

## LEARN! Output July-October 2022

### Contribution to Journal - Article

#### Academic

Bakermans-Kranenburg, M. J. (2022). Research on fathers: pathways to coming of age. *Early Childhood Research Quarterly*, 60, 332-333. <https://doi.org/10.1016/j.ecresq.2022.03.006>

Bakermans-Kranenburg, M. J., Verhees, M. W. F. T., Lotz, A. M., Alyousefi-van Dijk, K., & van IJzendoorn, M. H. (2022). Is paternal oxytocin an oxymoron? Oxytocin, vasopressin, testosterone, oestradiol and cortisol in emerging fatherhood. *Philosophical transactions of the Royal Society of London. Series B, Biological sciences*, 377(1858), 1-11. [20210060]. <https://doi.org/10.1098/rstb.2021.0060>

Bakker, T., Krabbendam, L., Bhulai, S., Meeter, M., & Begeer, S. (Accepted/In press). Study progression and degree completion of autistic students in higher education: a longitudinal study. *Higher Education*. <https://doi.org/10.1007/s10734-021-00809-1>

De Bruijn, A. G. M., De Greeff, J. W., Temlali, T. Y., Oosterlaan, J., Smith, J., & Hartman, E. (2022). Objectively measured physical activity during primary school physical education predicts intrinsic motivation independently of academic achievement level. *British Journal of Educational Psychology*, 00(e12527). <https://doi.org/10.1111/bjep.12527>

Dekker, I., & Meeter, M. (2022). Evidence-based education: Objections and future directions. *Frontiers in Education*, 7, 1-9. [941410]. <https://doi.org/10.3389/educ.2022.941410>

de Koning, B. B., Boonen, A. J. H., Jongerling, J., van Wesel, F., & van der Schoot, M. (Accepted/In press). Model method drawing acts as a double-edged sword for solving inconsistent word problems. *Educational Studies in Mathematics*, 111(1), 29-45. <https://doi.org/10.1007/s10649-022-10150-8>

Demange, P. A., Hottenga, J. J., Abdellaoui, A., Eilertsen, E. M., Malanchini, M., Domingue, B. W., Armstrong-carter, E., De Zeeuw, E. L., Rimfeld, K., Boomsma, D. I., Van Bergen, E., Breen, G., Nivard, M. G., & Cheesman, R. (2022). Estimating effects of parents' cognitive and non-cognitive skills on offspring education using polygenic scores. *Nature Communications*, 13(1), [4801]. <https://doi.org/10.1038/s41467-022-32003-x>

de Waal, N., Alyousefi-van Dijk, K., Buisman, R. S. M., Verhees, M. W. F. T., & Bakermans-Kranenburg, M. J. (2022). The prenatal video-feedback intervention to promote positive parenting for expectant fathers (VIPP-PRE): Two case studies. *Infant Mental Health Journal*, 43(5), 730-743. <https://doi.org/10.1002/imhj.22006>

Egmoose, I., Tharner, A., Liebenberg, K. B., Steenhoff, T., & Vaever, M. S. (2022). Long-term effects of maternal postpartum depression on mothers' and fathers' parenting stress. *Early Child Development and Care*, 192(2), 220-232. <https://doi.org/10.1080/03004430.2020.1755663>

Eising, E., Mirza-Schreiber, N., de Zeeuw, E. L., Wang, C. A., Truong, D. T., Allegrini, A. G., Shapland, C. Y., Zhu, G., Wigg, K. G., Gerritse, M. L., Molz, B., Alagoz, G., Gialluisi, A., Abbondanza, F., Rimfeld, K., van Donkelaar, M., Liao, Z., Jansen, P. R., Andlauer, T. F. M., ... Fisher, S. E. (2022). Genome-wide analyses of individual differences in quantitatively assessed reading- and language-related skills in up to 34,000 people. *Proceedings of the National Academy of Sciences of the United States of America*, *119*(35), [e2202764119]. <https://doi.org/10.1073/pnas.2202764119>

Galbally, M., Watson, S. J., Tharner, A., Luijk, M., Blankley, G., MacMillan, K. K., Power, J., & Lewis, A. J. (2022). Major depression as a predictor of the intergenerational transmission of attachment security: Findings from a pregnancy cohort study. *Australian and New Zealand Journal of Psychiatry*, *56*(8), 1006-1016. <https://doi.org/10.1177/00048674211060749>

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Iliás, M., de Moor, M. H. M., Willemen, A., Oosterman, M., & Schuengel, C. (2022). Migration background and the measurement of home-based parental involvement in education: A psychometric evaluation of two self-report questionnaires. *International Journal of Research and Method in Education*, *45*(1), 39-59. <https://doi.org/10.1080/1743727X.2021.1902979>

Janssen, T. W. P., Nieuwenhuis, S., Altikulaç, S., Tuong, V. V., Meeter, M., Bonte, M., Jansen, B. R. J., Magis-Weinberg, L., & Van Atteveldt, N. (2022). Mindset and effort during a self-adapted arithmetic task: Variable- and person-oriented approaches. *Learning and Motivation*, *80*, 1-14. [101840]. <https://doi.org/10.1016/j.lmot.2022.101840>

Jongsma, M. V., Scholten, D. J., van Muijlwijk-Koezen, J. E., & Meeter, M. (2022). Online Versus Offline Peer Feedback in Higher Education: A Meta-Analysis. *JOURNAL OF EDUCATIONAL COMPUTING RESEARCH*. <https://doi.org/10.1177/07356331221114181>

Kaskens, J., Goei, S. L., Van Luit, J. E. H., Verhoeven, L., & Segers, E. (2022). Dynamic maths interviews to identify educational needs of students showing low math achievement. *European Journal of Special Needs Education*, *37*(3), 432-446. <https://doi.org/10.1080/08856257.2021.1889848>

Kaźmierczak, M., van Ijzendoorn, M. H., & Bakermans-Kranenburg, M. (2022). Do empathy and oxytocin predict responsiveness to a crying infant simulator in expecting and non-expecting couples? A multilevel study. *Attachment and Human Development*, *24*(5), 624-644. <https://doi.org/10.1080/14616734.2022.2063911>

Kok, R., Luijk, M. P. C. M., Lucassen, N., Prinzie, P., Jongerling, J., van IJzendoorn, M. H., Tiemeier, H., & Bakermans-Kranenburg, M. J. (2022). The Role of Supportive Parenting and Stress Reactivity in the Development of Self-Regulation in Early Childhood. *Journal of Child and Family Studies*, *31*(9), 2424-2435. <https://doi.org/10.1007/s10826-022-02360-8>

Miedzobrodzka, E., van Hooff, J., Konijn, E., & Krabbendam, L. (2022). Is It painful? Playing violent video games affects brain responses to painful pictures: An event-related potential study. *Psychology of Popular Media*, *11*(1), 13-23. <https://doi.org/10.1037/ppm0000290>

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Neumann, A., Nolte, I. M., Pappa, I., Ahluwalia, T. S., Pettersson, E., Rodriguez, A., Whitehouse, A., van Beijsterveldt, C. E. M., Benyamin, B., Hammerschlag, A. R., Helmer, Q., Karhunen, V., Krapohl, E., Lu, Y., van der Most, P. J., Palviainen, T., St Pourcain, B., Seppälä, I., Suarez, A., ... Tiemeier, H. (2022). A genome-wide association study of total child psychiatric problems scores. *PLoS ONE*, *17*(8), 1-23. [e0273116]. <https://doi.org/10.1371/journal.pone.0273116>

Plak, S., van Klaveren, C., & Cornelisz, I. (2022). Raising student engagement using digital nudges tailored to students' motivation and perceived ability levels. *British Journal of Educational Technology*. <https://doi.org/10.1111/bjet.13261>

Porreca, A., Simonelli, A., De Carli, P., Barone, L., Filippi, B., Rigo, P., van IJzendoorn, M. H., & Bakermans-Kranenburg, M. J. (2022). A randomized wait-list controlled trial to investigate the role of cognitive mechanisms in parenting interventions on mothers with substance use disorder. *Trials*, *23*, 1-15. [588]. <https://doi.org/10.1186/s13063-022-06420-8>

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Schröer, L., Çetin, D., Vacaru, S. V., Addabbo, M., van Schaik, J. E., & Hunnius, S. (2022). Infants' sensitivity to emotional expressions in actions: The contributions of parental expressivity and motor experience. *Infant Behavior and Development*, *68*, 1-10. [101751]. <https://doi.org/10.1016/j.infbeh.2022.101751>

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Tollenaar, M. S., Pittner, K., Buisman, R. S. M., Knipping, K., Garssen, J., Nimphy, C. A., van den Berg, L. J. M., Bolijn, J. E., Alink, L. R. A., Elzinga, B. M., Bakermans-Kranenburg, M. J., & IJzendoorn, M. H. (2022). Salivary immune markers are not associated with self-reported childhood maltreatment or psychopathology in adults. *Psychoneuroendocrinology*, *144*, 1-7. [105867]. <https://doi.org/10.1016/j.psyneuen.2022.105867>

Uffen, I., de Vries, S., Goei, S. L., van Veen, K., & Verhoef, N. (2022). Understanding teacher learning in lesson study through a cultural-historical activity theory lens. *Teaching and Teacher Education*, *119*, 1-13. [103831]. <https://doi.org/10.1016/j.tate.2022.103831>

Væver, M. S., Cordes, K., Stuart, A. C., Tharner, A., Shai, D., Spencer, R., & Smith-Nielsen, J. (2022). Associations of maternal sensitivity and embodied mentalizing with infant-mother attachment security at one year in depressed and non-depressed dyads. *Attachment and Human Development*, *24*(2), 115-132. <https://doi.org/10.1080/14616734.2020.1861035>

van der Sande, L., Dobber, M., van Schaik, J. E., & van Steensel, R. (2022). Attitudes towards reading amongst kindergarten and Grade 1 children. *European Early Childhood Education Research Journal*. <https://doi.org/10.1080/1350293X.2022.2108096>

Vandesande, S., Bosmans, G., Sterkenburg, P., Schuengel, C., & Maes, B. (Accepted/In press). Piloting attachment psychoeducation provided to parents of children with severe disabilities: Testing the feasibility of a digital micro-intervention. *Journal of Intellectual Disabilities*. <https://doi.org/10.1177/17446295221087564>

van Marlen, T., van Wermeskerken, M., Jarodzka, H., Raijmakers, M., & van Gog, T. (2022). Looking through Sherlock's eyes: Effects of eye movement modelling examples with and without verbal explanations on deductive reasoning. *Journal of Computer Assisted Learning*, 38(5), 1497-1506. <https://doi.org/10.1111/jcal.12712>

Vooren, M., Rud, I., Cornelisz, I., Van Klaveren, C., Groot, W., & Maassen van den Brink, H. (Accepted/In press). The effects of a restorative justice programme (Halt) on educational outcomes and recidivism of young people. *Journal of Experimental Criminology*. <https://doi.org/10.1007/s11292-022-09502-4>

Vooren, M., Haelermans, C., Groot, W., & Maassen van den Brink, H. (2022). Make IT Work: The Labor Market Effects of Information Technology Retraining in the Netherlands. *De Economist*, 170(3), 323-342. <https://doi.org/10.1007/s10645-022-09408-6>

Westbroek, H., Janssen, F., Mathijssen, I., & Doyle, W. (2022). Teachers as researchers and the issue of practicality. *European Journal of Teacher Education*, 45(1), 60-76. <https://doi.org/10.1080/02619768.2020.1803268>

Wynberg, E. R., van der Wilt, F., Boland, A., Raijmakers, M. E. J., & van der Veen, C. (2022). How young children explore, follow and impose rules during object-oriented play: a multiple case study. *International Journal of Early Years Education*, 30(3), 577-594. <https://doi.org/10.1080/09669760.2022.2091981>

Yang, F., Wen, J., Huang, N., Riem, M. M. E., Lodder, P., & Guo, J. (2022). Prevalence and related factors of child posttraumatic stress disorder during COVID-19 pandemic: A systematic review and meta-analysis. *European Psychiatry*, 65(1), 1-11. [e37]. <https://doi.org/10.1192/j.eurpsy.2022.31>

## **Contribution to Journal - Comment / Letter to the editor**

### **Academic**

Forslund, T., Granqvist, P., van IJzendoorn, M. H., Sagi-Schwartz, A., Glaser, D., Steele, M., Hammarlund, M., Schuengel, C., Bakermans-Kranenburg, M. J., Steele, H., Shaver, P. R., Lux, U., Simmonds, J., Jacobvitz, D., Groh, A. M., Bernard, K., Cyr, C., Hazen, N. L., Foster, S., ... Duschinsky, R. (2022). Attachment goes to court: child protection and custody issues. *Attachment and Human Development*, 24(1), 1-52. <https://doi.org/10.1080/14616734.2020.1840762>

ter Avest, I. (2022). Being and Becoming Good Ancestors: "Doing the Unthinkable, Transforming Death into Life". *Religious Education*, 117(2), 121-124. <https://doi.org/10.1080/00344087.2022.2060573>

## Contribution to Journal - Editorial

### Academic

Swennen, A. (2022). It is our responsibility to teach (the teachers) - and improve education. *European Journal of Teacher Education*, 45(3), 299-302. <https://doi.org/10.1080/02619768.2022.2096063>

## Contribution to Journal - Review article

### Academic

Bosmans, G., Van Vlierberghe, L., Bakermans-Kranenburg, M. J., Kobak, R., Hermans, D., & van IJzendoorn, M. H. (2022). A Learning Theory Approach to Attachment Theory: Exploring Clinical Applications. *Clinical Child and Family Psychology Review*, 25(3), 591-612. <https://doi.org/10.1007/s10567-021-00377-x>

Derks, S., Willemen, A. M., & Sterkenburg, P. S. (2022). Improving adaptive and cognitive skills of children with an intellectual disability and/or autism spectrum disorder: Meta-analysis of randomised controlled trials on the effects of serious games. *International Journal of Child-Computer Interaction*, 33, 1-11. [100488]. <https://doi.org/10.1016/j.ijcci.2022.100488>

Willems, L. D., Dyzel, V., & Sterkenburg, P. S. (2022). COVID-19 Vaccination Intentions amongst Healthcare Workers: A Scoping Review. *International Journal of Environmental Research and Public Health*, 19(16), 1-20. [10192]. <https://doi.org/10.3390/ijerph191610192>

## Chapter in Book / Report / Conference proceeding - Chapter

### Academic

Drerup, J. (2022). Toleration and Education. In M. SARDOČ (Ed.), *The Palgrave Handbook of Toleration* (pp. 925-950). Palgrave Macmillan. [https://doi.org/10.1007/978-3-030-42121-2\\_48](https://doi.org/10.1007/978-3-030-42121-2_48)

## Chapter in Book / Report / Conference proceeding - Conference contribution

### Academic

Farella, M., Arrigo, M., Tosto, C., Taibi, D., Seta, L., Chifari, A., Goei, S. L., Pronk, J., Mangina, E., Denaro, P., Dhrami, D., & Chiazese, G. (2022). An Augmented Reality Solution for the Positive Behaviour Intervention and Support. In G. Zachmann, M. Alcañiz Raya, P. Bourdot, M. Marchal, J. Stefanucci, & X. Yang (Eds.), *Virtual Reality and Mixed Reality: 19th EuroXR International Conference, EuroXR 2022, Stuttgart, Germany, September 14–16, 2022, Proceedings* (pp. 206-212). (Lecture Notes in Computer Science (including subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics); Vol. 13484 LNCS). Springer Science and Business Media Deutschland GmbH. [https://doi.org/10.1007/978-3-031-16234-3\\_12](https://doi.org/10.1007/978-3-031-16234-3_12)

## Contribution to Conference - Poster

### Academic

Starreveld, K. (2022). *VIPP-School: Using video-feedback to enhance teacher sensitivity*. Poster session presented at International Attachment Conference, Lisbon, Portugal.

## **Book / Report - Book editing**

### **Academic**

Drerup, J., Culp, J., & Yacek, D. (Eds.) (2022). *The Cambridge Handbook of Democratic Education*. Cambridge University Press.

## **Book / Report - Report**

### **Academic**

Munoz Chereau, B., Hutchinson, J., & Ehren, M. (2022). 'Stuck' schools: Can below good Ofsted inspections prevent sustainable improvement? <https://discovery.ucl.ac.uk/id/eprint/10149556/>

### **Professional**

Mombarg, R., te Wierike, S., De Vries, S., Hartman, E., de Bruijn, A., Janssen, M., & Timmermans, A. C. (2022). *Effectief bewegingsonderwijs op de basisschool: een didactisch kader ten behoeve van landelijk peilingonderzoek*. Hanzehogeschool Groningen. <https://www.nro.nl/sites/nro/files/media-files/Reviewstudie%20Mombarg%20et%20al.%2C%202022.%20Bewegingsonderwijs..pdf>

## **Online publication or Non-textual form - Online publication or Website**

### **Professional**

Ehren, M. (Author). (2022). Family? Factory? How metaphors help make sense of school life. Online publication or Website <https://blogs.ucl.ac.uk/ioe/2022/05/10/family-factory-how-metaphors-help-make-sense-of-school-life/>

## **Contribution to Journal - Erratum**

### **Academic**

Vacaru, V. S., Urqueta Alfaro, A., Hoffman, N., Wittich, W., Stern, M., Zar, H. J., Stein, D. J., & Sterkenburg, P. S. (2022). Corrigendum: Applicability of a novel attunement instrument and its relationship to parental sensitivity in infants with and without visual impairments. *Frontiers in Psychology*, 13, 1-3. [967247]. <https://doi.org/10.3389/fpsyg.2022.967247>

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