educational needs*. Groningen: University of Groningen
510. Neroni, J. (17-06-2022) *The Adult Learning Open University Determinants (ALOOD) study: psychosocial factors predicting academic success in adult distance education*. Heerlen: Open University of the Netherlands
511. Schlatter, E. (17-06-2022) *Individual differences in children's scientific reasoning*. Nijmegen: Radboud University
512. Bransen, D. (22-06-2022) *Beyond the self: A network perspective on regulation of workplace learning*. Maastricht: Maastricht University
513. Valero Haro, A. (27-06-2022) *Fostering Argumentation with Online Learning Systems in Higher Education*. Wageningen: Wageningen University
514. Schat, E. (05-07-2022) *Integrating intercultural literary competence: An intervention study in foreign language education*. Utrecht University
515. Soppe, K.F.B. (07-07-2022) *To Match or not to Match? Improving Student-Program Fit in Dutch Higher Education*. Utrecht: Utrecht University
516. Biwer, F. (08-07-2022) *Supporting students to study smart – a learning sciences perspective*. Maastricht: Maastricht University
517. Weijers, R.J. (15-09-2022) *Nudging Towards Autonomy: The effect of nudging on autonomous learning behavior in tertiary education*. Rotterdam: Erasmus University Rotterdam
518. Van der Linden, S. (14-10-2022) *Supporting teacher reflection in video-coaching settings*. Enschede: University of Twente
519. Wijnen, F. (28-10-2022) *Using new technology and stimulating students' higher-order thinking: a study on Primary school teachers' attitudes*. Enschede: University of Twente
520. De Jong, W.A. (02-11-2022) *Leading collaborative innovation in schools*. Utrecht: Utrecht University
521. Bron, R. (04-11-2022) *Collaborative course design in higher education – a team learning perspective*. Enschede: University of Twente
522. De Vries, J.A. (18-11-2022) *Supporting teachers in formative assessment in the classroom*. Enschede: University of Twente
523. Le, T.I.N.H. (29-11-22) *Towards a democratic school*. Leiden: Leiden University
524. Wildeman, E. (30-11-2022) *Vocational teachers' integrated language teaching. On the role of language awareness and related teaching behaviour*. Eindhoven: Eindhoven University of Technology
525. Wolterinck, C.H.D. (2-12-2022), *Teacher professional development in assessment for learning*. Enschede: University of Twente
526. Kuang, X. (07-12-2022) *Hypothesis generation, how to put students into motion*. Enschede: University of Twente

527. Emhardt, S.N. (15-12-2022) *You see? Investigating the effects of different types of guidance in eye movement modeling examples*. Heerlen: Open University of the Netherlands
528. Mordang, S.B.R. (07-02-2023) *Challenges in high-value cost-conscious care training of residents: Exploring the various stakeholders' roles and attitudes*. Maastricht: Maastricht University
529. Alhanachi, S. (09-02-2023) *Creating Space for Culturally Responsive Teaching: A multi-method study in Dutch secondary education*. Rotterdam: Erasmus University Rotterdam
530. Sleenhof, J.P.W. (12-05-2023) *Secondary school teachers' collective allocation decisions: On the role of structure and interaction, objectivity issues, and teacher support*. Eindhoven: Eindhoven University of Technology
531. Oudman, S. (15-05-2023) *Improving Students' and Teachers' Judgments of Student Performance in Primary School Mathematics Problem Solving*. Utrecht: Utrecht University
532. Van Hooijdonk, M. (26-05-2023) *Assessing Creative Problem Solving in Primary School Students*. Utrecht: Utrecht University
533. Van Dijk, E.E. (02-06-2023) *Teacher Expertise of Academics in Research-Intensive Universities – A Task-Based Approach*. Utrecht: Utrecht University
534. Eegdeman, I.M. (02-06-2023) *Enhancing Study Success in Dutch Vocational Education*. Amsterdam: Vrije Universiteit Amsterdam
535. Bogaerds-Hazenbergh, S.T.M. (05-06-2023) *Text structure instruction in Dutch primary education: Building bridges between research and practice*. Utrecht: Utrecht University
536. Zhang, S. (29-06-2023) *Finger Pointing as a Cognitive Load Self-Management Strategy for Learning From Split-Attention Examples*. Rotterdam: Erasmus University Rotterdam
537. Wammes, D.S. (01-09-2023) *Diagnosing Engineering Skills in Primary Classrooms*. Utrecht: Utrecht University
538. Draijer, J.M. (08-09-2023) *Interest in Development: Understanding the Situated, Idiosyncratic, and Multiple Nature of Adolescents' Interests in Daily Life*. Utrecht: Utrecht University
539. Adams, T. (15-09-2023) *Learning to navigate classroom dynamics: Studying student teachers' classroom management learning during their teacher education internship*. Wageningen: Wageningen University
540. Boels, L.B.M.M. (20-09-2023) *Interpreting statistical graphs and making conjectures from these graphs*. Utrecht: Utrecht University
541. Baas, M.A.A., (5-10-2023) *Open to all, not known to all. Sustaining practices with open educational resources in higher education*. Leiden: Leiden University
542. Veugen, M.J. (18-10-2023) *Formative assessment practice in secondary education*. Wageningen: Wageningen University
543. Jager, L.M. (23-10-2023) *Secondary school teachers' instructional adaptations: Perceiving and addressing students' various learner characteristics in daily practice*. Nijmegen: Radboud University Nijmegen
544. Megawanti, M (13-11-2023) *Access and equity in higher education in Indonesia: A Case Study into the Role of Social Factors for Low SES Students*. Wageningen: Wageningen university

-
545. Dijks, M.A. (16-11-2023) *What's next? A study on subject choices in Dutch secondary education* Groningen: University of Groningen
546. Bouchée, T. (24-11-2023) *Teaching and learning of quantum physics using digital materials* Eindhoven: Eindhoven University of Technology
547. Rivera, D. (01-12-2023) *Social learning in MOOC discussion forums. Pedagogical design of MOOC forums to facilitate meaningful interactions* Louvain: Université Catholique de Louvain
548. Van der Baan, N.A. (29-01-2024) *Facilitating the education-to-work transition. Coaching for employability unravelled* Maastricht: Maastricht University
549. Van Driel, J.C. (31-01-2024) *Reading, reasoning, and writing about historical significance. The effects of reading and writing instruction* Amsterdam: University of Amsterdam
550. Beek, G.J. (08-03-2024) *Pursuing interest in and across contexts: Adolescents' experiences over the course of two and a half years* Utrecht: Utrecht University
551. Wichgers, I.J.M. (14-03-2024) *Study profile guidance: Perspectives of students, school counsellors and tutors in Dutch secondary education* Groningen: University of Groningen
552. Van Driel, S.D. (23-05-2024) *Mining Teachers' Minds in Classroom Management Situations* Heerlen: Open University
553. Theeuwes-De Bock, B.C. (29-05-2024) *Culturally responsive teaching in Dutch multicultural secondary schools* Leiden: Leiden University
554. Tappel, A.P.M. (07-06-2024) *The sustainability of educational innovations* Enschede: University of Twente
555. Van der Linden, A. (18-06-2024) *Chasing Newton - Designing and implementing an intrinsically integrated game on Newtonian mechanics* Utrecht: Utrecht University
556. Kiltz, L. (20-06-2024) *Fostering Student Well-being in Higher Education. Exploring individual and contextual factors through positive psychology and systemic lenses* Groningen: University of Groningen
557. Wu, Y. (24-06-2024) *Sitting smartly in tertiary education: Exploring strategies to tackle sedentary behavior for student's cognitive and physical well-being* Maastricht: Maastricht university
558. Lai, Y. (03-07-2024) *Self-Directed Language Learning Using Mobile Technology in Higher Education* Leiden: Leiden University
559. Gijsen, M. (06-09-2024) *Viewing differently, learning differently? A look at cognitive learning processes in learning with videos.* Antwerp: University of Antwerp
560. Senden, M. (06-09-2024) *Designing peer feedback in higher education. Building trust and psychological safety among students.* Louvain-la Neuve: Université Catholique de Louvain
561. Rhodes, M.J. (18-09-2024) *Equipping teachers for integrated language and Science & Technology instruction* Enschede: University of Twente
562. Veltman, M.E. (24-09-2024) *Preparing for wickedness in higher education: Towards design principles and teacher strategies* Amsterdam: University of Amsterdam
563. Braumann, S.E.E. (27-09-2024) *Improving self-monitoring of text comprehension: Effects of generic and adaptive feedback* Utrecht: Utrecht University
564. Feng, X (03-10-2024) *Navigating Early Career Challenges in Secondary Education: How Teacher Induction Shapes Dutch Beginning Teachers' Multifaceted Intrinsic Motivational-Affective Orientations* Groningen: University of Groningen

565. Van Alphen, T.A. (04-10-2024) *Yesterday, Today, Tomorrow. Exploring teachers' daily emotional stress experiences in secondary education* Amsterdam: University of Amsterdam
566. Leeuwestein, H. (10-10-2024) *Young students with a refugee background in primary education. Psychological well-being and second language learning* Groningen: University of Groningen
567. De Waard, E.F. (16-10-2024) *Into the cycle of sustainability. Fostering students' life cycle reasoning in secondary chemistry education* Utrecht: Utrecht University
568. Kooiker-den Boer, H.S. (18-10-2024) *Door lezen de wereld ontdekken. Natuur & Techniek als functionele context voor tekststructuuronderwijs* Utrecht: Utrecht University
569. Van Stekelenburg, M.H.M. (18-10-2024) *Navigating on The Ethical Compass* Amsterdam: Vrije Universiteit
570. Van Leest, A.M.C. (25-10-2024) *Unravelling the determinants of primary school teachers' track recommendations* Utrecht: Utrecht University
571. Van Woerden, R. (4-11-2024) *Mastering Teamwork in Multidisciplinary Student Teams* Utrecht: Utrecht University
572. Gencoglu, B. (14-11-2024) *Understanding Student Perceptions of Teaching Behaviour: Towards Supporting Teachers in Interpreting Students' Feedback* Groningen: University of Groningen
573. Robbers, S. (15-11-2024) *Perspectives on Teachers' Innovative Behavior* Heerlen: Open University
574. Nuis, W. (22-11-2024) *Guiding student development in higher education: The role of mentoring for reflection and employability competences* Maastricht: Maastricht University
575. Pereira, P.D. (02-12-2024) *Optimising the Effectiveness of Peer Feedback in Higher Education* Enschede: University of Twente
576. Kirschner, M. (06-12-2024) *Feeling down? Stand up!* Heerlen: Open University
577. Breukink, C.I.A. (13-12-2024) *Aandacht voor het leesproces, onderzoek naar een leesprogramma voor poëzie en proza, gebaseerd op eye movement modeling examples van peers, voor leerlingen in de havo- en vwo-bovenbouw* Utrecht: Utrecht University
578. Onan, E. (20-12-2024) *Promoting the self-regulated use of desirable difficulties: The case of interleaved practice* Maastricht: Maastricht University
579. Van Dijk, M. (21-02-2025) *Unraveling children's creativity: a perception-action approach* Utrecht: Utrecht University
580. Van Dulmen (08-07-2025) *Teaching and Learning Chemical Bonding in a Cutting-edge Research Context* Enschede: University of Twente
581. Schoots-Snijder, A.J.M. (2026). *In de klas met kompas. Student agency als richtinggevend principe voor het curriculum in het voortgezet Onderwijs* Leiden: Universiteit Leiden