



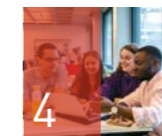
ANNUAL REPORT

LEARN! 2019





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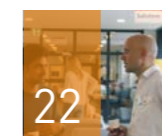


1. ABOUT LEARN!



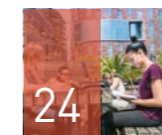
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1. ABOUT LEARN!

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.

We bring together colleagues from the behavioural, social, medical and educational sciences to understand:

- The Micro context of learning of children and adults (including teachers, principals)
- The Meso context of learning, such as the classroom, school organisation, day-care centers, work-based settings or adult colleges
- The Macro context of learning; e.g. the coordination and governance of learning by school boards, local and national governance (e.g. through marketization, network governance, hierarchical coordination), including the cultural and institutional context of learning (norms, values, social blueprint; legal, financial and policy context).

Across these three contexts we work in the following thematic areas:

- Educational Neuroscience; brain, learning and development
- Educational governance, identity and diversity
- Learning Sciences
- Motivation for lifelong learning in the health professions – Developing "Students for life"

In this annual report we present the highlights from 2019. For each of our programmes we introduce our staff members, our key research projects and some of the outreach and capacity-building work we have been doing. Our list of events and seminars showcases the many interesting presentations we have organized last year, while our facts and figures present the financial viability of our institute. We hope you enjoy reading our report and looking forward to working with you in 2020.

*Professor Dr. Melanie Ehren
Director of LEARN!*



Melanie Ehren

2. OUR PROGRAMME OF WORK



2.1 EDUCATIONAL NEUROSCIENCE; BRAIN, LEARNING AND DEVELOPMENT

How can we understand learning and development of children and young adults in educational contexts from a neuroscience perspective? Our research investigates the brain's ability to learn and what this implies for the education of children and adults. Our work provides insights into cognitive mechanisms that enable and support learning, including the distinction between explicit and implicit learning and the 'executive functions' that allow us to adapt and learn. A good understanding of how children and young adults process information and retrieve knowledge already stored helps us understand how to teach effectively and create an effective school environment.



Nienke van Atteveldt

2.1.1 STAFF

Professor dr. Nienke van Atteveldt (programme chair; n.m.van.atteveldt@vu.nl)
Professor dr. Lydia Krabbendam (lydia.krabbendam@vu.nl)
Dr. Mariette Huizinga (associate professor)
Dr. Menno van der Schoot (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. Eveline de Zeeuw (assistant professor)
Dr. Renske Brouwer (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

One PhD student joined the programme in 2019:

Zenab Tamimy: the impact of the home environment on academic skills and educational achievement

2.1.2 RESEARCH HIGHLIGHTS

Project	Key questions and findings
Risky decision making in the lab and in real life	A study, funded by a NWO VENI grant, by Barbara Braams aims to test how risky decision making in the lab is related to real life risky decision making. Lab measures capture specific processes that give rise to risky decision making. However, these lab measures do not always explain substantial variance in real life risky decision making. In this study Braams will test how different lab measures are related to real life decision making, thereby providing insight in which measures to use if we want to investigate real life decision making.
Improving the validity of educational neuroscience research	Learn! members Nienke van Atteveldt , Marlieke van Kesteren , Barbara Braams and Lydia Krabbendam published an article in Frontline Learning Research, in which they explain several promising directions to improve the ecological validity of neuro-imaging studies on learning and development. Improving ecological validity is important to improve the connection between brain research and real-life learning processes. The abstract of this article can be listened on SoundCloud . Here's the link to the article (open access).
Prosocial Behaviour in, and discrimination of children	Jellie Sierksma joined the department of Social Psychology in June 2019. Her research focuses on understanding the development of prejudice, discrimination and prosocial behaviour in 4-to-12-year old children. She approaches these issues by combining insights from developmental, social and educational psychology, and by using behaviour experimental methods. She is currently conducting her VENI-research in which she examines how children help peers from different ethnic backgrounds. For this project, she is also very interested in understanding how receiving help affects majority and minority group children's self-perceived abilities and learning. In addition, in the Veni-project an intervention is proposed and tested for reducing biases in children's inter-ethnic helping. As such, this research aims to stimulate peer-to-peer helping and prevent the negative impact of discrimination early in life.
Genetic Nurturing	Research on the influences of the family environment on children's behaviour is complicated by the fact that parents provide their offspring with both the family environment and genes. In a design that exploits parental and offspring genotypes, we investigated the influence of parental genes on childhood outcomes through their effect on the children's rearing environment (called genetic nurturing). Eveline de Zeeuw and Elsje van Bergen demonstrated that the environment that parents create, based on their own genetic predisposition for educational attainment, influences their offspring's educational attainment in adulthood. In contrast, genetic nurturing did not yet play a role in academic achievement and ADHD in childhood. They speculate that the increase of genetic nurturing across the lifespan might be partly due to educational tracking in Dutch secondary schools. See for the pre-print and check out the model .
Socioeconomic status, genes and educational achievement	Parental socioeconomic status (SES) is one of the strongest predictors of children's educational achievement. In her Blog, Eveline de Zeeuw reports about her research in which she and colleagues explored the interplay between parental SES and genetic effects on educational achievement. Read her full blog to find out more!

How can we understand learning and development of children and young adults in educational contexts from a neuroscience perspective?



Research group SENSEA (Social Educational Neuroscience Amsterdam)

2.1.3 OUTREACH AND CAPACITY-BUILDING

- LEARN! research group SENSEA (Social Educational Neuroscience Amsterdam) wins Ammodo Science Award of 1.2 million euros
- Barbara Braams wins J.C. Ruigrok prijs, prize awarded each year by the Koninklijke Hollandse Maatschappij der Wetenschappen (KHMW)
- Keynote prof Lydia Krabbendam at the EARLI 2019 in Aachen: "Educational Neuroscience: promises and pitfalls".
- Nienke van Atteveldt was elected as the new Vice-President of the International Mind, Brain and Education Society (IMBES)
- Keynote Nienke van Atteveldt at the ORD (Onderwijs Research Dagen) 2019: Het lerende brein: hoe kan hersenonderzoek nuttig zijn voor de onderwijspraktijk?

2.2 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.

2.2.1 STAFF

Professor dr. Melanie Ehren (programme chair; m.c.m.ehren@vu.nl)

Professor dr. Johannes Drerup (part-time)

Dr. Anders Schinkel (associate professor)

Dr. Cor van Montfort (senior researcher)

Dr. John Exalto (assistant professor)

Dr. Willeke Rietdijk (post doc)

Dr. Evelien Broekhof (post doc)

Dr. Judith Conijn (post doc)

Dr. Lynne Wolbert (post doc, until 1-8-2019)

Three PhD students joined the programme in 2019:

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



Melanie Ehren

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

2.2.2 RESEARCH HIGHLIGHTS

Project	PI, team and funder	Key questions and findings
Accountability, capacity and trust to improve learning outcomes in South Africa; a systems approach	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 is in its third year (of a total of four years) and reporting findings from case studies and focus group sessions with schools and district officials.
Research project Wonder-Full Education and Human Flourishing: Stimulating Children's Learning, Morality, and Spirituality	Dr. Anders Schinkel Team: Dr. Willeke Rietdijk, Dr. Evelien Broekhof, Dr. Judith Conijn Funder: Templeton foundation	Wonder is not simply an emotion. It is a complex experience comprising a mixture of surprise, bafflement, a sense of importance for the topic, and a desire to keep attention to the object of wonder. Wonder inspires to learn but does the current education system inspires children to wonder? To figure out what children wonder about and how schools promote wonder in children, <u>Anders Schinkel</u> and his team developed two new instruments: the Wonder Chart and the Wonder-full Education Questionnaire. The Questionnaire is now in its validation stage and all primary school teachers or school leaders are encouraged to fill it out. In case you know someone, spread the link to the questionnaires (Questionnaire primary teachers ; Questionnaire school leaders), there is always a need for more participants. If you wonder about the project and you would like to know more about it, check out the project website and read Anders Schinkel's latest blog .
Horizontal accountability for learning (Leren door verantwoording) in Secondary Education	Dr. Cor van Montfort (PI) Funder: VO-raad (Dutch council for secondary schools)	In this project we explore how public accountability by schoolboards in Secondary Education can contribute to a learning organization and a fruitful dialogue with stakeholders. We do so by a literature review, interviews and above all in four action networks in which participating schoolboards reflect on their accountability dilemma's and practices. Besides the action networks, we conduct six 'action researches' in which we support individual schools in improving their public accountability. Besides support for the participating schools, we will make a tool or guide for improving public accountability that will be useful for the sector as a whole. Cor van Montfort is overall project manager of this project. The project will end at Dec. 31, 2020.
Horizontal accountability for learning (Leren door verantwoording) in Primary Education		A comparable, but smaller, project has been started in the sector of Primary Education. This project is lead by the Hogeschool Arnhem Nijmegen. Cor van Montfort participates as a team member. The project will end at Dec. 31, 2020.



Accountability, capacity and trust to improve learning outcomes in South Africa; A systems approach

(Professor dr. Melanie Ehren)

Key findings from this study are:

- The accountability system in South Africa follows a hierarchical logic with a set of vertical relationships, oriented towards compliance to input and process standards (e.g. implementation of a national curriculum, attendance of students and teachers). Teachers are accountable to their principal and school management team. Schools are held accountable by their school governing body, and districts monitor the quality of schools and teachers. Further up the hierarchy, provincial departments of education are accountable to the national Department of Basic Education.
- Schools in South Africa (particularly those which serve a deprived area and are non-fee paying) view the external accountability as unfair and oppose the monitoring because 1) there is little of support for schools who fail to meet accountability targets due to lack of capacity, 2) those who monitor schools are unable to provide relevant support and advice as they lack subject knowledge or pedagogical knowledge on how to teach large multigrade classrooms, and 3) there is a lack of a shared view on goals underlying the accountability exercise across the system.
- The lack of capacity to monitor and support school quality (e.g. by districts, heads of department), combined with a lack of capacity in schools to meet accountability targets reduces the accountability to a bureaucratic form filling exercise and reduces trust across the system.
- This is particularly prevalent in the monitoring and implementation of the national curriculum (CAPS) in non-fee-paying schools in rural areas. The lack of capacity to implement the curriculum in these schools (e.g. in a context of multigrade teaching, large classrooms and high turn-over of teachers and inability to access district support) combined with monitoring to enforce compliance leads to 'malicious accountability' and micromanagement. Here, teachers have to constantly submit 'recovery plans' to explain how they will catch up on

- missed teaching activities, reducing their time to prepare lessons, rushing through activities and leaving the majority of learners behind.
- The high distrust across the system prevents the various stakeholders to collaborate in working towards more effective accountability and creates inefficiencies across the system, such as when district subject advisors and district circuit managers operate in silos and only communicate through formal district reporting lines, resulting in duplication of reporting requirements for schools and officials sometimes visiting the school on the same day unknowingly.

2.2.3 OUTREACH AND CAPACITY-BUILDING

- International conference on Wonder, Education, and Human Flourishing (Hotel CASA, Amsterdam; 5-6 April: <https://wonderfuleducation.eu/schedule/international-conference-on-wonder-education-and-human-flourishing> (Schinkel)
- Workshops and invited talks about horizontal accountability and external inspection at the Department of Education, VOS-ABB, 'Toezichtfestival Inspectieraad, masterclass Zijlstra-instituut (Van Montfort)
- News items (written news articles and radio interview) about freedom of education and Islamic schools in Het Parool, Dagblad van het Noorden, Radio 5, EO Live (Exalto)
- Workshop learning networks UN New York (Ehren)
- Keynote and panel contribution Research on Improvement of Systems of Education conference (RISE; Washington) (Ehren)
- Expert contribution to OECD Strategic Education Governance project (Ehren)

Project	PI, team and funder	Key questions and findings
Horizontal cooperation in Vocational Education (Horizontale samenwerking in de MBO-sector)	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 explore determinants for success and failure for such (public-private) cooperation and develop an design- and evaluation instrument with which institutions can analyze their partnerships. We work closely together with a parallel project team that focuses on the accountability of such partnerships. The project started in January 2020 and will end in December 2021.
Evaluating the Dutch Inspectorate's framework for school board inspections	Professor Melanie Ehren, Dr. Cor van Montfort (PI: Dr. Marlies Honingh, Radboud Universiteit Nijmegen) Funder: Dutch Research Council (NRO)	In this project we explore whether the new way the School Inspectorate (Insepctie van het Onderwijs) works, the so called 'bestuursgericht toezicht', contributes to a better performance by the inspected schools. The project is in its final phase and will end in April 2020.



Martijn Meeter

2.3 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.

2.3.1 STAFF

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

Euwe van den Berg
 Tirza Bosma
 Marion van Brederode
 Ilja Cornelisz
 Anne de la Croix
 Jan Jurrien Dengerink
 Sebastiaan Donszelmann
 Caspar Geraedts
 H.A. Glasbeek
 S.L. Goei
 Adam Handelzalts
 Anna Kaal
 Chris van Klaveren
 C.D.P. van Oeveren
 Koen Willem Ottenhof
 I. Pauw

Siema Ramdas
 Androniki Sapountzi
 J.A. van der Schee
 Anja Swennen
 Bregje de Vries
 H.B. Westbroek

3 PhD students joined the programme in 2019:

- Erik Meij: teachers' (conscious/unconscious) instructional beliefs and how these inform their instructional decision-making
- Tessa Slim: science and technology in primary education
- Elizabeth Wynberg: learning through object-oriented play

2.3.2 RESEARCH HIGHLIGHTS

Project	PI, team and funder	Key questions and findings
Talking about books. The effect of dialogical conversations during book reading on the language and reading skills of children in kindergarten	Nicole van Amelsvoort, Inouk Boerma, Denise Bontje, Rianne Hofma, Mireille Smits, Chiel van der Veen, Femke van der Wilt	The language and reading skills of young children form the foundation for further development. One way to stimulate this development is by interactive book reading. Interactive reading, however, is not easy. For example, how do you ask the right questions and how do you get students to reason about the story? In the current research project, the principles of dialogical conversations are implemented in book reading activities. It will be investigated what the effects are on the quality of the interaction during reading and the extent to which it contributes to the language and reading skills of children in kindergarten.
Educational equity and teacher discretion effects in high stake exams	Ilja Cornelisz, Martijn Meeter and Chris van Klaveren	Teacher judgements and scores on high-stakes exams often inform retention and graduation decisions. An evaluation of all exam 2007-2012 grades in the Netherlands, performed by Ilja Cornelisz, Martijn Meeter and Chris van Klaveren from ACLA, suggests that 11% of all graduating students retake their exam due to teacher discretion. As a result, potential alterations to the grading procedure are now being considered by the Minister of Education. In a follow-up study, ACLA will analyse whether these students benefit from teacher discretion in the long run and whether there might be differences between student subgroups, tracks and subjects. Read more about the project¹
Achieving student agency in learner-centered (k-12) education	Nicolette van Halem, Prof. Martijn Meeter	This study is part of the Research-Practice Partnership 'Better Together', an international research effort of ACLA, UCSD, and k-12 schools in Southern California. The purpose of the partnership is to support informed decision making around innovation for learner-centered education. As a foundation for the development of instruments tapping into instructional practices, Nicolette van Halem, Prof. Martijn Meeter, and colleagues conducted a literature review and built a theoretical model on achieving student agency in learner-centered (k-12) education. The study will be presented during the upcoming LEARN! Seminar .
NRO Educational Postdoc	Jo van Schaik, Maartje Raijmakers, NRO	This project aims to maximize kindergartners' ability to transfer science concepts by improving conceptualization in an educational setting. The combination of behavioral and neural measures provides insights into a fundamental learning mechanism while simultaneously supplying practitioners with an evidence-based model that offers guidelines for improving science concept pedagogy at the start of children's school careers. The research project has been resulting in several international research articles (under review and in preparation).
NRO review studies	Inge Zweers, Mariette Huizinga, Eddie Denessen (UL), Maartje Raijmakers, NRO	Inquiry-based Learning for students with Social-Emotional and Behavioral problems (SEB). The research consisted of an international literature review and a Dutch practical study. With this research we inventoried what is currently known about Investigative Learning for students with SEG. The results of our research is reported in an international research article (under review) and multiple Dutch publications for practice .

¹ https://www.learn.vu.nl/nl/Images/Teacher_discretion_exams_LEARN_summary_tcm273-920069.pdf.

How can learning processes be optimised in various contexts?

2.3.2 OUTREACH AND CAPACITY-BUILDING

- The 13th conference of the World Association of Lesson Study was held in Amsterdam in September 2019. LEARN! researchers co-organized the conference, chaired the conference and presented keynote talks.
- Marlieke van Kesteren: Blog 'Reactivate your prior knowledge!' How can we learn better and more efficiently? Does previously learned information (prior knowledge) effect how well we learn the new information? In her blog Marlieke van Kesteren presents her latest research. She and her research team investigated in whether active reactivation of previously learned information leads to better integration of old with new information. The paper is now published in Nature Science of Learning. Read the [full blog](#) here (in Dutch). Here's a link to the [full paper](#)
- Chris van Klaveren, Ilja Cornelisz and Martijn Meeter start the House of Skills platform: House of Skills is a platform created for matching prospective employees with employers based on their skills, managed by the City of Amsterdam. Researchers from ACLA, a research center within LEARN! the Learning Sciences program, were central to developing the underlying theoretical framework, and implementing it in the form of an online platform.



2.4 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.

2.4.1 STAFF

Dr. Rashmi Kusurkar (programme chair; r.kusurkar@amsterdamumc.nl)
 Dr. Anouk Wouters (postdoc)
 Dr. Anne de la Croix (Assistant Professor)
 Dr. Marianne Mak (Postdoc)
 Dr. Ulviye Isik (postdoc)

PhD students:

Joyce Kors
 Malou Stoffels
 Jettie Vreugdenhil
 Jan Willem Grijpma

Two PhD students joined the programme in 2019:

- Lianne Mulder
- Lucille Malan – Joint PhD student with Sefako Magatho University, South Africa]



Rashmi Kusurkar

2.4.2 RESEARCH HIGHLIGHTS

Project	PI, team and funder	Key questions and findings
Unintended effects of selection on medical student and applicant diversity: What can we do about this?	Gerda Croiset, Rashmi Kusrkar, Anouk Wouters 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 selection processes for all applied science and healthcare education programmes and will be conducted over the period of 2019-2022.
How do undergraduate nursing students learn in the hospital setting?	Malou Stoffels, Hester Daelmans, Saskia Peerdeman, Rashmi Kusrkar	Despite its relevance to nursing education, many gaps in our knowledge about clinical learning and terminology to describe it remain. Malou Stoffels and colleagues conducted a scoping review to provide insight in conceptualisations and operationalisations of 'clinical learning' in the literature, and to synthesise study outcomes in terms of learning activities. The small number of high quality studies hampered a comparison between concepts. The importance of autonomy, social learning, and the cognitive appraisal of learning was revealed. More research is needed on formal and informal components of learning and the interplay between behaviours and cognitions. Clarity about terminology and learning outcomes is warranted.
Preliminary findings on barriers, facilitators, and unequal opportunities in the admission and selection of medical students	Lianne Mulder, Anouk Wouters, Gerda Croiset, Rashmi Kusrkar Funder: NRO	As part of her PhD, Lianne Mulder is interviewing high-school students preparing for selection to enter medical school. Her preliminary findings show that a major facilitator to prepare for selection is volunteer work. However, not everyone has equal opportunities to get a volunteer position. Out of the nine students whose parents work in the medical field, seven hold or held a volunteer position, whereas out of the nine students whose parents do not work in the medical field, only two had volunteering experience. Both groups saw the required high grades as their main barriers, nonetheless first-generation students mentioned socio-economic barriers such as study debt more often. Non-first-generation students named personal and psychological barriers. With her findings she emphasizes the inequality in preconditions of students applying for medical school.
Mistakes in medical education	Marianne Mak-van der Vossen	Making mistakes is part of a normal learning process. However, for supervisors this can be challenging and reacting in the "right" way is not easy. Marianne Mak-van der Vossen is a medical educator and coordinator of the theme "Professional behaviour" for the undergraduate medical program at Vumc School of Medical Sciences. In her blog she describes a three-step road map summarizing the results of 23 in-depth interviews with faculty responsible for remediation at various U.S. medical schools. Read the full blog here ...
Buddies breaking barriers	Anouk Wouters, Rashmi Kusrkar, Christa Boer, Ouissal Funder: NWO Comenius Teaching Fellow grant	Our research suggested that students from a low socio-economic background, who are first in their family to go to higher education and who have an ethnic minority background, experience more barriers when applying to (selection for) the medical study. Moreover, they lack role models in medical education and practice. In our Buddies Breaking Barriers project (a Comenius Teaching Fellow project), 17 bachelor students of Medicine from similar backgrounds act as role models and coach 27 high school students in their process of applying for the medical study, participating in the selection procedure, and also throughout the medical study. For this, the 'buddies' received training on selection, motivation, diversity, and coaching. With this project, we aim to empower these students and take away some of the perceived barriers. We will study the effects of the project and share experiences during a symposium in the next academic year. Read more about the project (in Dutch).



Project	PI, team and funder	Key questions and findings
Small-group active learning: what do medical students want, and why? A Q-methodology study	Jan Willem Grijpma, Anne de la Croix, Martijn Meeter, Rashmi Kusrkar Funder: IAMSE	Small-group active learning methods are an important component of medical programs as they are an effective means to develop the knowledge, skills, and (personal and professional) attributes of students. However, teachers frequently experience resistance when engaging their students in learning activities, thus limiting their effectiveness. Jan Willem Grijpma and colleagues used in their study Q-methodology to gain more insight into students' perspectives on small-group active learning, and identified reasons and solutions for (non-)engagement. Ultimately, they hope their findings will help to improve students' motivation for, and engagement in, small-group active learning methods.
The reflective zombie: problematizing reflection in higher education	Anne de la Croix	'The 'reflective zombie' is someone who displays all the outer traits of reflection, without having actually reflected.' In her blog, Anne de la Croix criticises the focus on assessment in the current education system in which even eager students can turn into reflective zombies as any deviation from the norm is often punished and receiving good grades are aligned with reflective thoughts fitting predefined characteristics. Read her full blog.

One of the flagship research projects of the group is:

Burnout and engagement among PhD students in medicine

Rashmi A Kusurkar, Stephanie van der Burgt, Ulviye Isik, Marianne Mak-Van der Vossen, Anouk Wouters

Burnout is on the rise among medical students, residents, and physicians, but investigation of burnout among PhD students in medicine is lacking. Using the framework of Self-determination Theory of motivation, we investigated burnout and engagement in this group, and their association with motivation, work-life balance, and fulfilment or frustration of their basic psychological needs.

This prospective study was conducted among PhD students at our medical centre (n=990) through: a) an electronic survey on background characteristics, department, work setting, and validated burnout, engagement, motivation and basic psychological needs questionnaires, and b) qualitative description of the top three stressors and energizers in PhD work.

The response rate was 47%. We found three clusters/ groups of students on the basis of their scores on the burnout subscales: exhaustion, cynicism and negative perceived efficacy. Clusters 2 and 3 (35%) students had respectively moderate and high burnout scores, and were associated with low engagement scores. Cluster 3 (n=55, 12%), which had the highest scores on burnout, was associated with the lowest motivational, engagement, need satisfaction and work-life balance scores. We found a good fit for the “basic psychological needs frustration-burnout” model. The top stressors were high workload, obligations besides PhD work and poor guidance from supervisors. The top energizers were relatedness with colleagues, concrete achievements like publications and intrinsic motivation for the topic.

PhD students in medicine show a similar trend on burnout as medical students and residents. In order to bring out the best performance among PhD students, organizations should strive towards higher engagement rather than focusing only on preventing burnout.

2.4.3 OUTREACH AND CAPACITY-BUILDING

- Best Research Paper Prize at the Association of Medical Education in Europe Conference 2019 (Isik)
- Association of Medical Education in Europe Associate Fellowship (Wouters, Mak)
- Fellowship of the Karolinska Institute Prize for Research In Medical Education (Kusurkar)
- “SDT research in health professions education”, organizing the 7th International Self-determination Theory Conference 2019, May 2019, Egmond aan Zee, the Netherlands (<https://youtu.be/PNoIZMxIFq4>) (Kusurkar, Wouters)
- “How can you sustain motivation for your medical study?”, Keynote talk for 1st year medical students at HBT Medical College, Mumbai, India, as part of their foundation course in August 2019 (Kusurkar)
- Podcast interview about ‘The reflective zombie’ for the medical education podcast. January 2019. See: <https://soundcloud.com/user-67899269/aflevering-03> (La Croix)
- Workshop ‘The talkative student and the wallflower: how to cater for both extrovert and introvert students in the classroom’. With Reinoud de Jongh. Held at Erasmus MC and VU (La Croix)
- Fake news or research data? Using social media to capture public discourses. Keynote Science Exchange Day, Amsterdam, 2019 (Wouters)
- “Medical students’ learning preferences: A Q-methodology study”, Team Policy, Quality and Innovation Meeting, Amsterdam UMC – Location VUmc, (Grijpma)

2.5 CHILD REARING

The programme Child Rearing (program leaders Carlo Schuengel and Pol van Lier) was established over the course of 2019, and will be reported on in the Annual Report of 2020.

How can we motivate students and adults to become lifelong learners, particularly in the health professions?



3. OUTREACH AND CAPACITY-BUILDING

On 17 September 2019, LEARN! held its first annual conference. LEARN! researchers and affiliates presented highlights of their latest work on 'Learning and the context in which people learn'. On the agenda were a number of interesting presentations spanning the broad domain of the educational, behavioural, and social sciences, ranging from personalized learning and motivation to trust, governance

and inspections of schools. The conference was attended by almost 90 participants, both academic colleagues from the VU as practitioners from the Netherlands and abroad. Interviews with keynote presenters featured in short videos on our website: <https://learn.vu.nl/nl/nieuws-agenda/nieuwsarchief/2019/jul-sep/learn-annual-conference-2019.aspx>

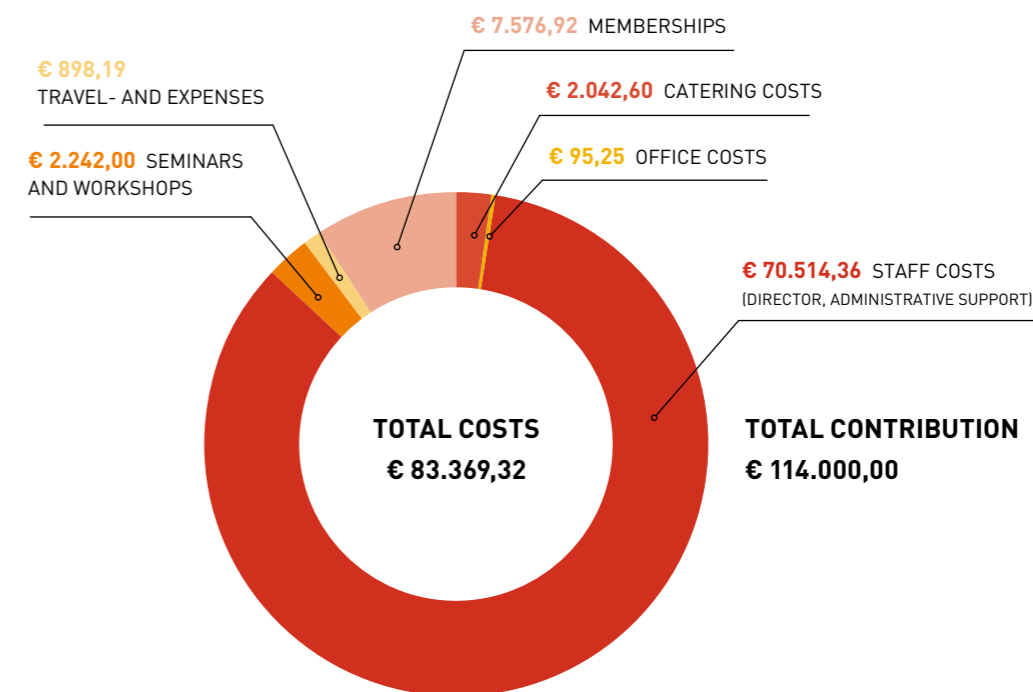
3.1 EVENTS AND SEMINARS IN 2019

	Date	Name Event
May	14-05-2019	Research Meeting: Wilma Jongejan
June	11-06-2019	Research Meeting: Gusta Tavecchio
July	10-07-2019	Expertmeeting Philipp Abraham Kohnstamm (1875-1951)
September	17-09-2019	LEARN! Annual Conference 2019
	26-09-2019	Workshop and book launch philosophy of childhood (University of Salzburg)
October	10-10-2019	Workshop Hoger Onderwijs Governance in Historisch Perspectief
	29-10-2019	LEARN! Workshop "How to be successful in securing external funding for your research"
	30-10-2019	Afscheidssymposium Bert van Oers: Sporen van vooruitgang - Reflectie op de bonte ontwikkeling van de Onderwijspedagogiek in Nederland
November	04-11-2019	Science Transmission Meeting: Scientific Integrity and Publication Pressure
	15-11-2019	Seminar and inaugural lecture Prof. dr. Melanie Ehren: Trust and Accountability to Improve Education Systems
December	02-12-2019	Science Transmission Meeting: Twitter and Social Media
	03-12-2019	Research meeting: Willeke Rietdijk
	13-12-2019	Oratie Dr. Paula Sterkenburg
	14-12-2019	Boekpresentatie Genot en Gebod

4. FACTS AND FIGURES

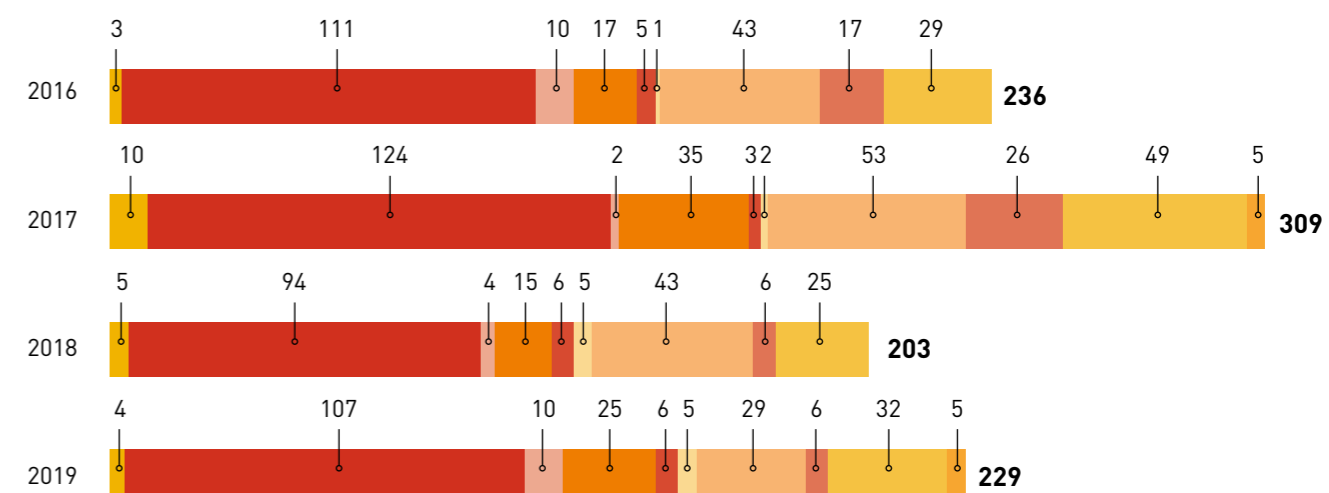


4.1 FUNDING 2019



4.2 RESEARCH OUTPUT

This only concerns the research output of VU Amsterdam. The research output of VUMC is not included in this.



■ BOOK ■ REFEREED ARTICLE ■ NON-REFEREED ARTICLE ■ BOOK CHAPTER ■ PHD THESIS
■ CONFERENCE PAPER ■ PROFESSIONAL PUBLICATION ■ PUBLICATIONS AIMED AT THE GENERAL PUBLIC
■ OTHER RESEARCH OUTPUT ■ NOT ELIGIBLE (MAPPED VALUE)



4.4 LIST OF STAFF (WITH EMAIL) AND PUBLICATIONS

Sibel Altikulac, MSc [\[s.altikulac@vu.nl\]](mailto:s.altikulac@vu.nl)

Altikulac, S., Bos, M. G. N., Foulkes, L., Crone, E. A., & van Hoorn, J. (2019). Age and Gender Effects in Sensitivity to Social Rewards in Adolescents and Young Adults. *Frontiers in Behavioral Neuroscience*, 13(JULY), 1-11. [171]. <https://doi.org/10.3389/fnbeh.2019.00171>

Susanne Asscheman [\[j.s.asscheman@vu.nl\]](mailto:j.s.asscheman@vu.nl)

Asscheman, J. S., Koot, S., Ma, I., Buil, J. M., Krabbendam, L., Cillessen, A. H. N., & van Lier, P. A. C. (2019). Heightened neural sensitivity to social exclusion in boys with a history of low peer preference during primary school. *Developmental Cognitive Neuroscience*, 38, [100673]. <https://doi.org/10.1016/j.dcn.2019.100673>, <https://doi.org/10.1016/j.dcn.2019.100673>

dr. Nienke van Atteveldt [\[n.m.van.atteveldt@vu.nl\]](mailto:n.m.van.atteveldt@vu.nl)

Altikulac, S., Lee, N. C., van der Veen, C., Benneker, I., Krabbendam, L., & van Atteveldt, N. (2019). The teenage brain: Public perceptions of neurocognitive development during adolescence. *Journal of Cognitive Neuroscience*, 31(3), 339-359. https://doi.org/10.1162/jocn_a_01332

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Research and Innovation as a Novel Approach to Guide Educational Impact of Mind, Brain, and Education Research. *Mind, Brain, and Education*, 13(4), 279-287. <https://doi.org/10.1111/mbe.12213>

prof. dr. Marian Bakermans [\[m.j.bakermans@vu.nl\]](mailto:m.j.bakermans@vu.nl)

Alyousefi-Van Dijk, K., van 't Veer, A. E., Meijer, W. M., Lotz, A. M., Rijlaarsdam, J., Witteman, J., & Bakermans-Kranenburg, M. J. (2019). Vasopressin differentially affects handgrip force of expectant fathers in reaction to own and unknown infant faces. *Frontiers in Behavioral Neuroscience*, 13, [105]. <https://doi.org/10.3389/fnbeh.2019.00105>

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Cortes Hidalgo, A. P., Muetzel, R., Luijk, M. P. C. M., Bakermans-Kranenburg, M. J., El Marroun, H., Vernooij, M. W., ... Tiemeier, H. (2019). Observed infant-parent attachment and brain morphology

in middle childhood— A population-based study. *Developmental Cognitive Neuroscience*, 40, 1-9. [100724]. <https://doi.org/10.1016/j.dcn.2019.100724>

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Heckendorf, E., Bakermans-Kranenburg, M. J., van IJzendoorn, M. H., & Huffmeijer, R. (2019). Neural responses to children's faces: Test-retest reliability of structural and functional MRI. *Brain and Behavior*, 9(3), 1-12. [e01192]. <https://doi.org/10.1002/brb3.1192>

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Madigan, S., Cooke, J., Schuengel, C., Verhage, M. L., Oosterman, M., Bakermans - Kranenburg, M. J., ... Fearon, R. M. P. (2019). *Using a catalogue of parent-child attachment studies to describe the distributions of the first 50,000 Strange Situations*. Paper presented at Biennial Meeting of the Society for Research in Child Development, Baltimore, United States.

4.3 RESEARCH STAFF

	2016 FTE	2016 Number	2017 FTE	2017 Number	2018 FTE	2018 Number	2019 FTE	2019 Number
Full professor	10,35	17	10,73	14	11,57	17	2,9	6
Associate professor	5,42	11	7,77	11	6,12	12	3,11	7
Assistant professor	15,11	30	11,82	28	16,14	31	7,94	17
Post docs	28,10	49	21,34	47	30,68	56	17,39	39
PhD employed	40,02	62	40,96	68	49,99	79	9,63	16
Total number of unique research staff	99,00	169	92,62	168	114,5	195	40,97	85
Support staff							0,5	2
Visiting fellows	3,00	9	2,4	6	3,22	9	1,53	4
Total number of unique staff	102,00	178,00	95,02	174,00	117,72	204,00	43,00	91,00

This only concerns the research staff of VU Amsterdam. The research staff of VUMC is not included in this.



Meijer, W. M., van IJzendoorn, M. H., & Bakermans - Kranenburg, M. J. (2019). Challenging the challenge hypothesis on testosterone in fathers: Limited meta-analytic support. *Psychoneuroendocrinology*, 110, 1-11. [104435]. <https://doi.org/10.1016/j.psyneuen.2019.104435>

Raby, K. L., Verhage, M. L., Fearon, R. M. P., Fraley, R. C., Roisman, G. I., van IJzendoorn, M. H., ... Collaboration on Attachment Transmission Synthesis (2019). *The latent structure of the Adult Attachment Interview: Large sample evidence from consortium data*. Paper presented at Biennial Meeting of the Society for Research in Child Development, MD, United States.

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Pia Behnsen

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dr. Elsje van Bergen

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Erbeli, F., van Bergen, E., & Hart, S. A. (2019). Unraveling the Relation Between Reading Comprehension and Print Exposure. *Child Development*. <https://doi.org/10.1111/cdev.13339>

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dr. Renske Bouwer[\[renske.bouwer@vu.nl\]](mailto:renske.bouwer@vu.nl)

Mortier, A. V., Bouwer, R., Coertjens, L., Volckaert, E., Vrijdags, A., Van Gasse, R., ... De Maeyer, S. (2019). De comparatieve beoordelingsmethode voor een betrouwbare en valide cv-screening: Een vergelijking tussen experts en studenten. *Gedrag en Organisatie*, 32(2), 86-107. [32].

dr. B.R. (Barbara) Braams[\[b.r.braams@vu.nl\]](mailto:b.r.braams@vu.nl)

Braams, B. R., Davidow, J. Y., & Somerville, L. H. (2019). Developmental patterns of change in the influence of safe and risky peer choices on risky decision-making. *Developmental Science*, 22(1), [e12717]. <https://doi.org/10.1111/desc.12717>

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dr. Marieke Buil[\[j.m.buil@vu.nl\]](mailto:j.m.buil@vu.nl)

Asscheman, J. S., Koot, S., Ma, I., Buil, J. M., Krabbendam, L., Cillessen, A. H. N., & van Lier, P. A. C. (2019). Heightened neural sensitivity to social exclusion in boys with a history of low peer preference during primary school. *Developmental Cognitive Neuroscience*, 38, [100673]. <https://doi.org/10.1016/j.dcn.2019.100673>, <https://doi.org/10.1016/j.dcn.2019.100673>

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Tieskens, J., Buil, J. M., Koot, S., & van Lier, P. (2019). Relational victimization and elementary schoolchildren's risk-taking behavior: Impact of the classroom norm toward risk-taking. *International Journal of Behavioral Development*, 1-9. <https://doi.org/10.1177/0165025419880617>

dr. Mariët van Buuren[\[m.van.buuren@vu.nl\]](mailto:m.van.buuren@vu.nl)

Wagner, I. C., van Buuren, M., & Fernández, G. (2019). Thalamo-cortical coupling during encoding and consolidation is linked to durable memory formation. *NeuroImage*, 197, 80-92. <https://doi.org/10.1016/j.neuroimage.2019.04.055>

dr. Anne de la Croix[\[anne.dela.croix@vu.nl\]](mailto:anne.dela.croix@vu.nl)

Willemen, A., de la Croix, A., & van der Veen, C. (2019). *Dialogische gespreksvoering: Geef stem aan iedere student!*. Paper presented at ComeniusFestival, Utrecht, Netherlands.

dr. J. Exalto [\[j.exalto@vu.nl\]](mailto:j.exalto@vu.nl)

Exalto, J., Bekkema, N., de Ruyter, D., Rietveld-van Wingerden, M., de Schipper, J. C., Oosterman, M., & Schuengel, C. (2019). Sectorstudie Geweld in de residentiële jeugdzorg (1945-heden). In Commissie Onderzoek naar Geweld in de Jeugdzorg (Ed.), *Sector- en themastudie Geweld in de jeugdzorg* The Hague.

dr. Anne-Kathrin Fett

Fett, A. K. J., Lemmers-Jansen, I. L. J., & Krabbendam, L. (2019). Psychosis and urbanicity: a review of the recent literature from epidemiology to neurourbanism. *Current opinion in psychiatry*, 32(3), 232-241. <https://doi.org/10.1097/YCO.0000000000000486>

Fett, A. K. J., Mouchlianitis, E., Gromann, P. M., Vanes, L., Shergill, S. S., & Krabbendam, L. (2019). The neural mechanisms of social reward in early psychosis. *Social cognitive and affective neuroscience*, 14(8), 861-870. <https://doi.org/10.1093/scan/nsz058>

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drs. Nic Flinkenfogel[\[n.h.flinkenfogel@vu.nl\]](mailto:n.h.flinkenfogel@vu.nl)

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Mirte Forrer, MSc[\[m.l.forrer@vu.nl\]](mailto:m.l.forrer@vu.nl)

Oosterman, M., Schuengel, C., Forrer, M. L., & De Moor, M. H. M. (2019). The impact of childhood trauma and psychophysiological reactivity on at-risk women's adjustment to parenthood. *Development and Psychopathology*, 127-141. <https://doi.org/10.1017/S0954579418001591>

Paula Gromann

Fett, A. K. J., Mouchlianitis, E., Gromann, P. M., Vanes, L., Shergill, S. S., & Krabbendam, L. (2019). The neural mechanisms of social reward in early psychosis. *Social cognitive and affective neuroscience*, 14(8), 861-870. <https://doi.org/10.1093/scan/nsz058>

Esther Hanssen, MSc[\[esther.hanssen@vu.nl\]](mailto:esther.hanssen@vu.nl)

Hanssen, E. M. E. (2019). *Social interactions and reward in the schizophrenia spectrum*.

Jin He

He, J. (2019). *The Power of Being Prosocial: Development and Influence of Children's Prosocial Behavior in the Peer Context of Elementary School*.

dr. Imke Jansen[\[i.l.j.jansen@vu.nl\]](mailto:i.l.j.jansen@vu.nl)

Fett, A. K. J., Lemmers-Jansen, I. L. J., & Krabbendam, L. (2019). Psychosis and urbanicity: a review of the recent literature from epidemiology to neurourbanism. *Current opinion in psychiatry*, 32(3), 232-241. <https://doi.org/10.1097/YCO.0000000000000486>

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dr. Tieme Janssen[\[t.w.p.janssen@vu.nl\]](mailto:t.w.p.janssen@vu.nl)

Twilhaar, E. S., Janssen, T. W. P., de Kieviet, J. F., van Elburg, R. M., & Oosterlaan, J. (2019). EEG profiles and associated neurodevelopmental outcomes after very preterm birth. *Clinical Neurophysiology*, 130(7), 1166-1171. <https://doi.org/10.1016/j.clinph.2019.05.002>

van Atteveldt, N., Tijsma, G., Janssen, T., & Kupper, F. (2019). Responsible Research and Innovation as a Novel Approach to Guide Educational Impact of Mind, Brain, and Education Research. *Mind, Brain, and Education*, 13(4), 279-287. <https://doi.org/10.1111/mbe.12213>

prof. dr. Jelle Jolles[\[j.jolles@vu.nl\]](mailto:j.jolles@vu.nl)

Singh, A. S., Saliasi, E., Van Den Berg, V., Uijtdewilligen, L., De Groot, R. H. M., Jolles, J., ... Chinapaw, M. J. M. (2019). Effects of physical activity interventions on cognitive and academic performance in children and adolescents: A novel combination of a systematic review and recommendations from an expert panel. *British Journal of Sports Medicine*, 53(10), 640-647. <https://doi.org/10.1136/bjsports-2017-098136>

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Flinkenflogel, N., Vu, T. V., van Kesteren, M. T. R., & Krabbendam, L. (2019). Neural Correlates of Self-Construct Priming in the Ultimatum Game. *Frontiers in Neuroscience*, 13(September), 1-13. [994]. <https://doi.org/10.3389/fnins.2019.00994>

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dr. Bjorn de Koning

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3. OUTREACH AND CAPACITY-BUILDING



On 17 September 2019, LEARN! held its first annual conference. LEARN! researchers and affiliates presented highlights of their latest work on 'Learning and the context in which people learn'. On the agenda were a number of interesting presentations spanning the broad domain of the educational, behavioural, and social sciences, ranging from personalized learning and motivation to trust, governance

and inspections of schools. The conference was attended by almost 90 participants, both academic colleagues from the VU as practitioners from the Netherlands and abroad. Interviews with keynote presenters featured in short videos on our website: <https://learn.vu.nl/nl/nieuws-agenda/nieuwsarchief/2019/jul-sep/learn-annual-conference-2019.aspx>

3.1 EVENTS AND SEMINARS IN 2019

	Date	Name Event
May	14-05-2019	Research Meeting: Wilma Jongejan
June	11-06-2019	Research Meeting: Gusta Tavecchio
July	10-07-2019	Expertmeeting Philipp Abraham Kohnstamm (1875-1951)
September	17-09-2019	LEARN! Annual Conference 2019
	26-09-2019	Workshop and book launch philosophy of childhood (University of Salzburg)
October	10-10-2019	Workshop Hoger Onderwijs Governance in Historisch Perspectief
	29-10-2019	LEARN! Workshop "How to be successful in securing external funding for your research"
	30-10-2019	Afscheidssymposium Bert van Oers: Sporen van vooruitgang - Reflectie op de bonte ontwikkeling van de Onderwijspedagogiek in Nederland
November	04-11-2019	Science Transmission Meeting: Scientific Integrity and Publication Pressure
	15-11-2019	Seminar and inaugural lecture Prof. dr. Melanie Ehren: Trust and Accountability to Improve Education Systems
December	02-12-2019	Science Transmission Meeting: Twitter and Social Media
	03-12-2019	Research meeting: Willeke Rietdijk
	13-12-2019	Oratie Dr. Paula Sterkenburg
	14-12-2019	Boekpresentatie Genot en Gebod