

## PURE Research Output August – October 2024

### Contribution to Journal - Article

#### Academic

- Altikulaç, S., Janssen, T. W. P., Yu, J., Nieuwenhuis, S., & Van Atteveldt, N. M. (2024). Mindset profiles of secondary school students: Associations with academic achievement, motivation and school burnout symptoms. *British Journal of Educational Psychology*, *94*(3), 738-758. <https://doi.org/10.1111/bjep.12676>
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- Bouwer, R., van Braak, M., & van der Veen, C. (2024). Dialogic writing in the upper grades of primary school: How to support peer feedback conversations that promote meaningful revisions. *Learning and Instruction*, *93*, Article 101965. <https://doi.org/10.1016/j.learninstruc.2024.101965>
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- Diaz Lema, M., Vooren, M., Cannistrà, M., van Klaveren, C., Agasisti, T., & Cornelisz, I. (2024). Predicting dropout in Higher Education across borders. *Studies in Higher Education*, *49*(1), 141-156. <https://doi.org/10.1080/03075079.2023.2224818>
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- Egmose, I., Steenhoff, T., Tharner, A., & Væver, M. S. (2024). Parental reflective functioning in mothers and fathers of preschoolers: Associations with adult attachment and parenting behavior. *Scandinavian Journal of Psychology*, *65*(4), 747-757. <https://doi.org/10.1111/sjop.13020>

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- Geurts, S. M., Vossen, H. G. M., Van den Eijnden, R. J. J. M., & Koning, I. M. (2024). Bidirectional Within-Family Effects of Restrictive Mediation Practices and Adolescents' Problematic Social Media Use. *Journal of Youth and Adolescence*, 53(8), 1928-1938. <https://doi.org/10.1007/s10964-024-01990-z>
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## Professional

- Bertram-Troost, G. (2024). Meer aandacht in onderwijs voor zingevingsvragen van leerlingen. *Narhex*, 24(1), 15-19. Article 24, 1 .
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Smit, M. (2024). Seksueel misbruik bij mensen met een LVB: een psychomotorisch perspectief. *Tijdschrift voor Orthopedagogiek*, (3), 29.

van der Wilt, F. (2024). Als ze maar gelukkig zijn: Sociale acceptatie en geluk. *De Wereld van het Jonge Kind*.

van der Wilt, F. (2024). Focussen op het hier en nu: werkt dat? Het effect van mindfulness bij jonge kinderen. *De Wereld van het Jonge Kind*, 51(1), 6-11. Article 1.

Vooren, M., Cornelisz, I., Meeter, M., & van Klaveren, C. (2024). Bindend studieadvies helpt studenten niet. *Economisch-Statistische Berichten*, 109(4836), 351-353.

Zuurmond, A. (2024). Kanttekeningen bij de aangescherpte opdracht. *Van 12 tot 18*, (8-9).  
<https://van12tot18.nl/artikelen/kanttekeningen-bij-de-aangescherpte-opdracht>

## Popular

Schinkel, A. (2024). Argumenten voor stopzetten interlandelijke adoptie gebrekkig. *Reformatisch Dgblad*.  
<https://www.rd.nl/artikel/1062768-argumenten-voor-stopzetten-interlandelijke-adoptie-gebrekkig>

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

### Academic

Hilberink, B., Frederiks, K., Verwey-Lakerveld, J., Van Duijvenboden, T., & Sterkenburg, P. S. (2024). The added value of wearing glasses: Persons with profound to moderate intellectual disabilities. *British Journal of Visual Impairment*. Advance online publication. <https://doi.org/10.1177/02646196241268099>

## Contribution to Journal - Editorial

### Academic

Brummelman, E., van Atteveldt, N., Wolf, S., & Sierksma, J. (2024). Using social and behavioral science to address achievement inequality. *NPJ Science of learning*, 9, 1-6. Article 44. <https://doi.org/10.1038/s41539-024-00259-1>

Huizinga, M., Burack, J. A., & Baeyens, D. (2024). Editorial: Executive Function and Education, volume II: Considerations for Academic Success - Across Contexts and Populations. *Frontiers in Psychology*, 15, 1-3. Article 1365993. <https://doi.org/10.3389/fpsyg.2024.1365993>

Smith, W. C., Ehren, M. C. M., & Grek, S. (2024). Global governance of education: The Sustainable Development Goals as a product and mechanism? *International Review of Education*, 70(4), 531-545.  
<https://doi.org/10.1007/s11159-024-10108-3>

Swennen, A. (2024). Education is not the problem, but part of the solution. *European Journal of Teacher Education*, 47(4), 633-637. <https://doi.org/10.1080/02619768.2024.2402613>

## Contribution to Journal - Review article

### Academic

de Vries, N., Meeter, M., & Huizinga, M. (2024). Does interest fit between student and study program lead to better outcomes? A meta-analysis of vocational interest congruence as predictor for academic success. *Educational Research Review*, 44, 1-20. Article 100619. <https://doi.org/10.1016/j.edurev.2024.100619>

Loheide-Niesmann, L., Riem, M. M. E., & Cima, M. (2024). The impact of maternal childhood maltreatment on child externalizing behaviour and the mediating factors underlying this association: a three-level meta-analysis and systematic review. *European Child and Adolescent Psychiatry*, 33(8), 2445-2470. <https://doi.org/10.1007/s00787-022-02117-0>

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

### Academic

De Wit, S., Hermans, F., Specht, M., & Aivaloglou, E. (2024). Gender, Social Interactions and Interests of Characters Illustrated in Scratch and Python Programming Books for Children. In *SIGCSE 2024: Proceedings of the 55th ACM Technical Symposium on Computer Science Education V. 1* (Vol. 1, pp. 262-268). Association for Computing Machinery, Inc. <https://doi.org/10.1145/3626252.3630862>

Karnalim, O., Ayub, M., Wijanto, M. C., & Hermans, F. (2024). Does Hedy, the Gradual Programming Language Help Computing Undergraduates to Learn Programming? In M. E. Auer, U. R. Cukierman, E. Vendrell Vidal, & E. Tovar Caro (Eds.), *Towards a Hybrid, Flexible and Socially Engaged Higher Education: Proceedings of the 26th International Conference on Interactive Collaborative Learning (ICL 2023), Volume 3* (Vol. 3, pp. 187-198). (Lecture Notes in Networks and Systems; Vol. 901 LNNS). Springer Science and Business Media Deutschland GmbH. [https://doi.org/10.1007/978-3-031-53022-7\\_19](https://doi.org/10.1007/978-3-031-53022-7_19)

Shvets, O., Murtazin, K., Meeter, M., & Piho, G. (2024). Towards a Domain Model for Learning and Teaching. In F. J. Domínguez Mayo, L. F. Pires, & E. Seidewitz (Eds.), *Proceedings of the 12th International Conference on Model-Based Software and Systems Engineering* (pp. 288-296). (International Conference on Model-Driven Engineering and Software Development; Vol. 1). Science and Technology Publications, Lda. <https://doi.org/10.5220/0012471400003645>

## Contribution to Conference - Poster

### Academic

Patty, N., van Meeteren, K., Verdonk, M., Ketelaar, M., Schuengel, C., & Willemen, A. (2024). *A qualitative study on the conceptualization of burnout from the perspective of parents of children with complex care needs*. Poster session presented at 36th EACD Annual Meeting, Bruges, Belgium.

## Contribution to Conference - Abstract

### Academic

Patty, N., van Meeteren, K., Verdonk, M., Ketelaar, M., Schuengel, C., & Willemen, A. (2024). *A qualitative study on the risk- and protective factors and the conceptualization of burnout from the perspective of parents of children with complex care needs*. Abstract from 36th EACD Annual Meeting, Bruges, Belgium.



Starreveld, K., Overbeek, M., Willemen, A., & Bakermans-Kranenburg, M. J. (2024). *Fostering positive teacher-child dynamics with a video-feedback intervention. VIPP-School's effects on early elementary school teacher's sensitivity and sensitive limit setting in the Netherlands.* Abstract from International Attachment Conference, Rouen, France.

## Book / Report - Book

### Academic

Drerup, J., & Schweiger, G. (2024). *Was ist eine gute Kindheit?* Reclam.

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## Contribution to Journal - Erratum / Corrigendum

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