

PURE Research Output March - May 2023

Contribution to Journal - Article

Academic

- 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., Meijer, A., Königs, M., Oosterlaan, J., Smith, J., & Hartman, E. (2023). The mediating role of neurocognitive functions in the relation between physical competencies and academic achievement of primary school children. *Psychology of Sport and Exercise*, 66(102390), [102390]. <https://doi.org/10.1016/j.psychsport.2023.102390>
- 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 Bruijn, A. G. M., Te Wierike, S. C. M., & 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 Ree, J., Maggioni, M. A., Paulle, 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>
- Douma, L. N., Tharner, A., Sterkenburg, P. S., Piekema, L., ten Brug, A., Frielink, N., Bakkum, L., Adam, E., de Schipper, J. C., Embregts, P., & Schuengel, C. (Accepted/In press). Participating in the digital world: a consensus statement on digital social contact for people with disabilities living in sheltered care facility homes. *International Journal of Developmental Disabilities*. <https://doi.org/10.1080/20473869.2023.2190115>
- Janssen, T. W. P., & van Atteveldt, N. (2023). Coping styles mediate the relation between mindset and academic resilience in adolescents during the COVID-19 pandemic: a randomized controlled trial. *Scientific Reports*, 13, 1-13. [6060]. <https://doi.org/10.1038/s41598-023-33392-9>
- 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>
- 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>

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>

van Bergen, E., Hart, S. A., Latvala, A., Vuoksimaa, E., Tolvanen, A., & Torppa, M. (2023). Literacy skills seem to fuel literacy enjoyment, rather than vice versa. *Developmental Science*, 26(3), 1-11. [e13325]. <https://doi.org/10.1111/desc.13325>

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 Driel, S., Crasborn, F., Wolff, C. E., Brand-Gruwel, S., & Jarodzka, H. (2023). Teachers' interactive cognitions in noticed classroom management events: Does experience matter? *Teaching and Teacher Education*, 126, 1-14. [104076]. <https://doi.org/10.1016/j.tate.2023.104076>

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>

Sterkenburg, P. S. (2023). Technologie en welzijn: mensen met een verstandelijke beperking. *Tijdschrift voor Orthopedagogiek*, 62(2), 42-49.

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 - Comment / Letter to the editor

Academic

Schraauwers, R., Ketelaar, M. E., & Sterkenburg, P. S. (Accepted/In press). Investigating functional visual loss in children and adolescents. *British Journal of Visual Impairment*.
<https://doi.org/10.1177/02646196221148333>

Sterkenburg, P., & Dyzel, V. (Accepted/In press). Commentary on: "Helping distressed people with intellectual disability to manage their chaotic emotions" (Clegg & Lansdall-Welfare, 2022). *Research and Practice in Intellectual and Developmental Disabilities*. <https://doi.org/10.1080/23297018.2023.2180655>

Contribution to Journal - Editorial

Academic

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>

Tan, S., Schipper, T., Clivaz, S., & Goei, S. L. (2023). Guest editorial: Emerging voices in lesson studies. *International Journal for Lesson and Learning Studies*, 12(2), 121-125. <https://doi.org/10.1108/IJLLS-04-2023-129>

Verhage, M. L., Tharner, A., Duschinsky, R., Bosmans, G., & Fearon, R. M. P. (2023). Editorial Perspective: On the need for clarity about attachment terminology. *Journal of Child Psychology and Psychiatry*, 64(5), 839-843.
<https://doi.org/10.1111/jcpp.13675>

Contribution to Journal - Review article

Academic

Prins, J., van der Wilt, F., van Santen, S., van der Veen, C., & Hovinga, D. (2023). The importance of play in natural environments for children's language development: An explorative study in early childhood education. *International Journal of Early Years Education*, 31(2), 450-466 .
<https://doi.org/10.1080/09669760.2022.2144147>

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., Chiazzese, 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

Book / Report - Book

Professional

van Eijden, A., van den Broek, E., & Sterkenburg, P. S. (2023). Spelen! Natuurlijk! Ouders en hun kind met een visuele beperking. Webedu. <https://bartimeus.nl/alle-publicaties/spelen-natuurlijk>

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)

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

Professional

Sterkenburg, P. S. (Author). (2023). Factsheets o.a.: De combinatie van visuele-en-auditieve aandoeeningen heeft effect op de emotionele ontwikkeling bij een verstandelijke beperking. Online publication or Website

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>