

# Annual Report **LEARN!** 2020





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# 1. 2020; an extraordinary year

The global pandemic in 2020 had significant consequences for education with the closure of schools, cancellation of assessments, a shift to online teaching and homeschooling and great concerns over increasing inequality. These topics have been at the forefront of our own research agenda: we initiated a rapid response network with practitioners in the Netherlands in March to better understand how the pandemic is affecting teachers and school leaders and used their questions and concerns to develop a website with brief summaries of relevant research. The website featured a series of blogs from colleagues across our institute who provide accessible insights on topics which emerged from the network: personalized learning, homeschooling and educational partnerships, blended models of in-school and online teaching, standardized assessments and the changing role of school inspections in response to the pandemic.

In the Spring, after the first period of school closures, we were asked by the Dutch Department for Education and research council to monitor the catch-up programmes schools are implemented and implement a literature review to support them in making evidence-informed decisions for effective interventions. The webinars for primary and secondary schools offered them a quick guide on the types of programmes to repair learning loss, improve well-being and socio-emotional development of their students and led to the launch of our LEARN! YouTube channel. When our government initiated a second recovery programme for schools, we won the two bids to study the effectiveness of these programmes in primary and secondary education. As a result, the institute now has a significant programme of COVID-related work, spanning the five interdisciplinary programmes we already had in place.

During the year we have continued to engage with our international community where COVID has also dominated these collaborations. At the start of the pandemic we curated the international news

on a weekly basis to understand how schools and school systems were responding to the crisis and the various decisions they were taking. LEARN! participated in the initiation of a new international 'crisis response to education' network, part of ICSEI –the International Conference for School Effectiveness and School Improvement association. The network brought together a range of academics and practitioners from across the globe to discuss and research how the pandemic is affecting students, families, schools and policymakers. With these colleagues we developed new ways to study pressing questions which emerge from the pandemic through online research labs, thematic webinars and deep dives with practitioner and policy voices from the field. The ICSEI platform has allowed us to continue working internationally, even in a year where travel was disrupted and borders were closed.

When writing this introduction in March 2021, the pandemic is still with us but vaccine development and roll is giving a more optimistic outlook for the coming year. We however acknowledge that it will take some time for education systems to recover where students from disadvantaged backgrounds and who transitioning between school phases and into the labour market will be hardest hit. Our research will continue to address these consequences with the aim of improving their learning and development and the context in which they learn and develop.

Our COVID website: [www.researchinstitutelearn.nl](http://www.researchinstitutelearn.nl)  
Our [YouTube channel](#)  
Our wider work: [www.learn.vu.nl](http://www.learn.vu.nl)

LEARN! is an interdisciplinary research institute on learning in an institutional and societal context. We study learning and development and the context in which people learn and develop.

*Professor Dr. Melanie Ehren  
Director of LEARN!*



Our response to COVID highlights the great societal relevance of our work and the responsive and flexible nature of the institute.

Melanie Ehren





## 2. Where we work and who we work with



Where we work and who we work with

### 2.1 Where we work

The following map shows how most of our work is European but we also have many connections in the United States with some colleagues working in Latin America, Africa, Asia, Australia and New Zealand. We are truly a global institute!

In the below list we have included the countries with more than two research outputs for further clarification. The list is based on our research output (publications) and is therefore not exhaustive of the many more informal types of collaboration we have across the world.

List of countries according to research output (only countries >2)

Country/Region	Research Output
Netherlands	132
United Kingdom	39
United States	23
Belgium	7
Germany	7
Canada	5
Denmark	5
France	5
Finland	4
Spain	4
Italy	3
Norway	3
Portugal	3

## 2.2 Who we work with

Most of our publications are written with co-authors from academia, particularly from universities in the Netherlands. We also share authorship with a number of universities in the UK (UCL, University of Oxford, King's College, etc) and various single papers with universities in Europe and other parts of the world. Publications occasionally are co-written with partners from government-related organisations, but these type of collaborations do not tend to result in co-authored scholarly output. The institutions on the below list are those with three or more collaborations on publications.

 Most of our publications are written with co-authors from universities in the Netherlands, the UK and the US.

List of institutions for co-authorship (only institutions with >3 outputs)

Institution	Sector	Scholarly Output
Vrije Universiteit Amsterdam	academic	121
University of Amsterdam	academic	34
Erasmus University Rotterdam	academic	28
Leiden University	academic	26
University of Cambridge	academic	22
Utrecht University	academic	17
Tilburg University	academic	15
University of Groningen	academic	9
Windesheim University of Applied Sciences	academic	9
King's College London	academic	8
Radboud University Nijmegen	academic	8
Harvard University	academic	7
University College London	academic	5
KU Leuven	academic	4
University of Oxford	academic	4
Aarhus University	academic	3
CNRS	government	3
McGill University	academic	3
The University of Chicago	academic	3
University of Bristol	academic	3
University of Helsinki	academic	3
University of Maryland, College Park	academic	3
University of Minnesota Twin Cities	academic	3



# 3. Our programme of work

## 3.1 Educational Neuroscience; brain, learning and development

How can developmental and biological perspectives help us understand learning and behavior of children and adolescents in educational contexts? Our research focuses on social-emotional, motivational and meta-cognitive factors to understand what is needed for children to do well and feel well in school. In addition to child factors, our program increases insights in how individual development is influenced by the environment, such as the peer context in the classroom, and gene-environment interplay. Throughout our work we use, and further develop, research approaches which are ecologically valid (i.e., situated and implemented in real-life settings, rather than lab environments) to ensure our findings have direct relevance for education.

- 3.1.1 Staff**
- Professor dr. Nienke van Atteveldt (programme chair); [n.m.van.atteveldt@vu.nl](mailto:n.m.van.atteveldt@vu.nl)
  - Professor dr. Lydia Krabbendam ([lydia.krabbendam@vu.nl](mailto:lydia.krabbendam@vu.nl))
  - Dr. Mariette Huizinga (associate professor)
  - Dr. Nikki Lee (assistant professor)
  - Dr. Mariët van Buuren (assistant professor)
  - Dr. Barbara Braams (assistant professor)
  - Dr. Tieme Janssen (assistant professor)
  - Dr. Jellie Sierksma (assistant professor)
  - Dr. Elsje van Bergen (assistant professor)
  - Dr. Jeroen Pronk (assistant professor)
  - Dr. Tuongvan Vu (research associate)

- PhD students:**
- Sibel Altikulac
  - Smiddy Nieuwenhuis
  - Ilona Benneker
  - Perline Demange
  - Sofieke Kevenaar
  - Kevser Ozmen
  - Hester Sijtsma
  - Ruebs Walsh
  - Beiming Yang



Nienke van Atteveldt



Lydia Krabbendam



Research group  
SENSE  
(Social Educational  
Neuroscience  
Amsterdam)

### 3.1.2 Research highlights

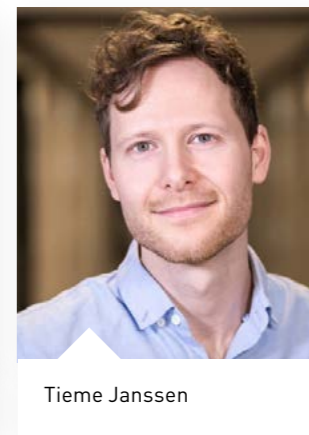
Project	Key questions and findings
<b>Mental health stigma and social networks in adolescents</b>	Lydia Krabbendam and Mariët van Buuren (Clinical, Neuro- and Developmental Psychology department) received the grant from Stichting tot Steun VCVGZ. With this grant and the Ammodo Science Award to the SENSE-research team, they will start a great project investigating effects of mental health stigma on social networks in adolescents, starting from July.
<b>The 'Hoe? Zo! Show'</b>	Barbara Braams (Clinical, Neuro- and Developmental Psychology department) received the grant from the Dutch Research Agenda Science Communication funding scheme. Barbara will use the grant to further develop the 'Hoe?Zo! Show': a project to make children enthusiastic about science, developed for the Dutch Science Weekend 2019.
<b>Ammodo Science Award</b>	SENSE focuses in their research on promoting and maintaining social cohesion in a society where individualism and discrimination appear to increase. With highly innovative methods, their research aims, among others, to investigate the brain mechanisms of children and adolescents during all kinds of unconscious and conscious social interactions. Pioneering is their use of portable EEG devices to collect data outside of the lab, such as classrooms. The ultimate goal for them is to find a critical period in children's development in which a behavioral adjustment in social interactions is most effective. In their combination of research into brains and behavior in and outside the lab, they aim to contribute to an even more social generation in the long run. Thanks to the Ammodo Science Award, they can continue with their important work.
<b>URC appointment Nienke van Atteveldt</b>	Nienke van Atteveldt is being appointed as full professor within the University Research Chair (URC) program, as of January 1st, 2020. The URC program selects outstanding scientists who show excellence and high potential to become leaders in their field of research. Nienke's professorial chair is titled 'Neuroscience & Society: Mind, Brain and Education'. Specifically, her research aims to support as many children as possible to learn with pleasure and enthusiasm. While performance pressure and stress at school are increasing among students, Nienke and her team investigate methods for students to develop a healthy self-image that contributes positively to motivation and resilience to failure and stress. The connection between neuroscience and educational practice, and society more generally, is central to her research.



Elsje van Bergen



Jellie Sierksma



Tieme Janssen

### 3.1.3 Outreach and capacity-building

- LEARN! Seminar Elsje van Bergen on [YouTube](#). November 9, 2020.
- The Ebook of the Collection 'Everything you and your teachers need to know about the learning brain' was published and can be downloaded for free. Dutch version is in progress! It includes several articles from Learn! members:
- Measuring brain waves in the classroom by Nienke van Atteveldt, Tieme Janssen: [Measuring Brain Waves in the Classroom](#)
- Is It Worth It? How Your Brain Decides to Make an Effort by Anne-Wil Kramer, Lydia Krabbendam: [Is It Worth It? How Your Brain Decides to Make an Effort](#)
- How to Use Your Memories to Help Yourself Learn New Things (Marlieke van Kesteren, Martijn Meeter): [How to Use Your Memories to Help Yourself Learn New Things](#)
- Related blog: [Never too young to learn](#) by Nienke van Atteveldt
- Spotlight on [Ilona Benneker](#).
- LEARN! Seminar Tieme Janssen on [Youtube](#): Educational neuroscience: a journey from the lab to the real-world, and back...[Seminar took place on December, 18].
- Virtual author meeting of UNESCO MGIEP's the International Science Evidence-based Education (ISEE) Assessment ([Blog by Alissa Postpischil](#)) More info on the ISEE Assessment can be found [here](#).
- [Genetic and environmental influences in child development](#): interview with Elsje van Bergen
- [Discrimination among children](#) - Jellie Sierksma. Article (in Dutch) for Ouders.nl.
- [Podcast about lockdown life](#) by Nienke van Atteveldt (Podcast on homeschooling, April 30, 2020).
- Tieme Janssen participated in a [documentary on Neurofeedback](#) (March 30, 2020).

😊 Our research focuses on social-emotional, motivational and meta-cognitive factors to understand what is needed for children to do well and feel well in school.

Contribution	Person contributed	Kind of contribution	Newsletter
LEARN! Seminar Elsje van Bergen on YouTube	Elsje van Bergen	<a href="#">YouTube</a>	December 2020
Measuring brain waves in the classroom	Nienke van Atteveldt, Tieme Janssen, Ido Davidesco	<a href="#">Article on external Website</a>	December 2020
Is It Worth It? How Your Brain Decides to Make an Effort	Anne-Wil Kramer, Hilde Huizenga, Lydia Krabbendam, Anna van Duijvenvoorde	<a href="#">Article on external Website</a>	December 2020
How to Use Your Memories to Help Yourself Learn New Things	Marlieke van Kesteren & Martijn Meeter	<a href="#">Article on external Website</a>	December 2020
Spotlight on Ilona Benneker	Ilona Benneker	<a href="#">Spotlight</a>	December 2020
Research Highlight by Dr. Lisa Schreuders	Lisa Schreuders	Research Highlight	December 2020
URC appointment Nienke van Atteveldt	Nienke van Atteveldt	Announcement	February 2020
LEARN! Seminar Tieme Janssen on Youtube	Tieme Janssen	<a href="#">YouTube</a>	February 2021
Virtual author meeting of the international science evidence-based education assessment	Alissa Postpischil	<a href="#">Blog on LEARN! Website</a>	June 2020
Genetic and environmental influences in child development	Dr. Elsje van Bergen	<a href="#">Spotlight</a>	June 2020
Discrimination among children	Jellie Sierksma	<a href="#">external article</a>	June 2020
Podcast about lockdown life	Nienke van Atteveldt	<a href="#">external podcast</a>	June 2020
Frontiers for young minds: Never too young to learn	Nienke van Atteveldt	<a href="#">external article</a>	June 2020
Neurofeedback	Tieme Janssen	<a href="#">external interview</a>	June 2020
The reflective Zombie	Anne de la Croix	<a href="#">Blog on LEARN! Website</a>	March 2020
Small-group active learning	Jan Willem Grijpma	Research Highlight	March 2020
SENSA wins Ammodo Science Award	Nienke van Atteveldt	Announcement	March 2020



## 3.2 Educational governance, identity and diversity

The research on 'Educational governance, identity and diversity', chaired by Professor dr. Melanie Ehren and Professor Johannes Drerup spans educational governance of schools and systems in the widest sense, including leadership and management of schools, functioning of school boards and educational networks, their accountability and how performance, innovation and improvement of schools are coordinated through various types of governance (e.g. market-based, hierarchical steering or network governance). We also study and explore questions about which educational practices best facilitate the development of children into adults who are able to live in, and contribute to a society that is culturally and religiously diverse. We combine insights from philosophy of education and public administration to study the functioning of schools and school systems.

### 3.2.1 Staff

Professor dr. Melanie Ehren (programme chair; [m.c.m.ehren@vu.nl](mailto:m.c.m.ehren@vu.nl))  
 Professor dr. Johannes Drerup (part-time)  
 Dr. Anders Schinkel (associate professor)  
 Dr. Marjolein Camphuijsen (assistant professor)  
 Dr. Cor van Montfort (senior researcher)  
 Dr. John Exalto (assistant professor)  
 Dr. Willeke Rietdijk (post doc)  
 Dr. Judith Conijn (post doc)

Three PhD students joined the programme in 2019 and are continuing their work with us:

1. Thomas Kaye: Assessing the capacity of public education systems in developing countries to successfully absorb adaptive learning focused EdTech initiatives aimed at enhancing student outcomes.
2. Olamide David: Exploring autonomous school management within the context of a developing country: the concept, policies and practices of autonomy.
3. Sarah Seleznyov: Lesson study: an exploration of the successes and challenges of implementation beyond Japan through comparative case studies



We combine insights from philosophy of education and public administration to study the functioning of schools and school systems.



Melanie Ehren



### 3.2.2 Research highlights

In 2020, our group was working on the following funded projects:

Project	PI, team and funder	Key questions and findings
<b>Accountability, capacity and trust to improve learning outcomes in South Africa; a systems approach</b>	Professor Melanie Ehren Team: Jet Education Services (South Africa; Dr. Andrew Paterson), Open University UK (Dr. Jacqueline Baxter)  Funder: ESRC/DfID (Economic and Social Science Research Council and UK Department for International Development)	This study examines how accountability relationships and processes within South Africa's education system enable or inhibit the raising of learning outcomes, create inequalities and maintain a divided system of poor and privileged wealthy schools. The project reported case study findings in 2020 with further data collection and dissemination postponed until schools reopen and COVID-restrictions have been lifted.
<b>Horizontal accountability for learning (Leren door verantwoording) in Primary and Secondary Education</b>	Dr. Cor van Montfort (PI)  Funder: VO-raad (Dutch council for secondary schools)	Both projects explore how school boards can use their external accountability for the purpose of becoming a learning organisation. The project combined a literature review with action research where school boards were supported in using a tool to reflect on their current internal and accountability practices and worked in learning networks towards a more improvement-oriented approach.
<b>Horizontal cooperation in Vocational Education (Horizontale samenwerking in de MBO-sector)</b>	Dr. Cor van Montfort Dr. Willeke Rietdijk (PI: prof. dr. Renée van Schoonhoven, VU Amsterdam)  Funder: Dutch Research Council (NRO)	This project explores how schools in vocational education work together with public and private partners and how these collaborations contribute to a responsive curriculum and regional innovation. We explored determinants for success and failure for such (public-private) cooperation and develop an design- and evaluation instrument with which institutions can analyze their partnerships. The project started in January 2020 and will end in December 2021.
<b>Evaluating the Dutch Inspectorate's framework for school board inspections</b>	Professor Melanie Ehren, Dr. Cor van Montfort (PI: Dr. Marlies Honingh, Radboud Universiteit Nijmegen)  Funder: Dutch Research Council (NRO)	In this project we explored whether the new way the School Inspectorate (Insectie van het Onderwijs) works, the so called 'bestuursgericht toezicht', contributes to a better performance by the inspected schools. The project ended in April 2020 and the report is published here: EFFECTSTUDIE VAN HET VERNIEUWDE ONDERWIJSTOEZICHT - Onderwijsdatabank

Other highlights from our programme:

### ICSEI Crisis Response in Education Network

Professor Melanie Ehren initiated a new network with colleagues from Scotland and Chile for the International Conference for School Effectiveness and School Improvement (ICSEI). This new ICSEI network focuses on how educational systems respond to significant crises, such as COVID-19, and how the crises impact on education systems, learning, health and wellbeing of practitioners, children, young people and their families. [More information.](#)

### ICSEI online research labs

In 2020, Professor Ehren contributed to the organisation of online research labs on the consequences of COVID-19 for [teacher agency, educational networks and assessment](#). The online research labs provided a unique opportunity to engage with international colleagues around a theme and answer a set of pressing questions about the current crisis through a structured and reflective approach. Each of the three labs were structured around three or four online sessions with active participation of 15 participants from different countries – both research and practice who agree on a set of research questions, collect and share information about their own systems between sessions, share findings and work towards one (or more) paper(s) for an academic journal and practitioner-oriented outlet (to be decided by the group). Key messages from each of the sessions were also shared through regular ICSEI channels (newsletter, website, twitter, linkedin) to enable the development of a global understanding of how the pandemic is impacting on schools and education systems.

The lab on [teacher agency](#) resulted in an overview of the various responses of teachers and ways in which their profession has changed in a number of countries in response to the

pandemic. The lab highlighted the challenges teachers faced, but also the physical and relational enablers and constraints of their environment. The lab on [assessments](#) explored the alternative arrangements made in various countries to replace the standardized tests which were cancelled during the school closures. The participants explored and reported on issues around the fairness of changes, concerns over equality and teacher professional agency. [More information.](#)

### ICSEI webinars inspections

In collaboration with colleagues from the ICSEI network (professor Chapman and professor Montecinos), Professor Ehren hosted three webinars for Inspectorates of Education across the world to discuss the consequences of school closures and cancellation of standardized assessments for their inspection work. The webinars were attended by delegates from more than 30 countries and resulted in a series of papers, published on the LEARN! website as well as distributed through ICSEI and Policy Scotland channels. The European Association of Inspectorates of Education (SICI) organized a spin-off webinar with Professor Ehren and a summary paper was submitted to the Journal of Educational Change.

Key insights from these sessions included reflections on how the role of Inspectorates of Education changed from controlling school quality and compliance to legislation towards an emphasis on supporting schools in moving to online teaching and acting as a liaison between national government and schools. The latter function was particularly relevant at the start of the pandemic when there was a need to understand how well schools were able to move to remote learning and ensure all students have access to online teaching.

### Education in a State of Emergency: Philosophical Reflections on the COVID-19 Pandemic

This volume, edited by Johannes Drerup (VU Amsterdam/TU Dortmund) and Gottfried Schweiger (University of Salzburg), brings together experts from philosophy and educational science that reflect on the challenges related to education in a state of emergency.



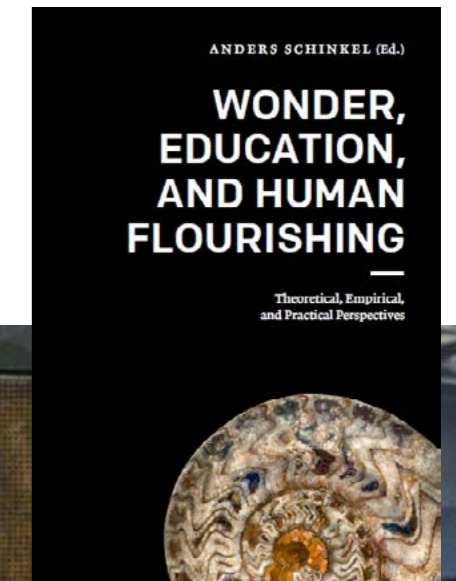
The COVID-19-pandemic is posing significant challenges for schools and families all over the world. As social and economic life have been reduced to a minimum and schools and universities have been closed down, the family (again) has become the central place of work and education. The situation in many families is precarious. Parents have to juggle different tasks and obligations related to home schooling, care work and home office. Many parents have lost their jobs and struggle with fears for the future. Violence against children and women is assumed to be on the rise in a time where there is only limited contact with teachers, social workers and other persons of trust. Moreover, while existing educational inequalities are assumed to increase, teachers are often ill-prepared to adapt to the new situation. The technological equipment and expertise for online teaching, for instance, is often insufficient for teachers and in families. The crisis compels us to question


established education policies and practices in order to develop new approaches to cope with the current challenges. The volume addresses parents, teachers, people who work with families and children, and anyone interested in philosophical questions about childhood, education and upbringing.

### Wonder-full Education and Human Flourishing

The research project Wonder-full Education and Human Flourishing: Stimulating Children's Learning, Morality, and Spirituality, funded by the John Templeton Foundation, ended in October 2020, after almost three years. Several things came to a conclusion this year: the edited volume Wonder, education, and human flourishing (VU University Press; [freely available here](#)), following on from the 2019 conference, my own philosophical monograph Wonder and education:

On the educational importance of contemplative wonder (Bloomsbury), and of course the empirical research projects – though many papers are still to come. Some of our empirical results were presented (in Dutch) at an online event for teachers and school leaders, and presentations by Evelien Broekhof, Judith Conijn, and Willeke Rietdijk can be found at our [Dutch project website](#). Dutch versions of the instruments we developed (the Wonder Chart and the Wonderful Education Questionnaire) can also be found there.



 We also study and explore questions about which educational practices best facilitate the development of children into adults who are able to live in, and contribute to a society that is culturally and religiously diverse.

### 3.2.3 Outreach and capacity-building

Contribution	Person contributed	Kind of contribution	Newsletter
Can a national curriculum reduce inequality? Reflections from South Africa	Melanie Ehren	<a href="#">Blog external</a>	April 2020
Trust, Accountability and Capacity in Education System Reform: Global Perspectives in Comparative Education	Melanie Ehren & Jacqueline Baxter	<a href="#">Announcement</a>	December 2020
LEARN! Seminar Marjolein Camphuijsen on Youtube	Marjolein Camphuijsen	<a href="#">YouTube</a>	February 2021
Prof. Melanie Ehren appointed to the Corona-impact team of the council for primary education	Melanie Ehren	<a href="#">Announcement</a>	February 2021
Promo video "Governance for Society"	Melanie Ehren	<a href="#">External video</a>	May 2020
Decentralized decision-making in Sub-Saharan Africa	Ola David	<a href="#">Spotlight</a>	May 2020
Lesson study	Sarah Seleznyov	Research Highlight	May 2020
Lesson study	Sarah Seleznyov	<a href="#">Blog on LEARN! Website</a>	May 2020
David Godfrey & Melanie Ehren published a new book chapter on peer reviews in school networks	Melanie Ehren	<a href="#">Announcement</a>	November 2020
New publication by Anders Schinkel "Wonder, Education and Human Flourishing"	Anders Schinkel	<a href="#">Announcement</a>	November 2020
COVID-19: do we need to redefine the priorities for school inspections	Melanie Ehren	<a href="#">Webinar</a>	November 2020
Publication announcement: Education in a State of Emergency: Philosophical Reflections on the COVID-19 Pandemic	Johannes Drerup	<a href="#">Announcement</a>	September 2020
Publication announcement: Global Citizenship Education, Global Educational Injustice and the Postcolonial Critique	Johannes Drerup	<a href="#">Announcement</a>	September 2020
Education talks: Melanie Ehren speaks about building back a better system through quality assurance	Melanie Ehren	<a href="#">Youtube</a>	September 2020



Martijn Meeter



Maartje Raijmakers

## 3.3 Learning Sciences

**How can learning processes be optimised in various contexts?** The research in Learning Sciences is aimed at facilitating educational improvements with scientific insights in collaboration with practice. Gaining insight into the learning processes at an individual and group level makes it possible to better equip the instructor with teaching methods and skills that promote the learning of the individual. The aim is to ensure that learning processes are optimised for each individual according to his or her characteristics, in line with the context. As such, we are interested in personalised education.

### 3.3.1 Staff

Professor dr. Martijn Meeter  
(programme chair; [m.meeter@vu.nl](mailto:m.meeter@vu.nl))  
Professor dr. Maartje Raijmakers  
(programme chair; [m.e.j.raijmakers@vu.nl](mailto:m.e.j.raijmakers@vu.nl))

#### Staff & postdocs

Renske Bouwer (until Sept. 2020)  
Ilja Cornelisz  
Bregje de Vries  
Marjolein Dobber  
Sebastian Donszelmann  
Sui Lin Goei  
Anna Kaal  
Anne Fleur Kortekaas-Rijlaarsdam  
Alexander Savi  
Noor Seijdel  
Marion van Brederode  
Femke van der Wilt  
Chris van Klaveren  
Jo van Schaik (until May 2020)  
Chiel van Veen  
Hanna B. Westbroek

#### PhD students

Caspar Geraedts  
Femke Dijkstra  
Irene Eegdeman  
Mirelle Kleine  
Erik Meij  
Christiane Nieuweijer  
Iris Pauw  
Simone Plak  
Koen Willem Ottenhof  
Androniki Sapountzi  
Tessa Slim  
Luuk Terbeek  
Nicolette van Halem  
Elisabeth Wynberg

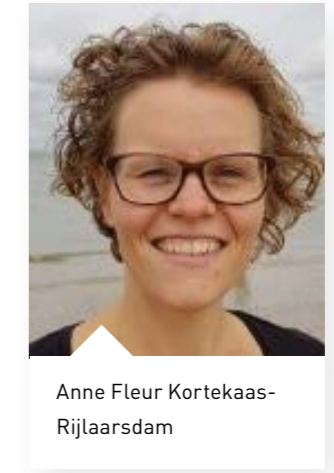
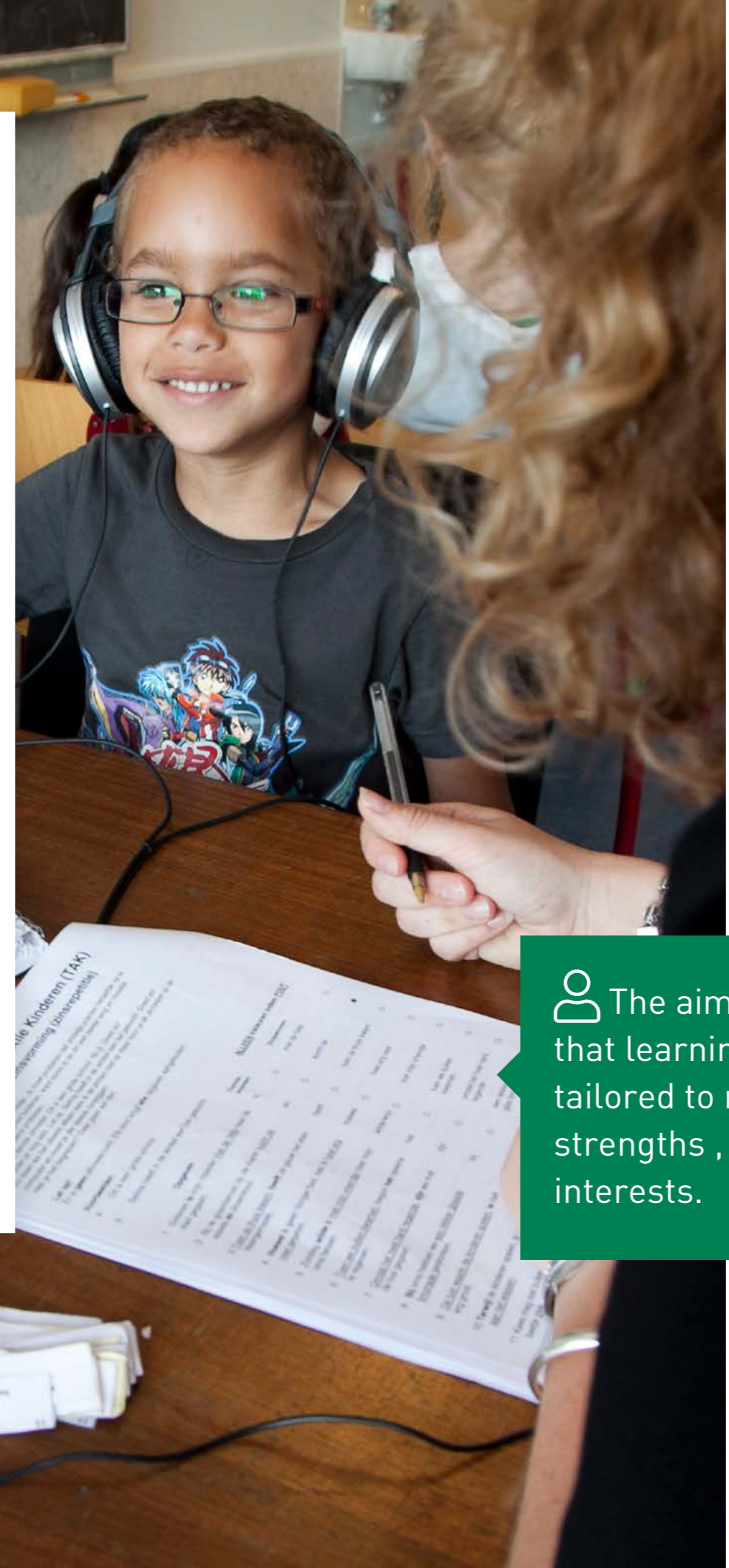
#### 3 PhD students joined the programme in 2020:

Mireille Smits  
Mirella Kleine  
Luuk Terbeek

### 3.3.2 Research highlights

Project	PI, team and funder	Key questions and findings
<b>Covid-19 pandemic &amp; education</b>	Ehren, Kortekaas-Rijlaarsdam, Meeter; funding: NRO/OCW	The pandemic and associated school closures have roiled education. LEARN! set up a website to inform schools on how to adapt to the closures. Moreover, several studies were set up to study the depth of learning losses. The team was then selected to study the effect of remediation programs set up by schools with subsidies from the Dutch ministry of education.
<b>Dropout in vocational education</b>	Eegdeman, Meeter, van Klaveren; funding: NWO Teacher PhD fund.	Dropout rates are high in vocational education. Two studies were published in 2020, one showing that grouping students on the basis of personality and capacities does not lead teachers to adapt their teaching style to the group, the other showing that while dropouts have unrealistic expectations at the outset of the program, those of successful students are just as unrealistic.
<b>NRO Kortlopend</b>	Bouwer, van der Wilt, van Veen; Funder: NRO	Two consortia with program researchers at the lead were awarded an NRO Kortlopend Praktijkgericht grant, one with Bouwer in the lead on learning to write, one with van der Wilt in the lead on the effect of dialogue about books in kindergarden.
<b>Secondary school exams in the Netherlands</b>	van Brederode, Meeter; funding: Dudok Postdocs	A study on divergences between scores on school exams and national exams was hailed as exemplary use of data by the NRO director.


Contribution	Person contributed	Kind of contribution	Newsletter
NWO grant "teacher scholarship"	Mireille Smits- van der Nat	<a href="#">Spotlight</a>	April 2020
Children's Play In The COVID-19 Pandemic	Chiel van der Veen, Mireille Smits- van der Nat, Femke van der Wilt and Elizabeth Wynberg	<a href="#">Blog on external Website</a>	December 2020
Member "Expeditie lerarenagenda"	Bregje de Vries	Announcement	February 2020
Talking about books	Femke van der Wilt	Research Highlight	February 2020
Dropout in vocational education	Irene Eegdeman	<a href="#">Blog on LEARN! Website</a>	February 2020
Inquiry-based learning concepts	Johanna van Schaik	<a href="#">Spotlight</a>	February 2020
Dialogical writing	Renske Bouwer	Research Highlight	February 2020
2018 PISA rankings and Dutch reading skills	Renske Bouwer	<a href="#">Blog on LEARN! Website</a>	February 2020
NRO grant Renske Bouwer and Femke van der Wilt	Renske Bouwer & Femke van der Wilt	Announcement	February 2020
A COVID-generation: who are the winners and losers of a disrupted school year? Reflections from the Netherlands.	Melanie Ehren, Martijn Meeter and Anne Fleur Kortekaas-Rijlaarsdam	<a href="#">Blog on LEARN! Website</a>	February 2021
Home education with adaptive practice software: gains instead of losses?	Martijn Meeter	<a href="#">Blog on LEARN! Website</a>	February 2021
National Cohort Research must measure inequality in education differently	Marion van Brederode	<a href="#">Blog on external Website</a>	February 2021
To cheat or not to cheat?	Marianne Mak- van der Vossen	<a href="#">Blog on LEARN! Website</a>	July 2020
Critically thinking in chemistry practical lesson	Marion van Brederode	<a href="#">Blog on LEARN! Website</a>	July 2020
Distance education	Nicolette van Halem	<a href="#">Blog on LEARN! Website</a>	July 2020
Writing Machine	Renske Bouwer	<a href="#">Spotlight</a>	July 2020
Comenius Teaching Fellowship	Marianne Mak- van der Vossen & Renske Bouwer	<a href="#">Announcement</a>	June 2020
Catch-up programmes to repair learning loss in the Netherlands: overview of interventions and a literature review of their effectiveness	Melanie Ehren & Anne Fleur Kortekaas-Rijlaarsdam	<a href="#">Blog on LEARN! Website</a>	August 2020



Anne Fleur Kortekaas-  
Rijlaarsdam

### 3.3.3 Outreach and capacity-building

- Program researchers contributed many blogs to the site [www.researchinstitutelearn.nl](http://www.researchinstitutelearn.nl) on how to adapt to the Covid-19 pandemic as school or other educational institution. This also led to many interviews in national media by Kortekaas-Rijlaarsdam, Meeter and Ehren.
- Raijmakers became a member of a high-level advisory board on school curricula in the Netherlands

 The aim is to ensure that learning processes are tailored to meet each student's strengths, skills, needs, and interests.



Rashmi Kusurkar

## 3.4 Motivation for lifelong learning in the health professions – Developing students for life

How can we motivate students and adults to become lifelong learners, particularly in the health professions? Our group aims to understand how we can develop 'students for life' who are intrinsically motivated learners, who constantly interact with their environment, integrate learning and practice and want to invest in continuing professional development.

### 3.4.1 Staff

Dr. Rashmi Kusurkar (programme chair; [r.kusurkar@amsterdamumc.nl](mailto:r.kusurkar@amsterdamumc.nl))  
 Dr. Anouk Wouters (Assistant Professor)  
 Dr. Anne de la Croix (Assistant Professor)  
 Dr. Marianne Mak (Assistant Professor)  
 Dr. Ulviye Isik (postdoc – until April 2020)

### PhD students:

Stéphanie van der Burgt (until May 2020)  
 Joyce Kors  
 Malou Stoffels  
 Jettie Vreugdenhil  
 Jan Willem Grijpma  
 Lianne Mulder  
 Lucille Malan – Joint PhD student with Sefako Magatho University, South Africa  
 External PhD students:  
 Marnix Westein (Utrecht University),  
 Adam Gavarkos (IHPME, University of Toronto, Canada)  
 Research assistant: Sunia Somra

### 3.4.2 Research highlights

Project	PI, team and funder	Key questions and findings
<b>Motivation of – traditional students for participating in honors programmes and facilitators and barriers (co-applicant in consortium, funding of €56,650 for a postdoc)</b>	Rashmi Kusurkar (PI), Anouk Wouters  Funder: NRO Praktijkgerichte onderzoek subsidie 2020	In this research mixed methods project, we aim to answer the following research questions: <ul style="list-style-type: none"> <li>To what extent do non-traditional students participate in honours programmes in university education?</li> <li>What type of motivation do non-traditional students have? And what type of motivation do they have in comparison with traditional students?</li> <li>Which factors influence the choice of non-traditional students on whether or not to participate in honours programme in university education? How? Are these factors different from the traditional students?</li> <li>How do these perceptions and experiences influence the professional identity development of these students?</li> <li>4. Which people in their social network help with this choice?</li> </ul>
<b>Access is key: the role of medical networks in preparatory activities for selection</b>	Lianne Mulder, Anouk Wouters, Andries Koster, Gerda Croiset, Jan Hindrik Ravesloot, Rashmi Kusurkar (PI)  Funder: NRO	This study included interviewing 26 high school students with traditional or non-traditional backgrounds, with or without a medical network. Several facilitators were beneficial in preparation for selection: access to a medical network, correct information, healthcare experience, and network connections in higher education. However, access to these facilitators was unevenly distributed, resulting in unequal opportunities to prepare for selection. Access alone is not enough; the right mindset and taking responsibility to make use of facilitators, create opportunities and overcome barriers, are also essential.
<b>Design and implementation of a Minimum Intervention Strategy to support teachers for identifying and talking about unprofessional behaviour of students</b>	Marianne Mak-van der Vossen  Funder: NWO Comenius Teaching Fellow Grant	Despite receiving information on unprofessional behaviour, teachers have difficulty responding to because it is not clear to them how to do this. This project proposal aims to guide these new and improved insights into practical application. In this project we will: 1) develop a prototype of a Minimal Intervention Strategy (MIS) to support teachers; 2) seek consensus on the MIS as a tool acceptable for teachers and students to respond to unprofessional behavior; 3) processing the proceeds into a training module for WO / HBO educational practice; 4) sharing proceeds in scientific and non-scientific forums. This project would be useful for teachers and students.
<b>Symposium Buddies breaking barriers</b>	Anouk Wouters  Funder: NWO Comenius Teaching Fellow grant	Students are all different and not everyone finds their way to higher education with ease. There is an increasing focus on equal opportunities in education. Once students have gotten into higher education, new challenges await – especially, among others, first-generation students, students with a migration background and students with a disability. During the symposium we discussed how students can support other students to realise their academic ambitions and we showed some of the initiatives that already exist. This symposium was organised as part of the Comenius Teaching Fellow project "Buddies Breaking Barriers". Dr. Anouk Wouters showed how her project was inspired by her PhD research which raised concerns about possible effects of selection procedures for the medical study on the diversity of the student population. The buddies (medical students) were trained to coach high school students (5 and 6 vwo) for whom studying (medicine) might not be self-evident with the study choice process, during the selection procedure, and throughout the medical study. In a festive ceremony the first batch of buddies received a certificate.

Project	PI, team and funder	Key questions and findings
<b>Predicting who enters health professions education programs based on demographics - A national retrospective cohort study in times of lottery and selection (Funding=€4,000)</b>	Lianne Mulder, Anouk Wouters, Rashmi Kusurkar (PI)  Funder: Ministry of Education, Culture and Science	We investigated whether the gradual transition in the admissions procedure from lottery to selection in the Netherlands influenced the representativeness of HPE students compared to their age cohorts and eligible student pools; and which variables were predictors of becoming an HPE student. We found that: a) Students who are female, have at least one parent in the top-10 income percentile group, and at least one parent who is a healthcare professional, are overrepresented amongst HPE students, b) During the gradual transition from lottery to selection, these variables were also the strongest predictors for HPE admission, c) Relative to the age cohort, having a Turkish, Moroccan, Surinamese or Dutch Caribbean migration background was a risk factor, and d) Having a Western or other Non-Western migration background was also a predictor.  While our age cohorts are highly diverse, eligible student pools for HPE programs and admitted HPE students do not reflect this diversity. Therefore, policy interventions and recruitment efforts are needed to ensure equitable admissions and a representative future medical workforce that can serve the needs of a diverse patient population.

One of the flagship research projects of the group is: **Unintended effects of selection on applicant diversity and identifying and validating Widening Access criteria for admission to health professions education in the Netherlands**

Lianne Mulder, Anouk Wouters, Rashmi Kusurkar

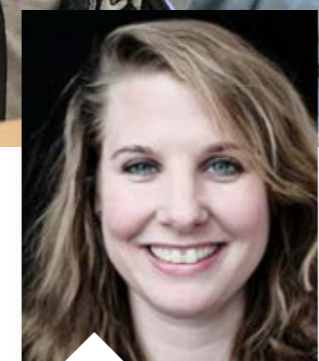
Funder: [NRO](#)

The broad research question is, "How to select health professions education students so that they represent the demographic distribution in the Dutch population?". This research aims to generate recommendations for Widening Access criteria for selection processes for health professions education programmes.

**3.4.3 Outreach and capacity-building**

- Member of the Executive Committee of the Association of Medical Education in Europe (AMEE) – Rashmi Kusurkar
- Visiting Professor, Universitas Indonesia, Master of Medicine programme - Rashmi Kusurkar
- Appointment as Faculty - Status Only, Institute of Health Policy, Management and Evaluation, University of Toronto, Canada - Rashmi Kusurkar
- Associate Editor, Perspectives on Medical Education (April 2020 onwards) – Rashmi Kusurkar

- [Podcast Rashmi Kusurkar](#), Fellow of Karolinska Institute for Prize in Research in Medical Education (KIPRIME) – February 2021
- Dutch Medical Education Association (NVMO) Best Thesis Prize 2020 - Marianne Mak-van der Vossen
- Book: Mak-van der Vossen M, Teherani A, Van Mook W, Croiset G, Kusurkar RA. [How to identify, address and report students' unprofessional behaviour in medical school](#). AMEE Guide 125. Digital ISBN: 978-1-910612-57-6 ISBN: 978-1-910612-56-9
- Kusurkar RA. [How can you motivate students to learn online in times of crisis](#). Blog LEARN! Knowledge platform. 6th April 2020.
- Kusurkar RA. [Hoe u studenten gemotiveerd kunt houden om online te leren in tijden van crisis](#). Blog LEARN! Knowledge platform. 6th April 2020.
- E-learning videos by Rashmi Kusurkar: Kusurkar RA. Enhancing student motivation using Self-determination Theory. Part I



Anouk Wouters



Marianne Mak



Joyce Kors

Contribution	Person contributed	Kind of contribution	Newsletter
Prescribing competences	Erik Donker	Research Highlight	April 2020
Motivation and academic performance of ethnic minority students	Ulviye Isik	Spotlight	March 2020
NRO consortium grant for Rashmi Kusurkar and Anouk Wouters	Rashmi Kusurkar & Anouk Wouters	Announcement	September 2020
The role of illness scripts in nursing expertise	Jettie Vreugdenhil	<a href="#">Blog on LEARN! Website</a>	September 2020
Let's talk about medical school admissions	Anouk Wouters	<a href="#">Blog on LEARN! Website</a>	September 2020
Spotlight on Joyce Kors	Joyce Kors	Spotlight	September 2020
Buddies Breaking Barriers	Anouk Wouters	Research Highlight	March 2020

## 3.5 Child rearing

The programme Child Rearing was established over the course of 2019. Its first full year saw the departure of the co-leader of the program (prof Pol van Lier) with ensuing lack of clarity about the participation from the clinical developmental psychology group within the program. As a result, initiatives within the program have mainly been taken from the section of Clinical Child and Family Studies, emphasizing the research line that focuses on parenting, attachment, and self-determination in family settings.

### 3.5.1 Staff

Carlo Schuengel (program leader)  
Marian Bakermans-Kranenburg (full professor)  
Paula Sterkenburg (professor on special appointment)  
Mirjam Oosterman (associate professor)  
Agnes Willemen (associate professor)  
Anne Tharner (assistant professor)  
Clasien de Schipper (assistant professor)  
Mathilde Overbeek (postdoc)  
Eline Heppe (postdoc)  
Marieke Buil (postdoc)  
Marina Ilias (PhD candidate)  
Kim Starreveld (PhD candidate; joined in 2020)  
Friederike Ertmer (research associate)



Carlo Schuengel



'Child rearing' is about understanding parenting, attachment, and self-determination in family settings.



### 3.5.2 Research highlights

Project	PI, team and funder	Key questions and findings
<b>Balancing work, care and homeschooling: What can we learn from resilient families during the COVID19-pandemic?</b>	Anne Tharner (PI), Marina Iliás, Mirjam Oosterman, Agnes Willemen Funding: LEARN! (2020); NRO	In the aftermath of the COVID19-pandemic, families more than ever have to balance work, care for children and now also homeschooling. Based on responses collected from , this project examines how families adapt to this new situation. We aim to identify risk and protective factors from the past to understand resilience during this crisis and on the long term. Responses have been collected from over 500 families and subjected to analyses, based on the hypotheses and analysis plan that was preregistered on <a href="#">OSF</a> . Preliminary findings were presented at the LEARN! Conference in January 2021 and are currently being interpreted and written up for submission to peer review. A general pattern emerging from these results is that pre-COVID characteristics of home-schooling involvement predicted the quality of the more intensive homeschooling that parents engaged in during the COVID-period.
<b>VIPP-School: Strengthening the teacher-student relationship as a foundation for improving behavioral regulation in young school children</b>	Mathilde Overbeek (PI), Kim Starreveld, Marian Bakermans-Kranenburg, Agnes Willemen Funder: NRO (2020)	This study tests the B-Kijk intervention, which offers kindergarten teachers individualized video-based feedback to support them in improving their relationship with children with behavioural dysregulation in the school setting. In 2020, the B-Kijk intervention protocol was developed, building on the existing protocol for Video-feedback Intervention for Positive Parenting (VIPPP). Furthermore, intervention workers were hired and trained and schools recruited. The COVID-19 pandemic has delayed the start of the trial, but for Spring 2021 the first appointments have been made.
<b>Home in school: Learning and communication</b>	Agnes Willemen (PI), Marina Iliás, Marjolein Dobber, Mirjam Oosterman, Carlo Schuengel, C. Funding: NRO (2015)	This project attempts to understand the role of home-school involvement by parents as young children transition from home and day care to formal school in Kindergarten. The study also tests the impact of a communication tool for schools and parents on the quality of communication between parents and school staff. A revised paper submitted in 2020 was accepted in early 2021, reporting on the measurement invariance across parents with and without a migration background of two instruments of home-based parental involvement. A systematic review on the operationalization of home-based involvement will have to be resubmitted. Other papers are in preparation. Ilias and Willemen published in 2020 their <a href="#">Guidebook on Education Partnership</a> , as a guide for setting up a school learning community.

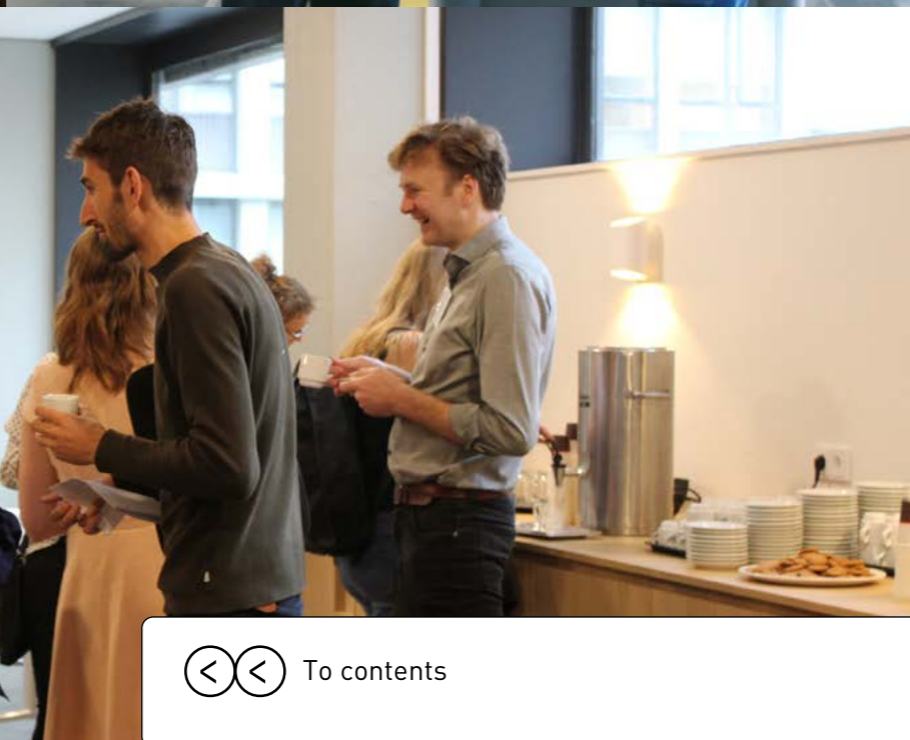
Project	PI, team and funder	Key questions and findings
<b>Professional learning with families at their home</b>	Agnes Willemen, Anne de la Croix (PIs), Friederike Ertmer, Carlo Schuengel, C. Funding: ZonMW-Academic Collaborative Centers longterm care for people with disability (2020)	Through methods of action-research, voices of all relevant stakeholders such as teachers and course coordinators of Educational Sciences, families with children with disabilities and students will be brought to the table. A first pilot with including parents of children with longterm care needs in professional training was prepared for early 2021
<b>Visual in view</b>	Eline Heppe (PI), Ilja Cornelisz, Chris van Klaveren Funding: Bartimeús Fund (2020)	This project used CBS microdata to identify adults with visual impairment (age 15-65 yrs; N = 61,000) and compare their participation in paid employment and highest attained educational level to the general population. Results were presented in 2020 and showed significantly lower participation in paid labor (29%) and overall lower education attainment. The report can be found <a href="#">here</a> .

### 3.5.3 Outreach and capacity-building

Project name	Person contributed	Kind of contribution	Newsletter
Studying in Cambridge	Lianne Bakkum	<a href="#">Blog on LEARN! Website</a>	April 2020
Caring together, learning together	Friederike Ertmer	<a href="#">Blog on LEARN! Website</a>	November 2020
Homeschooling: What was it like for you?	Marina Iliás	<a href="#">Blog on LEARN! Website</a>	November 2020
Spotlight on Kim Starreveld	Kim Starreveld	<a href="#">Spotlight</a>	November 2020
Labor Market and Educational Outcomes of People with Vision Impairment	Eline Heppe	<a href="#">Project description</a>	September 2020
Helping students that grow up under stress	Marieke Buil and Pol van Lier	Announcement	April 2020
NRO grant for intervention to support teachers in dealing with young children	Mathilde Overbeek	<a href="#">Announcement</a>	March 2020

# 4. Event and seminars in 2020

We postponed the 2020 conference due to COVID-restrictions, but eventually organized our first online annual conference on 20 January 2021. Throughout the year we hosted a range of online research seminars and workshops. The seminars were published on our YouTube channel which launched in



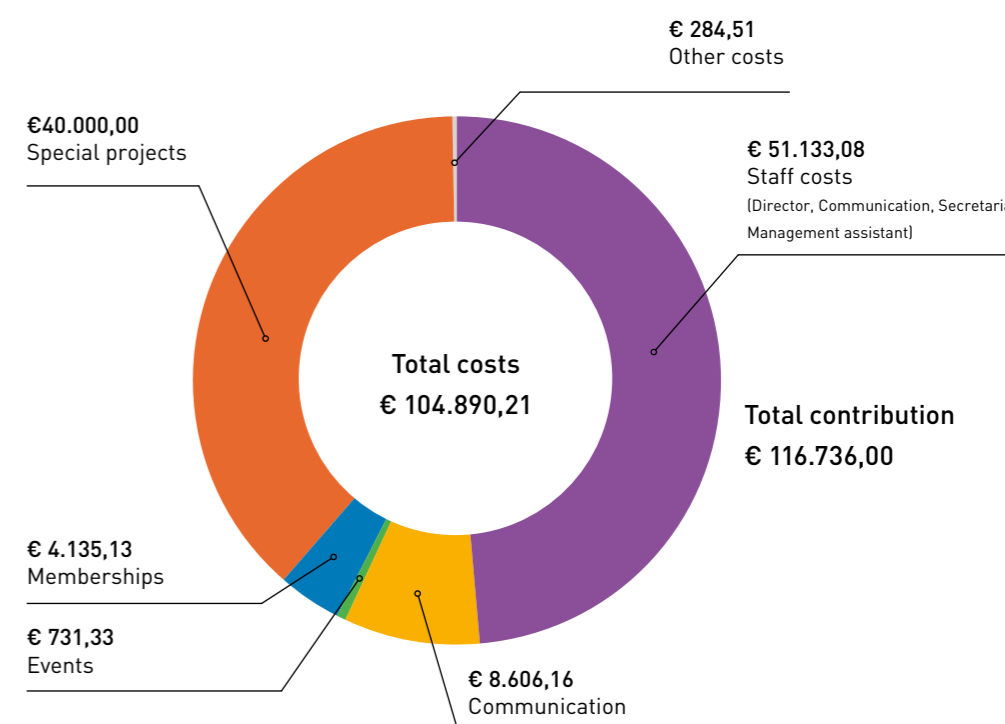
2020	Date	Name Event
January	NA	NA
February	3-2-2020	Science Transmission Meeting: Preregistration and preprints
March	2-3-2020	Science Transmission Meeting: Supervision
	3-3-2020	Research ethics course (additional dates: 03.,10.,17., and 24 March)
	10-3-2020	Research meeting: Dr. Elsje van Bergen
April	17-3-2020	Research meeting: Dietsje Jolles
	3-4-2020	Stuudiemiddag BENG0
	6-4-2020	Science Transmission Meeting: GIT and the integration with Matlab/R
May	24-4-2020	Seminar: Wonder, education, and human flourishing
	11-5-2020	Science transmission meeting on motivation
June	9-6-2020	Research Meeting: Judith Conijn: The measurement of 'wonder-full education' and its relation to children's
	23-6-2020	Research Meeting: Dietsje Jolles: The changing brain: implications for education?
August	14-8-2020	Webinar: Anne Fleur Kortekaas-Rijlaarsdam on COVID-19 subsidieregeling
	21-8-2020	Webinar: Anne Fleur Kortekaas-Rijlaarsdam on COVID-19 subsidieregeling
September	22-9-2020	Research meeting: Kokkie van Oeveren about 'As you set out for Ithaka hope your road is a long one...' Designing an educational instrument for intercultural awareness'
	23-9-2020	Symposium 'Sociale veiligheid in de klas' Dr. Frits A. Goossens en andere professionals
October	27-10-2020	Research Meeting Simone Plak: Raising Student Engagement using Digital Nudges Tailored to Students' Motivation and Ability Levels
November	2-11-2020	Research transmission meeting: Liberian support by Ralph de Vries
	5-11-2020	Research Meeting with Elsje van Bergen Educational achievement: Causality and Intergenerational Transmission
	24-11-2020	Research Meeting with Sebastiaan Donszelmann 'Target Language – A vehicle for language learning: Pedagogy, professional development and effects'
December	2-12-2020	Q&A with Prof. Melanie Ehren about academic promotions
	8-12-2020	LEARN! seminar dr. Tieme Janssen : Educational neuroscience: a journey from the lab to the real-world, and back...
	10-12-2020	Transmission meeting: Version control – integrating Matlab/R with Git by dr. Sander Bosch.
	15-12-2020	LEARN! Seminar dr. Marieke van der Pers and dr. Amber Walraven : Teacher Tapp NL and research project Expeditie Lerarenagenda



# 5. Facts and figures

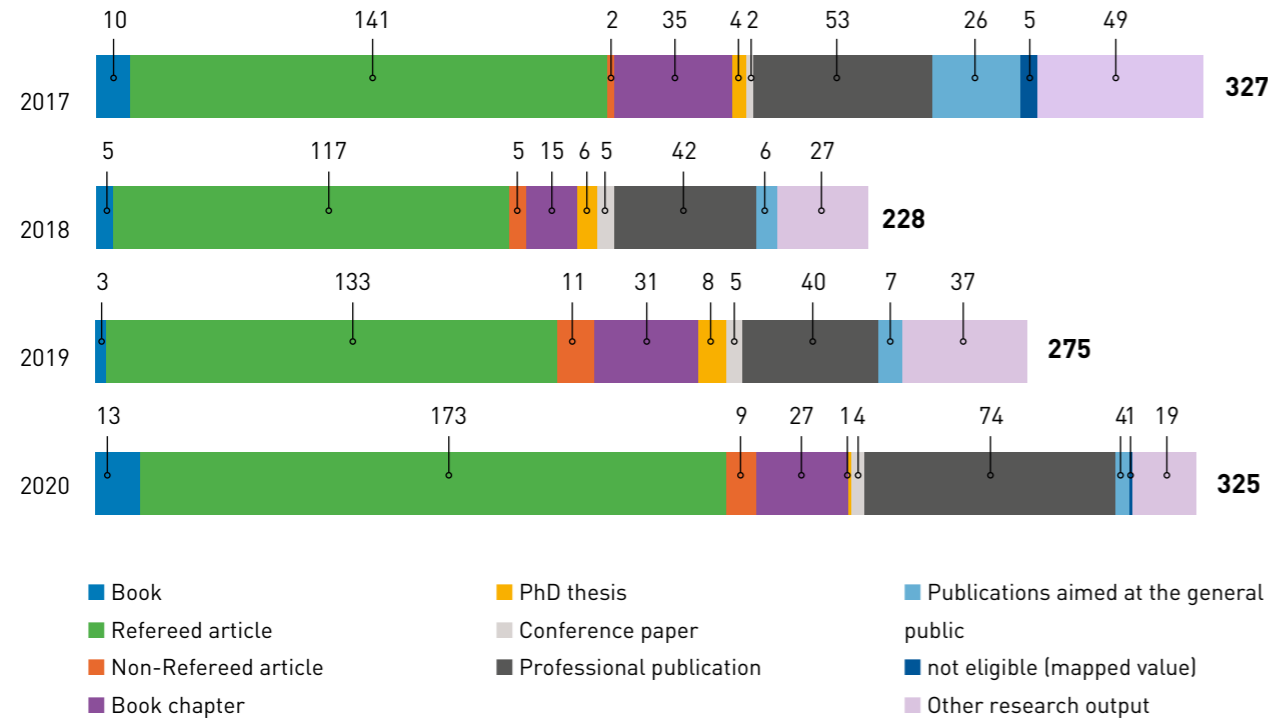
## 5.1 Funding

We end 2020 with a positive balance, caused by an underspent in travel and conference costs due to COVID-19 and moving to full online working.



## 5.2 Research output

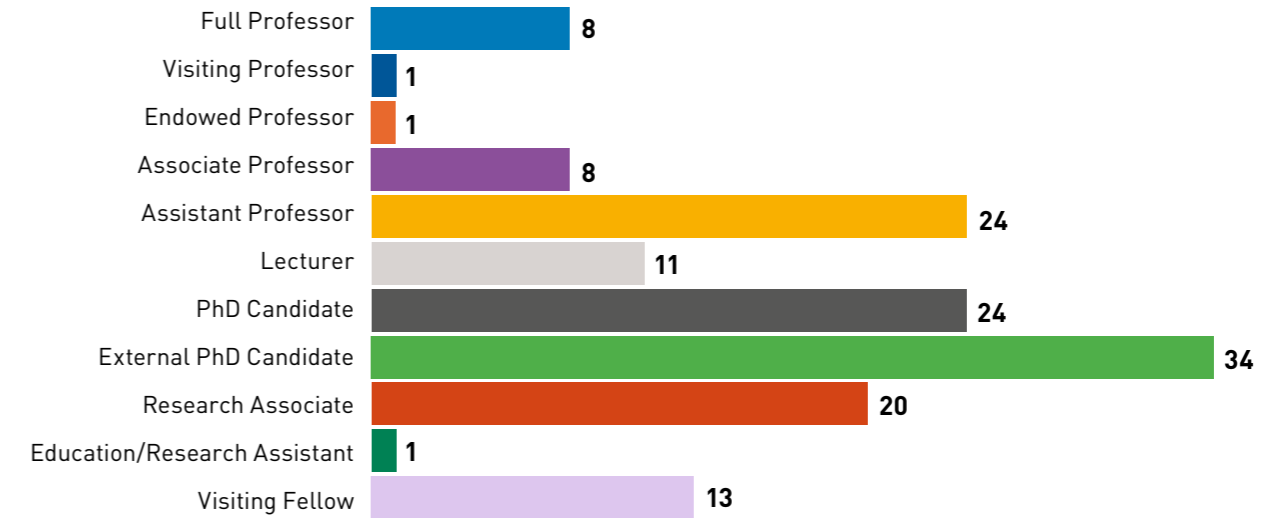
The table below provides an overview of our research output from the past couple of years; the increase of books and papers from the past year can be explained by the group in Child rearing joining the institute.



## 5.3 Research staff

The staff we have in our institute are presented below according to academic role in each of the programmes. The institute has a total of 147 staff with 9 full professors and diversity in staff in terms of seniority of roles. The largest programmes of work are in Child rearing and Learning Sciences.

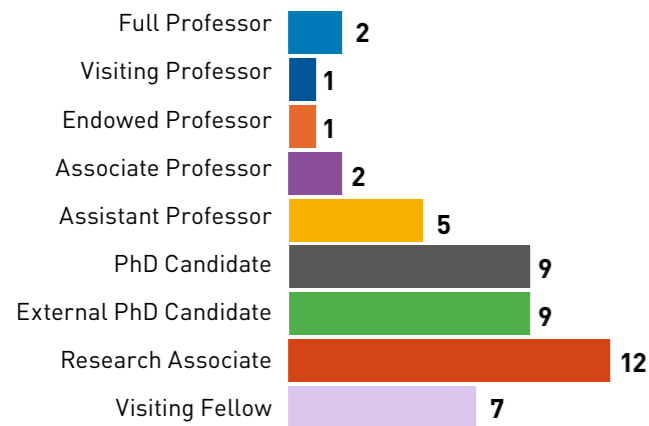
### LEARN!



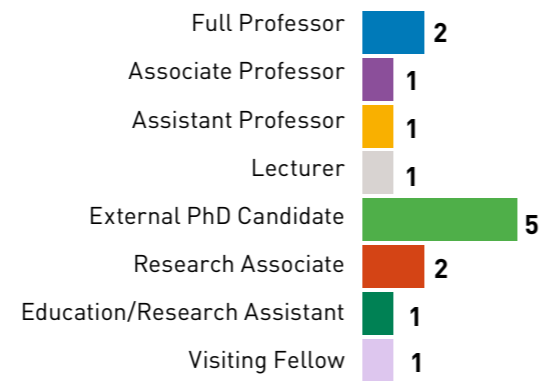
A word cloud from the titles of all our publications shows that 'children' and 'education' are at the heart of our research. COVID-19 was also an important topic in our research output last year where we particularly looked at 'effects' of various educational interventions and programmes.



### LEARN! - Child rearing



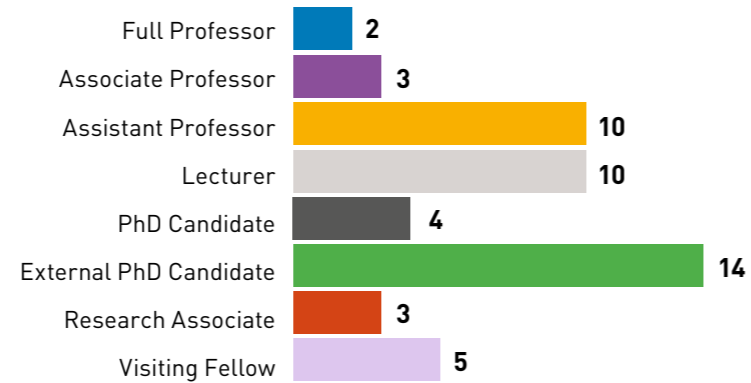
### LEARN! - Educational governance, identity and diversity



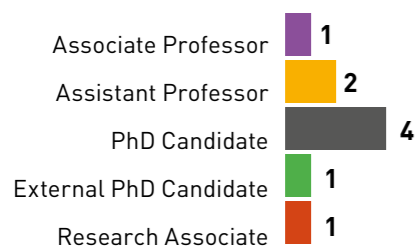
### LEARN! - Educational neuroscience, learning and development



### LEARN! - Learning sciences



### LEARN! - Motivation for a lifelong learning



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Peter Valckx  
Unsplash

#### TEXT

Professor Dr. Melanie Ehren  
Professor Dr. Nienke van Atteveldt  
Professor Dr. Martijn Meeter  
Dr. Rashmi Kusrkar

#### CONTACT

Secretariat Research Institute LEARN!  
Faculty of Behavioural and Movement Sciences  
MF building: room MF-D435  
Van der Boechorststraat 7  
1081 BT Amsterdam  
The Netherlands

T +31 20 598 89 01  
E learn.fgb@vu.nl

2059318, Haagsblauw  
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