

## PURE Research Output February - April

### Contribution to Journal - Article

#### Academic

- Abbondanza, F., Dale, P. S., Wang, C. A., Hayiou-Thomas, M. E., Toseeb, U., Koomar, T. S., Wigg, K. G., Feng, Y., Price, K. M., Kerr, E. N., Guger, S. L., Lovett, M. W., Strug, L. J., van Bergen, E., Dolan, C. V., Tomblin, J. B., Moll, K., Schulte-Körne, G., Neuhoff, N., ... Paracchini, S. (Accepted/In press). Language and reading impairments are associated with increased prevalence of non-right-handedness. *Child Development*. <https://doi.org/10.1111/cdev.13914>
- Camphuijsen, M. K., & Stolp, T. (2023). Prestación privada de servicios de enseñanza: Explorando las tendencias y la evolución en el profesorado interino en los Países Bajos. *Revista Española de Educación Comparada*, 42, 44-62. <https://doi.org/10.5944/reec.42.2023.34447>
- Camphuijsen, M. K., & Parcerisa, L. (2023). Teachers' beliefs about standardised testing and test-based accountability: Comparing the perceptions and experiences of teachers in Chile and Norway. *European Journal of Education*, 58(1), 67-82. <https://doi.org/10.1111/ejed.12540>
- de Bruijn, A., Wierike, S. C. M. T., & Mombarg, R. (2023). Trends in and relations between children's health-related behaviors pre-, mid- and post-Covid. *European journal of public health*, 33(2), 196-201. <https://doi.org/10.1093/eurpub/ckad007>
- de Bruijn, A. G. M., & van der Wilt, F. (2023). Social Acceptance in Physical Education and the Regular Classroom: Perceived Motor Competency and Frequency and Type of Sports Participation. *Children*, 10(3), 1-14. [568]. <https://doi.org/10.3390/children10030568>
- de Ree, J., Maggioni, M. A., Paille, B., Rossignoli, D., Ruijs, N., & Walentek, D. (2023). Closing the income-achievement gap? Experimental evidence from high-dosage tutoring in Dutch primary education. *Economics of Education Review*, 94, 1-17. [102383]. <https://doi.org/10.1016/j.econedurev.2023.102383>
- Franse, R. K., Sachisthal, M. S. M., & Raijmakers, M. E. J. (2023). Presenting wicked problems in a science museum: A methodology to study interest from a dynamic perspective. *Frontiers in Psychology*, 14, 1-14. [1113019]. <https://doi.org/10.3389/fpsyg.2023.1113019>
- Koelewijn, A., Lemain, C., Honingh, A. K., & Sterkenburg, P. S. (2023). View of relatives on quality of care: narratives on the care for people with visual and intellectual disabilities. *Disability & Society*, 38(3), 483-502. <https://doi.org/10.1080/09687599.2021.1947192>
- Leijse, M. M. L., Koning, I. M., & van den Eijnden, R. J. J. M. (2023). The influence of parents and peers on adolescents' problematic social media use revealed. *Computers in Human Behavior*, 143, 1-8. [107705]. <https://doi.org/10.1016/j.chb.2023.107705>
- Meeter, M. (2023). Predicting Retention in Higher Education from high-stakes Exams or School GPA. *Educational Assessment*, 28(1), 1-10. <https://doi.org/10.1080/10627197.2022.2130748>
- Nieuwenhuis, S., Janssen, T., van der Mee, D., Rahman, F., Meeter, M., & van Atteveldt, N. (2023). A Novel Approach to Investigate the Impact of Mindset and Physiology on the Choice to Invest Effort During an Arithmetic Task. *Mind, Brain, and Education*.

- Oosterbeek, H., Ruijs, N., & de Wolf, I. (2023). Heterogeneous effects of comprehensive vs. single-track academic schools: Evidence from admission lotteries. *Economics of Education Review*, 93, 1-20. [102363]. <https://doi.org/10.1016/j.econedurev.2023.102363>
- Oude Groeniger, J., Houweling, T. A. J., Jansen, P. W., Horoz, N., Buil, J. M., Van Lier, P. A. C., & Van Lenthe, F. J. (2023). Social inequalities in child development: the role of differential exposure and susceptibility to stressful family conditions. *Journal of Epidemiology and Community Health*, 77(2), 74-80. [219545]. <https://doi.org/10.1136/jech-2022-219548>
- Plak, S., van Klaveren, C., & Cornelisz, I. (2023). Raising student engagement using digital nudges tailored to students' motivation and perceived ability levels. *British Journal of Educational Technology*, 54(2), 554-580. <https://doi.org/10.1111/bjet.13261>
- Riem, M. M. E., Bakermans-Kranenburg, M. J., Cima, M., & van IJzendoorn, M. H. (2023). Grandparental Support and Maternal Postpartum Mental Health: A Review and Meta-Analysis. *Human Nature*, 34(1), 25-45. <https://doi.org/10.1007/s12110-023-09440-8>
- Schinkel, A., Wolbert, L., Pedersen, J. B. W., & de Ruyter, D. J. (2023). Human Flourishing, Wonder, and Education. *Studies in Philosophy and Education*, 42(2), 143-162. <https://doi.org/10.1007/s11217-022-09851-7>
- Sijtsma, H., van Buuren, M., Hollarek, M., Walsh, R. J., Lee, N. C., Braams, B. R., & Krabbendam, L. (2023). Social network position, trust behavior, and neural activity in young adolescents. *NeuroImage*, 268, 1-18. [119882]. <https://doi.org/10.1016/j.neuroimage.2023.119882>
- Sijtsma, H., Lee, N. C., Buczny, J., Hollarek, M., Walsh, R. J., Van Buuren, M., & Krabbendam, L. (2023). HEXACO Personality Dimensions Do Not Predict Individual Differences in Adolescent Trust Behavior. *Games*, 14(1), 1-16. [10]. <https://doi.org/10.3390/g14010010>
- Sijtsma, H., Lee, N. C., Braams, B. R., Hollarek, M., Walsh, R. J., van Buuren, M., & Krabbendam, L. (2023). The development of adolescent trust behavior. *Journal of Experimental Child Psychology*, 231, 1-23. [105653]. <https://doi.org/10.1016/j.jecp.2023.105653>
- the MILESTONE consortium (2023). The importance of clinicians' and parents' awareness of suicidal behaviour in adolescents reaching the upper age limit of their mental health services in Europe. *Journal of Affective Disorders*, 325, 360-368. <https://doi.org/10.1016/j.jad.2022.12.164>
- van der Sande, L., van Steensel, R., Fikrat-Wevers, S., & Arends, L. (2023). Effectiveness of Interventions that Foster Reading Motivation: a Meta-analysis. *Educational Psychology Review*, 35(1), 1-38. [21]. <https://doi.org/10.1007/s10648-023-09719-3>
- Van IJzendoorn, M. H., Schuengel, C., Wang, Q., & Bakermans-Kranenburg, M. J. (2023). Improving parenting, child attachment, and externalizing behaviors: Meta-analysis of the first 25 randomized controlled trials on the effects of Video-feedback Intervention to promote Positive Parenting and Sensitive Discipline. *Development and Psychopathology*, 35(1), 241-256. <https://doi.org/10.1017/S0954579421001462>

## Professional

Brocken, A., & de Bruijn, A. (2023). Bewegen op het schoolplein. *JSW*, 2023(04), 34-37.

de Bruijn, A. (2023). Bewegend leren in de klas - praktijk. *JSW*, 2023(4), 23-26.

Meeter, M. (2023). Onderwijsachterstanden wegwerken, weten we wel hoe dat moet? Didactief.

<https://didactiefonline.nl/artikel/onderwijsachterstanden-wegwerken-weten-we-wel-hoe-dat-moet>

## Popular

Schinkel, A. (2023). Verantwoordelijk omgaan met mobieltje is voor leerlingen een te grote opgave. *Trouw* (print).  
<https://www.trouw.nl/opinie/verantwoordelijk-omgaan-met-mobieltjes-is-voor-leerlingen-een-te-grote-opgave-dus-verbied-ze~b0289271/>

## Contribution to Journal - Editorial

### Academic

Davidson, D., Russo-Ponsaran, N., van Rest, M. M., & Scarpa, A. (2023). Editorial: Emotion processing in autism spectrum disorders. *Frontiers in Psychology*, 14, 1-2. [1141824].  
<https://doi.org/10.3389/fpsyg.2023.1141824>

Ehren, M. (Accepted/In press). Trust in standardised assessments. *European Journal of Education*, 58(1), 5-10.  
<https://doi.org/10.1111/ejed.12546>

Swennen, A. (2023). Research on relevant and diverse issues in teacher education. *European Journal of Teacher Education*, 46(1), 1-5. <https://doi.org/10.1080/02619768.2023.2173118>

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

### Academic

Exalto, J. (2023). Catechism primers in the Netherlands. In B. Juska-Bacher, M. Grenby, T. Laine, & W. Sroka (Eds.), *Learning to Read, Learning Religion: Catechism primers in Europe from the sixteenth to the nineteenth centuries* (pp. 204-217). (Children's Literature, Culture, and Cognition; Vol. 14). John Benjamins Publishing Company. <https://doi.org/10.1075/clcc.14.18exa>

Lemmers-Jansen, I., Krabbendam, L., & van der Ven, E. (2023). The epidemiology of early-onset psychosis. In I. Agartz, & R. E. Smelror (Eds.), *Adolescent Psychosis: Clinical and Scientific Perspectives* (pp. 31-50). Academic Press Inc.. <https://doi.org/10.1016/B978-0-323-89832-4.00004-4>

## Popular

Braams, B. R. (2023). PromovendA tot Z. In *PromovendA tot Z*

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

### Academic

Domínguez, A., Cabrero, Á., Simões, B., Chiazese, G., Farella, M., Arrigo, M., Seta, L., Chifari, A., Tosto, C., Goei, S. L., Mangina, E., & Masneri, S. (2023). Collaborative Augmented Reality Tools for Behavioral Lessons. In M. E. Auer, W. Pachatz, & T. Rützmann (Eds.), *Learning in the Age of Digital and Green Transition: Proceedings of the 25th International Conference on Interactive Collaborative Learning (ICL2022)*, Volume 1 (Vol. 1, pp. 102-109). (Lecture Notes in Networks and Systems; Vol. 633 LNNS). Springer Science and Business Media Deutschland GmbH. [https://doi.org/10.1007/978-3-031-26876-2\\_10](https://doi.org/10.1007/978-3-031-26876-2_10)

## **Book / Report - Report**

### **Professional**

de Bruijn, A., & Mombarg, R. (2023). Sportbouwer: Werkblad beschrijving interventie op het niveau Goed Onderbouwd en niveau Effectief. Hanzehogeschool Groningen. [https://odata-v3.interventiedatabase.nl/InterventionService.svc/Bijlages\(43032L\)/\\$value](https://odata-v3.interventiedatabase.nl/InterventionService.svc/Bijlages(43032L)/$value)

## **PhD Thesis - PhD-Thesis - Research and graduation internal**

### **Academic**

Behnsen, P. M. (2023). Peers getting under the skin: The impact of childhood social stressors on the stress system. [PhD-Thesis - Research and graduation internal, Vrije Universiteit Amsterdam]. Ruparo. <https://doi.org/10.5463/thesis.135>

Sijtsma, H. (2023). Can I Trust You? Understanding the multiple facets of adolescent trust behavior. [PhD-Thesis - Research and graduation internal, Vrije Universiteit Amsterdam]. s.n. <https://doi.org/10.5463/thesis.49>