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Faculty of Social and Behavioural Sciences

Research Institute of Child Development and Education

Self-Evaluation

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Preface

The Research Institute of Child Development and Education comprises the Research Programme Child Development and the Research Programme Education. The present report gives an overview and evaluation of the research that has been conducted in these two programmes, in the years 2012 through 2017.

The report has been prepared according to the Standard Evaluation Protocol (SEP 2015 – 2021) and additional agreements between the universities that participate in the present research evaluation.

I thank all researchers who contributed to our research during the past six years. I also thank Geertjan Overbeek (coordinator of Research Programme Child Development), Monique Volman (coordinator of Research Programme Education) and Patty Leijten (PhD programme director) for their contributions to this report. Special thanks go to Mariëlle de Reuver and Annette van Maanen for their indispensable support in the writing and compiling of the report.

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Abbreviations

ERLA	Educational Research Lab Amsterdam
FMG	Faculty of Social and Behavioural Sciences [Faculteit der Maatschappij- en Gedragwetenschappen]
GDPR	General Data Protection Regulation
GGD	Municipality's Public Health Service [Gemeentelijke Gezondheidsdienst]
GSCDE	Graduate School of Child Development and Education
HvA	Amsterdam University of Applied Sciences [Hogeschool van Amsterdam]
ICO	Interuniversity Centre for Educational Research
IOPS	Interuniversity Graduate School of Psychometrics and Sociometrics
ISED	Institute for the Study of Education and Human Development
NRO	Netherlands Initiative for Education Research [Nationaal Regieorgaan Onderwijsonderzoek]
NWA	National Research Agenda [Nationale Wetenschapsagenda]
NWO	Netherlands Organisation of Scientific Research [Nederlandse Organisatie voor Wetenschappelijk Onderzoek]
REC	Roeterseiland Campus
RICDE	Research Institute of Child Development and Education
RPA	Research Priority Area
RPCD	Research Programme Child Development
RPEDU	Research Programme Education
UvA	University of Amsterdam [Universiteit van Amsterdam]
VOR	Dutch Educational Research Association [Vereniging voor Onderwijs Research]
YHC	Youth Health Care [Jeugdgezondheidszorg]

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Electronic appendices can be downloaded from <http://tinyurl.com/RICDEappendices>

1 Organisation

The Research Institute of Child Development and Education (RICDE) is one of four research institutes within the Faculty of Social and Behavioural Sciences (FMG) of the University of Amsterdam (UvA). Like the College (bachelor education) and the Graduate School (master and PhD education) with the same name, the research institute hires its personnel from the Department of Child Development and Education.¹ See Appendix 1 for organisation charts.

RICDE has two research programmes:

- Research Programme Child Development (RPCD; pedagogical sciences, see §2.1);
- Research Programme Education, (RPEDU; educational sciences, see §2.2).

Each of the research programmes has multiple lines of research (Table 1.1 in Appendix 1).²

Research staff. There has been a substantial and lasting increase in research staff since 2013. The current headcount is about 50 tenured and 100 non-tenured staff members (see Appendix 2).

Output. Table 3.1 in Appendix 3 shows an increase in publications, especially in the counts of English peer reviewed scientific articles, matching the increase in staff size. Relative to research time (in *full time equivalent*; fte), the number of scientific articles remained stable from 2012 to 2017 (about 3.5 peer reviewed articles per year per research fte). The numbers of PhD theses increased. Numbers of PhD candidates and their success rates are given in Appendix 4.

Funding. Table 5.1 in Appendix 5 gives an overview of direct, grant, and contract funding of all research of RICDE. Research funding has increased from an equivalent of about 50 fte to an equivalent of more than 70 fte. The share of indirect funding through research grants (excluding contract research) is consistently about 35%.

1.1 Research environment and embedding

RICDE is located at the university's Roeterseiland campus (REC), together with the other research institutes of the FMG (Psychology, Communication Science, Social Sciences) and the *Research Priority Areas (RPAs)* in which various research institutes collaborate. RICDE also closely collaborates with units from *UvA Holding*.³

FMG laboratories. The REC houses the faculty's extensive research facilities and technical support. Facilities include laboratories equipped for observing and recording behaviour, measuring psychophysiological and neurophysiological phenomena, eye-tracking, audio-visual recording, electroencephalography (EEG), and fMRI (in cooperation with the Spinoza Centre).⁴ Part of the equipment is also available in the FMG's mobile lab, suited for field work. We also have a purpose-built, in-house Family Lab with rooms and equipment for psychophysiological and observational studies of infants, older children and their parents.⁵

Research Priority Area Yield. In addition to research that is organised within faculties and research institutes, the UvA has designated a limited number of so-called *Research Priority Areas* for multidisciplinary research that is organised across faculties and research institutes. In 2013, RPA Yield has been established, and its management and additional financing were awarded to RICDE. Yield conducts multidisciplinary research on the bio-ecology of human development, with perspectives from Medicine, Psychology, Child Development, Education, Communication, Economics, and Psychometrics.⁶ Nine research programmes from three UvA faculties participate in Yield, including RPCD and RPEDU. For more information, see Appendix 6.

RICDE researchers also participate in other RPAs, such as Brain and Cognition,⁷ Institutions and Inequality,⁸ and Urban Studies⁹ (see Table 1.1 in Appendix 1).

Kohnstamm Institute. RICDE closely collaborates with the Kohnstamm Institute,¹⁰ a knowledge and research centre in the field of education, child rearing and child welfare. While RICDE focuses on basic (fundamental) research, almost fully financed through direct and grant funding, the Kohnstamm Institute conducts contract research, mostly financed by the central and local government, the education sector, and the business sector.¹¹ Together with the Kohnstamm Institute and the Amsterdam University of Applied Sciences (Hogeschool van Amsterdam; HvA),¹² RICDE takes part in *I Am Education*, a digital knowledge platform set up by the three institutes with the aim to strengthen research and education for the benefit of the educational field in and around Amsterdam.¹³

UvA minds. UvA minds is an academic outpatient treatment centre for children and parents¹⁴ that is closely associated with RICDE. It provides the full diagnostic and treatment cycle for children and their families, as well as (postdoctoral) training for clinicians. The centre's test library, accessible to all RICDE researchers, has a large collection of questionnaires, tests, and test manuals. Various research projects of RPCD are conducted at UvA minds, with patients of UvA minds (see §5.3).

Sarphati Amsterdam. RICDE participates in Sarphati Amsterdam, a collaboration between four research institutions and the city of Amsterdam: the academic medical centre Amsterdam UMC, the universities UvA and VU University, the HvA, the municipality's Public Health Service (GGD), and private industries. Sarphati focuses on increasing public health and promoting a healthy life style. Sarphati Amsterdam has established the Sarphati Cohort, in conjunction with routine youth health care (YHC) consultations. YHC monitors the health of 150,000 children.¹⁵

Educational Research Labs. With the Educational Research Lab Amsterdam (ERLA), RICDE has a formal collaboration agreement with six school boards, three boards with 66 schools for primary education and three boards with 18 schools for secondary education (including vocational education) in and around Amsterdam, bringing together research questions from schools and research expertise from RICDE (see §5.3). RICDE also hosts the nationally operating Educational Research Lab *Social Quality of Education*, which is installed by the Inspectorate of Education.

1.2 National and international embedding

RICDE participates in three nationally organised research schools: the Institute for the Study of Education and Human Development (ISED), the Interuniversity Centre for Educational Research (ICO), and the Interuniversity Graduate School of Psychometrics and Sociometrics (IOPS).¹⁶

Through the FMG dean, RICDE is also involved in the nationally organised meetings in the social sciences (Disciplineoverleg Sociale Wetenschappen; DSW), in which deans discuss research matters on a national level, such as sector plans and research codes.¹⁷

With regard to international embedding, the UvA is a member of the League of European Research Universities (LERU).¹⁸ The director of RICDE is an active member of the LERU research policy group.¹⁹

In addition to these formal collaborations on the institute level, many RICDE researchers hold extensive networks of collaborations with researchers in- and outside the Netherlands.

2 Strategy

The mission of RICDE is to promote healthy, prosocial development, meaningful learning and educational achievement of children and adolescents, by performing high-quality research on developmental processes and the contexts in which these occur.

To achieve this mission, we combine laboratory research (with high conclusion validity) with research in practice (with high ecological validity). RICDE facilitates researchers to conduct fundamental research, combining subjective measures with observation and objective measures as much as possible, using experimental designs whenever feasible, and applying advanced statistical

techniques whenever appropriate. Researchers produce knowledge with scientific impact in the academic community and societal impact on policymakers, professionals, practitioners, and the society at large.

In RICDE, we conduct research on child and adolescent development and learning in various contexts. Within the person-environment interactions that shape child development, we distinguish:

- developmental factors: biological, cognitive and social-emotional factors;
- contextual factors: family, peers, school, day-care, child and youth care, health care, cultural and socio-economic factors.

Research questions concern:

- biological, cognitive and social-emotional developmental processes;
- the reciprocal relationships between individual development and contexts;
- individual and contextual risk and protective factors in health, cognitive, and social-emotional development, and interventions promoting development and learning.

While RICDE's domain of research largely overlaps with the domain of research of multidisciplinary RPA Yield, RICDE's research programmes specifically focus on contextual factors. RPCD studies child rearing contexts such as family, day-care, child and youth care, whereas RPEDU studies the school context in micro, meso, and macro perspectives (see below).

2.1 Research Programme Child Development

The aim of the Research Programme Child Development (RPCD) is to gain knowledge on variations in typical and atypical child development, and on preventive and clinical intervention programmes that can be used to effectively support child development.

Our main research lines cover person-environment transactions, effectiveness, effective elements and working mechanisms of interventions, the aetiology of non-normative or atypical developmental trajectories, child maltreatment and juvenile delinquency, and the role of fathers in children's development.

The research goals of RPCD are:

- to gain knowledge and advance theory on both normative child development and manifestation of mild-to-severe internalising and externalising psychopathology, and the concomitant child-rearing and educational problems across different social contexts;
- to gain knowledge and advance theory on the (bio-ecological) aetiological processes underlying developmental risks for vulnerable infants, children, adolescents, and young adults, by examining transactions between risk and protective factors across social contexts;
- to develop, evaluate and improve preventive interventions and orthopedagogical and forensic treatments that target different child upbringing contexts to decrease internalising and externalising problems.

2.2 Research Programme Education

The aim of the Research Programme Education (RPEDU) is to understand how education contributes to the development of knowledge and (meta-)cognitive and social-emotional skills, and to design and test methods that enhance this development.

We focus on students' learning processes in a number of domains that are at the core of the curriculum in primary and secondary education. These domains vary from subjects such as math, history and literature to skills such as reading, writing, metacognition, critical thinking and creativity, and competences in for example citizenship. We also study learning problems in the development of language, literacy and arithmetic. These learning processes are studied in the context of three different levels of influencing factors: micro, meso and macro.

Micro level factors include student variables, the student-teacher relationship, teacher skills and domain-specific and cross-domain instruction strategies, such as collaborative learning and observational learning. Meso level factors include the curriculum and the school organisation, professional development of teachers and innovation processes in schools. Typical macro level factors include school segregation, language policies, selection procedures, drop out, and the rise of shadow education. The combination of micro, meso, and macro level research in one programme is a distinctive characteristic of RPEDU.

The research goals of RPEDU are:

- to gain knowledge and advance theories on cognitive and social-emotional learning in the context of micro, meso and macro influencing factors;
- to gain knowledge and advance theories on how education contributes to the development of knowledge and skills;
- to develop, evaluate and improve both regular teaching and interventions for children with special educational needs, and to substantiate educational innovations.

3 Specific Targets

After the previous research evaluation in 2013 (Appendix 7), RICDE outlined its strategy and listed its targets for the coming years. In order to achieve our mission (see §2), we aimed to:

- (1) extend and intensify our collaborations with schools, health care institutions, the municipality, and academic partners, and increase our research opportunities;
- (2) further extend and develop RPA Yield;
- (3) further develop the education of young research talent;
- (4) establish (inter)national consortia with which we could apply for large (European) grants.

RICDE has been very successful in achieving these targets, as we have established Educational Research Labs and started a collaboration with Sarphati Amsterdam (Target 1); see §1.1. We have further developed RPA Yield with two new programmes, each consisting of 5 PhD projects (Target 2); see Appendix 6. We have trained talented young researchers with the Yield track in the research master through which we have appointed PhD candidates (Appendix 6), and we have appointed a dedicated PhD programme director who is currently investigating the possibilities to extend and improve our PhD education programme, also for external PhD candidates (Target 3). With regard to the large (European) funding programmes, we succeeded in making effective suggestions for the wording of Horizon 2020, FP9, and the Dutch National Research Agenda (NWA). In addition, we established and led an international consortium for a H2020 application which made it to the final evaluation round and yielded favourable reviews, but was not granted (Target 4).

In the next five to ten years we will continue to work on the same goals, but there has been a shift in focus. As we have learned that the chances of obtaining large European grants are extremely small, we now focus on new developments that immediately benefit our research and provide other funding opportunities (see §7). More specifically, we aim to:

- (1) increase the visibility of RPA Yield, through (a) continuing the Graduate Programme for PhD candidates, and (b) establishing a coherent signature project of five PhD research projects on self-regulation and socialisation;
- (2) improve our infrastructure by further intensifying our collaborations with (a) schools and the municipality in ERLA (beneficial to RPEDU), and with (b) the University Medical Centre Amsterdam²⁰ and the municipality (GGD) in Sarphati Amsterdam, UvA minds, and other health care institutes (beneficial to RPCD);

- (3) educate talented young researchers, through (a) developing a joint research master track with the Graduate Schools of Psychology and CDE (GSCDE), and (b) extending our PhD education programme for external PhD candidates and PhD candidates of other universities, possibly by developing Yield as a national research school;
- (4) further increase the international visibility of RICDE as a centre of excellence, by (a) inviting internationally leading scholars for keynote addresses, symposia, and discussion and dissertation defence meetings, (b) bringing in top-level expertise in ongoing research projects, and (c) linking up with leading scholars in the field for designing new research projects.

These efforts not only directly benefit our research, but they also promote RPA Yield and RICDE as attractive partners in high quality consortia that have better chances in acquiring large European research programme grants.

4 Performance indicators

We consider research articles as the most important means to inform the scientific community about our research findings. Numbers of published articles and citation counts are indicators of products and use of our research. In addition, we consider the successful acquisition of research funds as crucial for our research programmes, and research grants are also marks of recognition from our peers.

The best indicators of the societal relevance of our research are the measurement instruments, interventions and teaching programmes that we developed and investigated, and that are used in practice. We also attach great importance to the many projects in which we collaborate with societal groups and organisations. The various endowed professors who are associated with our research programmes are considered as marks of recognition by societal groups.

5 Results

5.1 Scientific quality

The scientific impact of RICDE is indicated by peer-reviewed publications. The tables in Appendix 3 show counts of scientific articles, PhD theses, and other research output. Figure 3.1 shows that numbers of peer-reviewed articles increased, which is consistent with the increase in research fee.

The use of our scientific publications is apparent from the citation analysis in Appendix 8. Citation counts of RICDE publications are given in Table 8.1. To get a better idea of the impact of our publications, we used the citation counts of journals that are exemplary for our disciplines as an international benchmark. Figures 8.1 and 8.2 give citation count medians and h-indices, and show that the impact of RICDE publications is at least as high as the impact of the publications in the leading journals in our field. Individual h-indices of staff members are given in Table 2.2 (Appendix 2).

An indication of our general academic reputation is given by the QS World University Rankings. In the field of education, the UvA ranks highest (23rd) of all universities in continental Europe.²¹

The most consequential mark of recognition has been the establishment of RPA Yield in 2013, with its management and additional funding awarded to RICDE. With RPA Yield, RICDE has received a large Graduate Programme grant of the Netherlands Organisation of Scientific Research (NWO) in 2014, with which we appointed five PhD candidates. RPA Yield has received funding for a second five-year term after its positive assessment in 2017.

Another mark of recognition is that prof. Volman has been appointed leader (*boegbeeld*) of one of the nationwide programmes of the NWA that received stimulus funding.

RICDE further succeeded in getting involved in Sarphati Amsterdam, and successfully applied for a place on the national roadmap for large-scale facilities²². It also obtained funding to extend the FMG laboratories with mobile equipment for field research.²³

Scientific quality of Research Programme Child Development

RPCD staff have been highly productive and impactful from 2012 to 2017. Ongoing research has been published in top-tier multidisciplinary and disciplinary journals (e.g., *PNAS*, *Child Development*, *Clinical Psychology Review*, *Journal of Personality and Social Psychology*, *Psychological Bulletin*). Five key publications are given in Appendix 9.

According to the citation analysis in Appendix 8, the joint impact of our publications is as high as the joint impact of the publications in the journal *Child Development* and higher than the joint impact of publications in the *Journal of Abnormal Child Psychology*. Both of these journals are considered exemplary, leading journals in the field of RPCD.

RPCD has also developed several instruments, norm scores, and lab and observation protocols that are now used by other researchers. Several examples include Dutch norm scores for the widely-used Eyberg Child Behavior Inventory (ECBI) to assess disruptive child behaviour, a mind-mindedness interview scoring protocol, a child maltreatment risk screening instrument (ARIJ), a caregiver interaction profile (CIP) scale, and a mindful parenting treatment adherence and competence scale (MP-TACS). See Appendix 10, Section 1.

Both junior and senior researchers of RPCD received prestigious awards, including national and international article and dissertation awards, an APS rising star award, an APA division 44 career award, and honourable fellowship positions for postdocs (e.g., NWO Rubicon, ERC Marie Curie). See Appendix 10, Section 3, and Appendix 12.

Recognition also shows from funding in highly competitive grant schemes, including for research on: gene-environment interactions in the development of externalising behaviour (awarded with VIDI and VICI grants), the effectiveness of various interventions and effective components of interventions (various NWO and ZonMw grants), child-caregiver interactions and children's social-emotional development (various ZonMw and Ministry of VWS grants), family diversity and minority stress processes in lesbian and gay parent families and gender nonconformity (NWO grant), and the development of self-esteem and narcissism (NWO and ERC Marie Curie grants). See Appendix 12.

RPCD staff serve as editors-in-chief, associate editors and in other capacities on editorial boards of leading international journals, and have (co-organised) international conferences. See Appendix 10, Section 3.

Scientific quality of Research Programme Education

For RPEDU staff the period 2012 – 2017 has been increasingly productive. Research has been published in the top journals of our field (e.g., *Teaching and Teacher Education*, *Journal of the Learning Sciences*, *Journal of Educational Psychology*, *Review of Educational Research*). The citation analysis in Appendix 8 shows that the joint impact of our publications is as high as the joint impact of the publications in journals that are exemplary for RPEDU fields of interest. Five key publications are given in Appendix 9.

With new theoretical contributions, measurement instruments, and data collections, RPEDU made significant advances in understanding how education contributes to the development of cognitive and social-emotional skills. We also designed and investigated innovative approaches for improving teaching and learning (Appendix 11, Section 1). Our research products, measurement instruments, analytical frameworks, and software are widely and frequently used by peers (Appendix 11, Section 2).

RPEDU has been successful in obtaining external funding for fundamental and practice-oriented research in all main topics of the programme (see Appendix 12). For example, RPEDU staff received several grants for research on: teacher-child relationships and their impact on teacher self-efficacy

and teacher well-being (NWO, Ministry of Education), domain-specific learning and teaching (NWO, Ministry of Education, private funds), enhancing students' learning motivation (NWO), students' citizenship competences and the impact of school characteristics and citizenship education programmes on these competences (NWO, Ministry of Education) and issues related to diversity and inequality in society and education (2 VENI's, NWA).

Members of RPEDU also received recognition in the form of awards and prizes, such as the best dissertation prize of the Dutch Educational Research Association (VOR), Frans Van Cauwelaert Prize by the Royal Flemish Academy of Belgium for Science, best article award of the American Educational Research Association (AERA) Sig Learning Environments Research, and the AERA Conference Award.

RPEDU staff serve as editors of book series, (associate) editors or editorial board members of leading journals (see Appendix 11, Section 3). Invited keynotes show the international prominence of our staff. In addition, staff members hold honourable memberships, such as a membership of the Social Sciences Council of the Royal Dutch Academy for Sciences (KNAW), the Steering group of the Netherlands Initiative for Education (NRO), the Young Academy of Flanders, and the Council of the European Educational Research Association. Also, staff members held the presidency of important associations, such as the VOR.

5.2 Societal relevance

Societal relevance is typical for our field of research, with research questions concerning family support, child and youth care, psychopathology and learning disorders, instruction and pedagogy in schools, educational segregation, school dropout, juvenile delinquency, child neglect, and more, and with research on interventions, teaching programmes, and instruments for practical use.

To enable such research, and to maximise its relevance, the research institute collaborates with UvA minds, the Kohnstamm Institute, the municipality's YHC, a number of school boards, and various other academic and non-academic partners.

Societal relevance of Research Programme Child Development

RPCD has published multiple intervention and treatment protocols currently used by professionals. A prime example is the Growth Factory intervention (for stimulating growth mindsets in intellectually challenged youths), and treatment protocols for children and adolescents with psychopathology. RPCD has also produced scientific reports for various key national institutes, such as the Ministry of Justice (on prevention of sexual abuse in residential care), Pluryn (a mental health institute; a quickscan of competence based practice), the network of effective youth care Amsterdam (on the effectiveness of parenting programmes), and a day-care organisations consortium (a quality of day-care screening instrument). Five key indicators of RPCD societal output are given in Appendix 9.

RPCD has either built, or cooperates in, scientist-practitioner platforms such as UvA minds (see §5.3) and the network of effective youth care Amsterdam (NEJA). This allows for a direct implementation of our evidence-based knowledge on effective youth and family interventions across a broad range of domains. Some examples include the Parent Management Training Oregon (PMTO), Incredible Years and HomeStart parenting programmes to reduce parenting problems and children's conduct problems, the New Perspectives programme for delinquent youths, and mindfulness interventions in different domains. Over the years, there has been a significant increase in media coverage for RPCD research by major Dutch and international media outlets, for example on narcissism and on fatherhood. More examples are given in Appendix 10, Section 5.

Recognition of RPCD research by societal groups is evident from the instalment of professors by special appointment (see Appendix 10). RPCD staff hold various key board positions (e.g., as member of the DSM-5 anxiety workgroup, chair of the national organisation for intellectually

challenged youths, member supervisory board youth protection agency, member of board concerned with formulating national guidelines for treatment of externalising behaviour). RPCD staff have also been invited as teachers for the national RINO master track, for training clinical professionals in research. See Appendix 10, Section 6.

Societal relevance of Research Programme Education

Members of RPEDU have written and edited practice-oriented books, including widely used books such as the Handbook Assessment in Educational Counselling: Child and Context, or the book series and website of the Centre of Social Studies Education (LEMM). Researchers have edited and contributed to textbooks, other practice-oriented books and websites concerning motivation, identity development, citizenship education, heritage education and sustainability of educational innovation. Appendix 9 gives RPEDU's key societal publications.

Members of the programme regularly contribute to conferences for teachers. RPEDU further contributes to the quality of educational professionals by supervising an increasing number of PhD projects of teachers in secondary and higher education.

Several interventions and tools developed within the programme have found their way into educational practice, for example the programme *Bouw!* for the prevention of dyslexia, a Writing Process Style inventory, instruments for professionalisation of museum guides and improvement of guided tours in museums (used in and outside the Netherlands), the intervention TIME aimed at enhancing the motivation for learning of secondary education students, the tool *Motivating teaching* for teachers in primary and secondary education, and the Web application Measuring Citizenship. At an educational systems level our research products are also used, such as the Education For All (EFA) global monitoring report, published as a background paper on UNESCO's EFA Global Monitoring Report webpage, and an educational systems evaluation tool that was used in a workshop by EU policy makers.

During the past years, our research collaborations with schools, school boards, school counselling services and museums have intensified. We host an educational research lab on *Social quality of education* (funded by the Inspectorate of Education), and received NRO funding for an Educational Research Lab for primary education. A Lab for secondary education has been established recently (see §5.3). In addition, members of RPEDU maintain collaborations with a great variety of civil societal organisations, and carry out externally funded research (e.g., for the Ministry of Education, the Educational Inspectorate, and the City Council of Amsterdam).

RPEDU researchers are members or chairpersons of boards (e.g., the Scientific Board of the Dutch Quality Institute for Dyslexia, the Dutch Dyslexia Foundation, the national Accreditation Committee Interventions, the advisory board of the Primary Education Council, the National Testing Agency (CITO), and the supervisory board of the Netherlands Institute for Curriculum Development (SLO)). In addition, RPEDU staff were invited as speaker by the European Commission, and one of our staff members was the president of the Educational Council of the Netherlands and is Crown member of the Economic and Social Council.

Our collaboration with societal organisations has also resulted in organisations installing special chairs in our department, and two RPEDU members are professors of applied sciences (*lectoren*; see Appendix 11). Also, one of the RPEDU staff members was proclaimed one of the most influential personalities in higher education and science in 2017 by Science Guide.

5.3 Two narratives

Researchers from RPCD work with various youth services centres and youth health care centres, and researchers from RPEDU work with various educational research labs. Our closest associations are with *UvA minds* and the *Educational Research Lab Amsterdam*.

UvA minds

RPCD has a longstanding tradition in translating research practices, findings, and insights into clinical practice. One of the major ways in which we do so is through the institute UvA minds.

UvA minds is an academic outpatient treatment centre for children and their parents that is closely associated with RICDE. It offers specialised mental health care for children, adolescents, and young adults, and their parents. UvA minds was founded in 2008 by prof. Bögels (one of the research leaders within RPCD) and has been very successful, with more than 2000 children and adolescents (and their parents) treated for different types of psychopathologies (e.g., anxiety, depression, ADHD) and parenting problems. UvA minds received additional funding from RICDE, in order to facilitate research endeavours (e.g., to improve diagnostic procedures and evaluate treatment effectiveness).

Cognitive Behavioural Therapy and mindfulness-based training programmes have been developed by UvA minds in collaboration with RPCD, for children and adolescents with an autism spectrum disorder or ADHD, both with a parallel mindful parenting training for their parents. The effectiveness of these protocols is investigated by RPCD researchers. The treatment protocols and study results were published and fed back to the practitioners at UvA minds and other participating institutions. As a result, they now use more pro-active inclusion strategies for fathers, as research showed that particularly fathers benefit most from these interventions.

Finally, the valorisation of RPCD research through UvA minds is apparent as questionnaires and observation procedures developed by RPCD are used in research and clinical practice within UvA minds. For example, UvA Minds developed a parent-child programme for the treatment of parental stress in mothers with a baby or an infant,²⁴ that was evaluated and optimised by RPCD researchers, and implemented in daily clinical practice at UvA Minds.

The collaboration of RICDE with UvA minds is beneficial both for UvA minds (because of access to research expertise that can be applied to improve treatment effectiveness) and RICDE (researchers get easier access to research participants, input for relevant research questions, and pathways for dissemination of research findings). Moreover, parents and children benefit as they receive treatment that is truly evidence-based, and GSCDE students profit from (clinical) internships at UvA minds.

Educational Research Lab Amsterdam

In 2014, RICDE took the initiative to extend the already existing collaboration with several primary school boards in Amsterdam, into a collaboration aimed at bringing together research questions from schools and research expertise from RICDE: The Educational Research Lab Amsterdam.²⁵

This formalised collaboration comes with several advantages, both for the schools involved and for RICDE. First, the practice-oriented research projects contribute to school development with a strong basis in scientific research. Schools can also present themselves as *academic schools* that participate in research projects, which might be attractive for parents. Second, participating in ERLA promotes the academic attitude of teachers, which might improve both teaching practices and teacher satisfaction. Third, RICDE gets easier access to children and teachers as research participants and can easily find partners for research consortia. Fourth, the formal collaboration could also give easier access to (clinical) internships of RICDE students in schools. Finally, the interest of children in research and science might be stimulated.

In 2016, we acquired one of the three nationally awarded grants (NWO-NRO) for a three-year pilot Educational Research Lab, which enabled us to invest in an infrastructure with groups of primary school teachers from twelve schools (from three different school boards) doing practice-oriented research in collaboration with researchers from RICDE and two other institutes: the HvA and the Kohnstamm Institute. *Dealing with diversity* was chosen as central theme of research. The aim of the pilot was (1) to develop an effective infrastructure and methods for sustainable collaboration in

research and school development, contributing to improving educational quality; (2) to develop knowledge about *dealing with diversity* that is relevant for the participating schools as well as for other schools; (3) to reinforce the existing digital knowledge platform *I Am Education* through which educational professionals in schools can use RICDE's expertise, also in areas other than *diversity*.

Twelve school-based teacher teams and non-school-based teams (e.g., school leaders), are currently involved in research in their own schools on themes related to giftedness, parental involvement, talent development, and differentiated instruction. Currently, we also study the effects of participating in ERLA on teachers' research skills and diversity competences. Results have been presented at various national and international conferences.

A long-term goal is to extend ERLA with more school boards, to address more research themes, and to establish a national knowledge infrastructure. To this end, we submitted proposals for new practice-oriented research, together with existing and new partner schools and school boards. Three proposals has recently been granted (on student teachers' relationships with diverse communities; teacher professionalization for dealing with superdiversity; utilizing students' funds of knowledge). In addition, a new Educational Research Lab has been established in secondary (vocational) education, in which three school boards participate, with *self-regulated learning* as theme of research.

6 Self-assessment on the three SEP criteria

Research quality. In view of our targets and results (§2, §3, §5.1), we believe that our research quality is very good. Our research is also internationally recognised, as is evident from the results of the citation analysis in Appendix 8.

Relevance to society. We believe that our research makes an excellent contribution to society, first and foremost by developing and evaluating interventions that promote children's learning and development. Our societal relevance is also apparent from our associations with various academic and non-academic partners in health care and education (§5.2, §5.3, Appendices 10 and 11), and from a substantial number of endowed professorships (Tables 10.1 and 11.1).

Viability. We believe RICDE is very well equipped for the future, because of the many opportunities and developments to extend our collaborations and research infrastructure (§7, §8), which directly facilitates our research and makes us an attractive partner for consortia that are well positioned to compete for the larger research programme grants. Moreover, our staff consists of many young, excellent researchers who have the ambition to move the research field of child development and education forward, making use of RICDE's excellent research infrastructure.

7 Environmental factors and developments

Developments during the 2012 – 2017 period have generally been beneficial to RICDE. In 2014, RICDE and its labs have moved to other buildings at the Roeterseiland Campus. As a result, the labs substantially expanded and have been equipped with new state-of-the-art facilities (§1.1).

We already mentioned the establishment of RPA Yield in 2013 and ERLA in 2014, and RICDE's accession to Sarphati Amsterdam in 2015 (§1.1), all of which positively affects RICDE's research funding and access to attractive research infrastructures.

Due to changes in the university's allocation of finances, regular direct funding has decreased, which means that RICDE is now more dependent on RPA and indirect funding. With regard to indirect funding, overall chances of obtaining funding are limited, because the large increase in grant applications led to smaller percentages of proposals being awarded. However, both the FMG and Innovation Exchange Amsterdam (IXA)²⁶ have further improved their support in the acquisition of grant funding.

Moreover, a positive development in NWO funding has been the establishment of the NRO in 2014. This NWO division funds educational research, with the goal of improving the connection with educational practice and policy.²⁷ Other positive developments are that RICDE has been able to make effective suggestions for the wording of EU funding programmes of Horizon 2020 and FP9, as well as for NWA,²⁸ and that some of our researchers are part of NWO programme committees. As a result, funding programmes fit our research themes.

With regard to RPA funding, a promising current development is that the university will fund a new RPA Urban Mental Health in which three faculties collaborate (Faculty of Science, Faculty of Medicine, Faculty of Social and Behavioural Sciences), and in which researchers from RICDE, RPA Yield, and Sarphati Amsterdam will participate. This new RPA not only involves additional RPA funding, but also further extends RICDE's access to an enlarged infrastructure.

Another promising development is that the new city council has indicated that it will co-fund existing collaborative structures between the council and academic institutions in Amsterdam, in order to address inequalities for different citizen groups in education, labour market, health, and quality-of-life. ERLA will play a central role, as it enables research on inequalities in education and employment opportunities, and on the effectiveness of possible interventions to prevent or repair such inequalities. The collaboration with the municipality may help to organise and fund a large-scale, Amsterdam-wide extension of ERLA.

Finally, RICDE staff can play an important role in addressing the current urban challenges in combating child neglect and juvenile delinquency. RICDE therefore initiated a Centre of Expertise in Forensic Child and Youth Care.²⁹

8 SWOT analysis

Strengths

RICDE has two large, viable research programmes. The research conducted within RPCD and RPEDU has high societal relevance, which increases our chances in grant acquisition. In recent years, RICDE has been successful indeed, with regard to scientific output (Appendix 3), grant acquisition (Appendix 5), numbers of citations (Appendix 8) and societal relevance (§5.2).

RICDE has many external PhD candidates working in professional youth care or the educational field (see Appendix 4). Their PhD research and training has direct relevance to society.

RICDE can make use of an excellent infrastructure with access to extensive laboratory facilities and collaborations with partners in health care (Sarphati Amsterdam, UvA minds) and education (Kohnstamm Institute, Educational Research Lab; see §1.1).

RICDE has a strong research group in methods and statistics, contributing to and supporting internal and external PhD candidates and researchers from both research programmes.

RICDE collaborates with GSCDE, where PhD candidates and research master students receive training in (advanced topics in) child development and education, as well as in research methodology, statistics, and academic skills. The intensive research master programme prepares students very well for academic research and writing, and many of their theses are published in scientific journals. As a result, both PhD candidates and research master students substantially contribute to the two research programmes.

Weaknesses

RICDE has not been very successful in acquiring EU funding. Applying to programmes such as the Societal Challenges in Horizon 2020 is very time-consuming and the chances of success are very small, as the large numbers of applications lead to small success percentages.

The workload of RICDE staff is high. Staff members have a substantial teaching load, which limits the time to acquire external funding, supervise PhD students, attend lab meetings, and actually conduct research. In fact, RICDE staff seems to lack time to optimally profit from all new opportunities provided by the new collaborations and extended research infrastructure.

Opportunities

RICDE's participation in Yield gives ample opportunity to develop new interdisciplinary research projects. As children's development is influenced by various contexts, their development can be better understood when studying the varying contexts simultaneously.

RICDE's extensive research infrastructure and access to Amsterdam children through Sarphati and ERLA, facilitates research and is expected to make RICDE a sought-after partner in the acquisition of programme grants.

Existing collaborations with societal partners in academic and non-academic health care, academic training schools, commissioned research, and in government bring about new funding opportunities, for both applied and fundamental research. Such collaborations also further increase our societal relevance.

New developments also improve and extend our research infrastructure, increase our societal relevance, and bring about new research opportunities. That is,

- the establishment of a new RPA Urban Mental Health,
- the initiative of the new city council to collaborate in combating inequalities, and
- the initiative for a new Centre of Expertise in Forensic Child and Youth Care.

We are currently extending and improving our PhD education programme, to better support and educate our (external) PhD candidates. More basic training in research will increase the quality of PhD research and theses, and lead to less supervision time.

Threats

The government has reduced budgets for direct funding of research, in favour of indirect funding through research grants. As a result, it becomes more difficult to plan long-term research projects and research lines, as conducting research has become almost entirely dependent on insecure indirect funding. Moreover, writing research proposals and managing temporary staff takes up much of the research time of our tenured staff, leaving less time for conducting research.

Direct funding is to a large extent dependent on numbers of students, but the numbers of students in our field are decreasing. In addition, the university's allocation of finances has changed, which further reduces direct funding.

There is a reduction in relevant grant opportunities and an increase in applications, thus reducing the chances of successful grant acquisition, especially with the large EU programme grants.

The introduction of the General Data Protection Regulation (GDPR) and the increased pressure on accountability result in researchers spending a substantial amount of their time on organisational and administrative matters, leaving less time to actually conduct research.

9 PhD Programme

The research institute closely collaborates with the graduate school to educate PhD candidates to become competent and self-reliant researchers who will make a successful research career in- or outside academia. The PhD programme director leads the PhD programme, under the responsibility of the directors of RICDE and GSCDE.

PhD candidates work on their own research projects within the broader themes of RPCD or RPEDU. They spend about 75% of their time on research, 15% on education (i.e., taking classes), and 10% on teaching. The 36 EC PhD education programme consists of courses, summer schools, conferences, etc., on the subject of the PhD study, in research methods and statistics, and in general academic skills such as writing and teaching; see Appendix 13.

In consultation with their supervisors, PhD candidates decide on their individual education programme, composed of courses specifically designed for PhD candidates, courses from research master programmes, and courses from the national research schools with which RICDE's PhD candidates associate (ISED, ICO, IOPS; see §1.2).

Selection and admission

Most PhD candidates are appointed through job interview procedures and selected based on their academic potential and research interests. Some candidates are appointed based on project proposals, (co)written by themselves (e.g., NWO research talent, Yield Graduate Programme). Once appointed, candidates draw up a PhD plan, specifying (a) the expected chapters in their dissertation, (b) their education plan, and optionally (c) the national graduate school they will associate with. The PhD plan must be approved by the Graduate Studies Committee and, if applicable, the national research school.

External PhD candidates have to submit a research plan for evaluation by the Graduate Studies Committee. Acceptance is based on whether the research fits RICDE's research programmes, the quality of the plan, and the academic potential of the candidate.

Supervision

Each PhD candidate has at least two supervisors, often one full professor (*promotor*) and one assistant or associate professor (*co-promotor*). Supervision usually starts with meetings once a week; frequency and intensity increase or decrease according to the needs of the candidate and the project phase. PhD candidates join lab meetings with other candidates, postdocs and staff, where they discuss their work on a regular basis. In addition, PhD candidates who are associated with RPA Yield visit the monthly Yield lab meetings.

The first formal evaluation takes place between 9 and 12 months. The PhD candidate fills in the first progress report. The decision to continue or end the project is taken on the basis of the following criteria: quality of the written work, independence, knowledge and skills, academic attitude, and English proficiency. In subsequent years, PhD candidates and supervisors are required to have annual performance interviews and also complete progress reports. The progress reports are appraised by the director of RICDE, and archived. If necessary, the director can contact the PhD candidate or the supervisor to discuss and solve possible problems with the project. Candidates update their PhD plan every year based on their progress reports.

Quality of supervision is monitored through annual performance interviews with all staff members. Supervision problems are generally solved in an early phase, to prevent delay of the research project. In the rare case of problems, PhD candidates can go to an assigned confidant, to their programme group leader, or to the director of the research institute.

Guidance to the labour market

All PhD candidates are offered active job guidance counselling. In addition, supervisors make use of their networks to identify suitable positions within or outside academia. Candidates with academic perspectives are encouraged to build a network in academia (e.g., by visiting international research groups), and to follow teaching courses and build up a teaching portfolio to prepare them for obtaining a University Teaching Qualification, compulsory for lecturers in higher education. For

candidates who envision a non-academic career, we encourage contacts with research or professional organisations and invite them to teach relevant courses (e.g., clinically-oriented courses).

Exit numbers

Appendix 4 presents PhD programme duration and success rates. From Table 4.1 it seems that only about one in five candidates finishes within four years, but if we take the time between finishing the PhD thesis and the defence into account (about 6 months), we consider 45% to have finished in time (i.e., within 5 years).

Two-third of our candidates (65%) moved on to academic research jobs. Others work at universities of applied sciences (13%) or non-academic research institutes (6%), in clinical practices (8%), academic teaching positions (6%), or policy (2%).

10 Research integrity

In line with UvA policy,³⁰ all researchers of RICDE are expected to commit to and follow the regulations outlined by the Codes of Conduct of the VSNU (Association of Universities in the Netherlands)³¹ and ALLEA (All European Universities).³² RICDE attaches great importance to quality and transparency of how it conducts research and it endorses the principles mentioned in the VSNU Code. In fact, the director and two policy advisors of RICDE led the working group on research integrity, under the authority of the university board.³³ RICDE also plays a central role in implementing new UvA policy on data management and GDPR. For more information about RICDE's policy on research integrity, we refer to RICDE's *Code of Conduct*.³⁴

To exemplify and promote scientific research integrity, the Code of Conduct was presented and discussed in a plenary meeting in 2014. Subjects related to academic integrity are also regularly discussed with researchers and research group leaders, for example in the Graduate Studies Committee and in research group meetings. In addition, these topics are addressed in the bachelor and (research) master programmes, and in the PhD programme for which a separate course on research integrity will be developed. Newly appointed PhD candidates are personally informed about RICDE research integrity policy.

Ethics review

The Faculty Ethics Review Board safeguards the rights, safety, dignity and well-being of research participants. Prior to data collection, permission of the Faculty Ethics Review Board is required.³⁵ Researchers must submit an application that includes a description of the design, participants, procedures, and methods.

Research culture

Researchers at RICDE usually work together in teams on projects and publish articles with other researchers within and outside RICDE. They work collaboratively and transparently in an open research culture. All research lines have lab meetings in which they discuss ongoing projects.

PhD candidates are supervised by at least two experienced researchers which makes it more difficult or at least unlikely that PhD candidates are pressured or even coerced to violate the principles described above or to use questionable research practices. The supervision by multiple researchers and frequent meetings also ensures a close monitoring of the candidate. In addition, RICDE has appointed two confidential advisors especially for PhD candidates who they can contact in case of conflicts or problems with supervisors.

Research Integrity Officers

In case of questions about scientific research integrity, or suspicions or doubts about proper conduct within RICDE, researchers can contact one of RICDE's two local Research Integrity Officers³⁶ or the UvA Research Integrity Officer.³⁷ The Research Integrity Officers can give advice on all matters concerning research integrity, and they can inform researchers on how to file an official complaint. In the period 2012 – 2017, RICDE's Research Integrity Officers have not received any suspicions or doubts concerning research integrity.

Research data management

In the interest of research integrity, careful research data management is essential. According to UvA policy, research data related to all published output should be transparently described and stored in UvA data storage (storage on personal disks, USB sticks or public servers is not allowed). During data collection and analysis, data can be stored on the faculty server. After completion of data collection, all data should be uploaded for safe storage. Researchers continue to work with a data set that has no identification information. The Research Data Manager supports and advises researchers with questions concerning data storage.

The web portal through which researchers submit their research protocols to the ethical committee has recently been extended with questions about data management and privacy of research subjects. Researchers need to answer these questions before starting their research projects.

Dilemmas

Many researchers strive to have many publications, which can lead to writing multiple papers that describe only part of the results, and publishing results that may already be superseded. Also, to get publications in high impact journals, researchers may be tempted to report only significant results.

Researchers sometimes have an interest in, for example, a positive outcome of an intervention effectiveness study. As a safeguard against questionable research practices, we encourage researchers to publish or pre-register the research protocol and a detailed data analysis plan before they begin the study or the analyses.

11 Diversity

The UvA strives for a diverse population of staff and students. In 2016, a Diversity Committee has investigated diversity within our university and made several recommendations.³⁸ As a result, a chief diversity officer and faculty diversity officers have been appointed, with the assignment to develop and implement the university's diversity and inclusion policy.

Although RICDE complies with these initiatives to foster and promote diversity and equality,³⁹ there still is room for improvement. Most of our researchers have a Dutch ethnic background. We would like to appoint more staff with minority backgrounds, but we do not have many applicants from minority backgrounds.

With regard to gender, RICDE has many young, female researchers (94 % of PhD candidates is female), but the proportion of women in higher positions is smaller (40 % of full professors is female). In view of the large number of young female staff, we expect that over time the proportion of women in higher positions will further increase. To speed up this development we have used special funds to promote female staff to higher positions.⁴⁰

Notes

¹ The College offers three bachelor education programmes, and the Graduate School offers 29 master, research master, and PhD education programmes (among which 23 post-masters in teaching).

See Appendix 1 for organisational charts of the Faculty of Social and Behavioural Sciences, the Department, College, Graduate School, and Research Institute of Child Development and Education, and a survey of full and associate professors and their lines of research.

² See Table 1.1 of Appendix 1 for the names and research lines of the full professors.

³ UvA Holding was established in 1992 by the Board of Governors of the UvA, for the purpose of developing and executing market-oriented activities. See: <http://www.uvaholding.nl/uva-holding.html>

⁴ <http://labs.psychologie.uva.nl/en/labs/-cubicles.html>

⁵ The purpose-built Family-lab has a fully equipped waiting room, two observation rooms with a warm, home-like atmosphere, one test room, two registration rooms with set-ups for psychophysiological measurements and recording equipment and one-way mirrors for observation studies of infants, older children and their parents.

⁶ <http://cde.uva.nl/yield/yield.html>

⁷ <http://www.uva.nl/zwaartepunten/brain-and-cognition/brain-and-cognition.html>

⁸ <http://amcis.uva.nl/about/about-amcis.html>

⁹ <http://urbanstudies.uva.nl/>

¹⁰ <https://www.kohnstamminstituut.nl/the-institute.html>

¹¹ The Kohnstamm Institute works for a wide range of clients. These include central and local government, the education sector, expertise centres (such as ECPO (Evaluation and Advisory Committee for Fitting Education), VO-raad (Secondary Education Council), MBO-raad (Intermediate Vocational Education Council), Education Council, Knowledge Network, SBO (Centre of Expertise on the Dutch Education Labour Market)) and the business sector.

¹² <http://www.amsterdamuas.com>

¹³ <http://www.iameducation.nl>

¹⁴ UvA minds (www.uvaminds.nl) is an academic outpatient treatment centre for children and their parents. It provides the full diagnostic and treatment cycle for children with disorders such as ADHD, autism, anxiety disorders, depression, parent-child interaction problems and learning disorders. UvA minds specialises in mindfulness training, but this is just one treatment of a large variety of treatments that is offered (i.e., cognitive behaviour therapy, parent management training, medication, social skills training). UvA minds is also an educational institute; it provides (postdoctoral) training of health care psychologists, psychotherapists, junior psychologists, and mindfulness trainers.

¹⁵ Each year 10,000 new-borns are included in the Sarphati cohort. Growth, health and development, including their determinants (e.g. sleep, nutrition, physical activity), are systematically monitored during YHC consultations (15 consultations during the first 4 years, and 4 consultations during childhood and adolescence). Additionally, Sarphati partners contribute supplemental data from a number of existing large-scale longitudinal cohort studies (ABCD, HELIUS, MAMBO). See also: <https://sarphati.amsterdam/>

¹⁶ ICO and IOPS are network organisations and offer education for PhD candidates (see also the self-evaluation report of ICO, which participates in the current research assessment as an independent research unit). ISED does not offer PhD education anymore, and has recently joined with the Dutch Association of Developmental Psychology (VNOP) and research programme Child and Adolescent Studies (CAS) of Utrecht University.

¹⁷ Through the DSW, RICDE contributed to the Sector Plan Educational Sciences, the Sector Plan Social Sciences, a national Code for Scientific Integrity in the Social Sciences, a national code for Research Data

Management in the Social Sciences, and the establishment of a national Committee for Research Ethics in the Social Sciences.

¹⁸ The League of European Research Universities (LERU), founded in 2002, is a network of 23 leading research-intensive universities based in 12 European countries. Through LERU, members can influence national agendas and EU policies, and improve their expertise through mutual learning and exchange of best practices. See: <https://www.leru.org/about-leru>

¹⁹ Each LERU university has one member in the Research Policy Group, usually the Vice-Rector for Research. See: <https://www.leru.org/leru-groups/research>

²⁰ In 2018, the Academic Medical Centre of the UvA (AMC) and the VU Medical Centre of the VU University Amsterdam (VUmc) have merged into the University Medical Centre Amsterdam (UMC).

²¹ The QS World University Rankings can be found at <https://www.topuniversities.com/subject-rankings/2018>. The UvA ranks highest of all Dutch institutes in the field of Education (23rd). No international ranking exists for Pedagogics, as outside the Netherlands, RCD research is considered to belong to the discipline of Psychology, in which the UvA also obtained the highest rank among Dutch institutes (17th). In both fields, the UvA also ranks highest of all institutes in continental Europe.

²² With its biobank, Sarphati Amsterdam is now part of the BBMRI consortium. See: <https://www.nwo.nl/en/research-and-results/programmes/National+Roadmap+For+Large-Scale+Research+Facilities/projects/projects+2014>

²³ The Mobile Lab: laboratory equipment for field research. NWO has awarded one project in the field of Social and Behavioural Sciences under the programme Investment Grant NWO Medium. See: <https://www.nwo.nl/en/news-and-events/news/2018/03/nwo-investing-in-research-infrastructure.html>

²⁴ Potharst, E. (2018). *Mindful met je baby*. Houten: Lannoo Campus.

²⁵ Werkplaats Onderwijsonderzoek Amsterdam (WOA): <https://www.kohnstamminstituut.nl/woa/>

²⁶ Innovation Exchange Amsterdam (IXA) is the expert interface between Amsterdam-based academic institutions and parties interested in their research findings and knowledge, such as companies, educational institutions, investors, health care providers, entrepreneurs, government bodies and societal organisations. IXA assists researchers in various roles, by finding and securing subsidies and other forms of financial support, actively participating in negotiations on research collaborations or licensing agreements with industry or other public research organisations, setting up consortium agreements and contracts dealing with access to or transfer of intellectual property rights, drafting patent applications and advising on the best approach towards protecting intellectual property, and identifying the best valorisation strategies. See: <http://www.ix.nl/en/home.html>

²⁷ The Netherlands Initiative for Education Research (Dutch acronym: NRO) has been established as one of the NWO divisions, to reduce the gap between scientific research and educational practice. It provides a coherent long-term programme for scientific research. See: <https://www.nwo.nl/en/about-nwo/organisation/nwo-domains/nro>

²⁸ The Dutch National Research Agenda (NWA) presents 140 overarching scientific questions and is the result of a unique bottom-up initiative, driven by the general Dutch public and a vast number of organisations in the Netherlands. The questions reveal the complexity of the issues challenging Dutch society today, and provide a glimpse into the areas where Dutch scientific research plans to focus on in the coming years.

²⁹ RICDE staff recently started a Centre of Expertise in Forensic Child and Youth Care to conduct commissioned research on child protection and juveniles delinquency. The centre focuses on training, consultancy, effect studies, and instrument development and validation in the forensic field. Customers are municipalities, ministries, other government agencies, and child and youth care organisations.

³⁰ See: <http://www.uva.nl/en/research/research-at-the-uva/academic-integrity>

³¹ *De Nederlandse Gedragscode Wetenschapsbeoefening*. Vereniging van Universiteiten (VSNU), 2014 (<http://www.vsn.nl/nederlandse-gedragscode-wetenschapsbeoefening.html>). In 2018, the VSNU published a new code that can be downloaded from: https://www.vsn.nl/en_GB/research-integrity

³² *The European Code of Conduct for Research Integrity. Revised edition.* All European Academies, Berlin 2017. http://ec.europa.eu/research/participants/data/ref/h2020/other/hi/h2020-ethics_code-of-conduct_en.pdf

³³ In April 2015 the working group on research integrity was appointed with the assignment to advise the university board about the implementation of policy concerning scientific integrity. The final report: *Integriteitsbeleid en onderzoekscultuur. Adviezen ter bevordering van integere wetenschapsbeoefening* (September 2017), can be found here: tinyurl.com/RICDEdocuments.

³⁴ See: <http://cde.uva.nl/research-integrity/code-of-conduct/code-of-conduct.html>.

³⁵ See <http://ethiek.fmg.uva.nl>. More specific details about consent for our research institute can also be found at this website.

³⁶ RICDE's integrity officers are mentioned on our website: <http://cde.uva.nl/research-integrity/scientific-integrity.html>

³⁷ The UvA scientific integrity officers are mentioned on the following website: <http://www.uva.nl/en/research/research-at-the-uva/academic-integrity/confidential-advisers-for-academic-integrity/confidential-advisers-for-academic-integrity.html>

³⁸ See: <http://www.uva.nl/en/content/news/news/2016/10/diversity-committee-presents-final-report.html>

³⁹ In fact, the theme of diversity and inclusion closely connects with our research, which is reflected in research lines such as parenting in non-traditional families, sexual and gender diversity, diversity in the classroom, and school segregation.

⁴⁰ Under the NWO Westerdijk Talent Scheme we appointed a female full professor with the assignment *Sexual and Gender Diversity in Families and Youth*.

Appendix 1: Organisation

The Faculty of Social and Behavioural Sciences (FMG) is one of seven faculties of the University of Amsterdam. The FMG comprises six departments, associated with four colleges with bachelor programmes, four graduate schools with master programmes, and four research institutes; see Figure 1.1.

Figure 1.2 gives a graphical display of the organisation of the Department, College, Graduate School, and Research Institute of Child Development and Education (RICDE). The department (third pillar in Figure 1.2) contains all scientific and non-scientific personnel who contribute to the bachelor education programmes (first pillar), master education programmes (second pillar), and research programmes (fourth pillar). The chairperson of the department has all personnel responsibility, whereas the directors of College, Graduate School and Research Institute have all substantive and financial responsibilities for the programmes in their respective institutes.

The Research Institute of Child Development and Education has two research programmes: Research Programme Child Development (RPCD) and Research Programme Education (RPEDU). Each of the two research programmes is coordinated by a full professor. Within these research programmes, we distinguish a large number of research lines, headed by full or associate professors. Table 1.1 gives the names of the full and associate professors, their lines of research, and their memberships of national research schools and research priority areas. Each research line consists of a number of interconnected research projects.

Both research programmes organise bimonthly plenary research meetings. In addition, there are frequent lab meetings of smaller programme groups, research lines, and project teams.

Support staff

RICDE's support staff includes a secretary, a policy advisor, and personnel, financial, and administrative support staff. The RICDE director can also make an appeal to faculty level support staff for HRM, financial, grant acquisition, legal, and communication support.

Research Steering Committee

Every six weeks, the director of RICDE organises meetings of the Research Steering Committee. This advisory body discusses matters of institute, faculty, and university policy, current and future research plans and strategy, national and international research grant programmes, and collaboration of the two research programmes with each other and with other research institutes and research priority areas.

Members of the Research Steering Committee are eight full professors, among whom the director of the research institute, the two research programme coordinators, the director of the graduate school, and the chairperson of the department.

Graduate Studies Committee

The Research Steering Committee also functions as the Graduate Studies Committee that is specifically responsible for the PhD Training. The Graduate Studies Committee is instituted by the dean and chaired by the director of RICDE. The PhD Training programme is led by a programme director, under the joint supervision of the RICDE director who is financially responsible and the graduate school director who guards the quality of the education programme of the PhD training.

Faculty Meeting of Directors of Research

Every six weeks, the FMG dean meets with the directors of the four FMG research institutes (Figure 1.1) to discuss research management and policy, and national and international developments in research.

Figure 1.1
Organisation Chart of the Faculty of Social and Behavioural Sciences

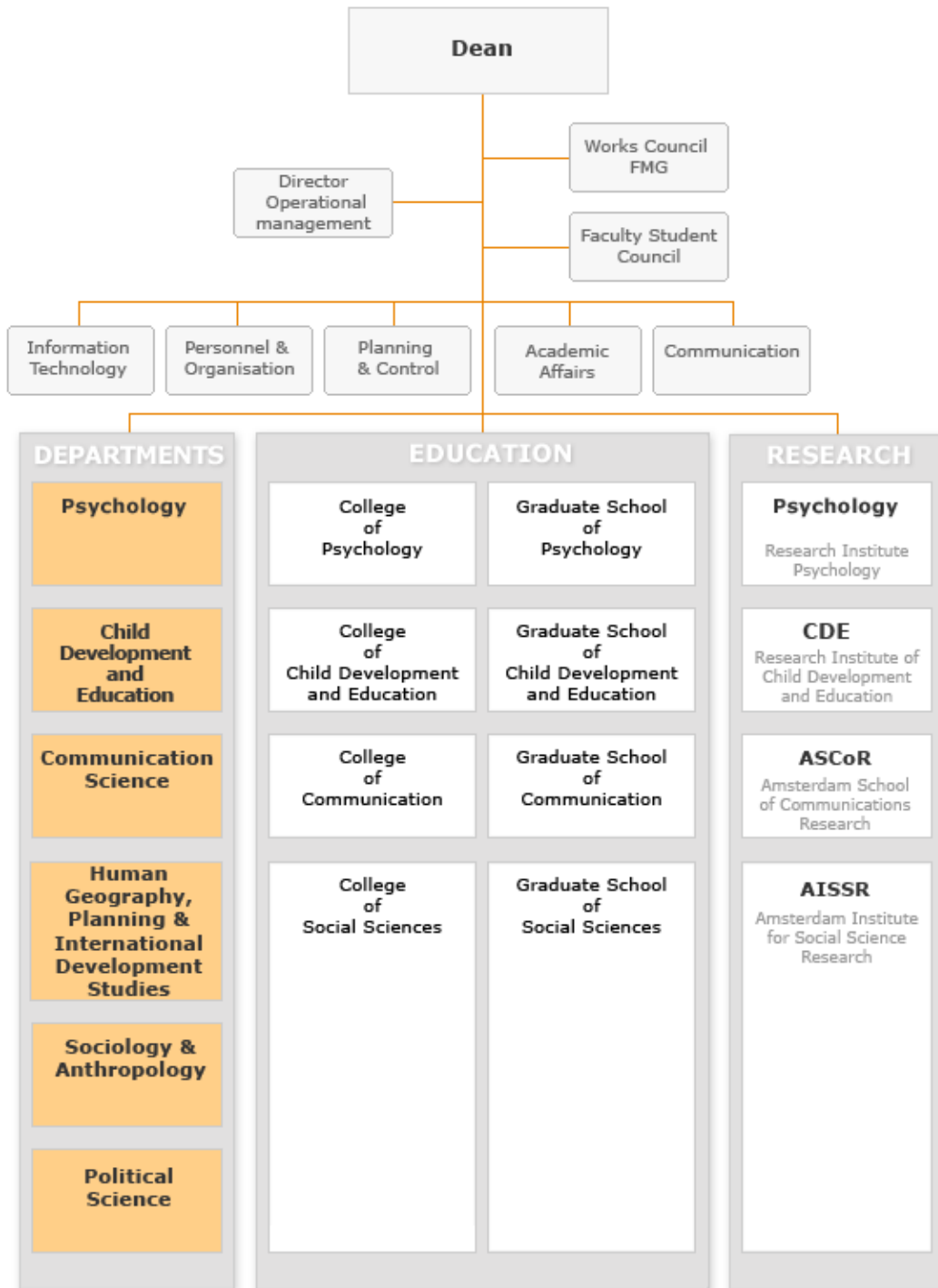


Figure 1.2
Organisation Chart of the Department, College, Graduate School,
and Research Institute of Child Development and Education

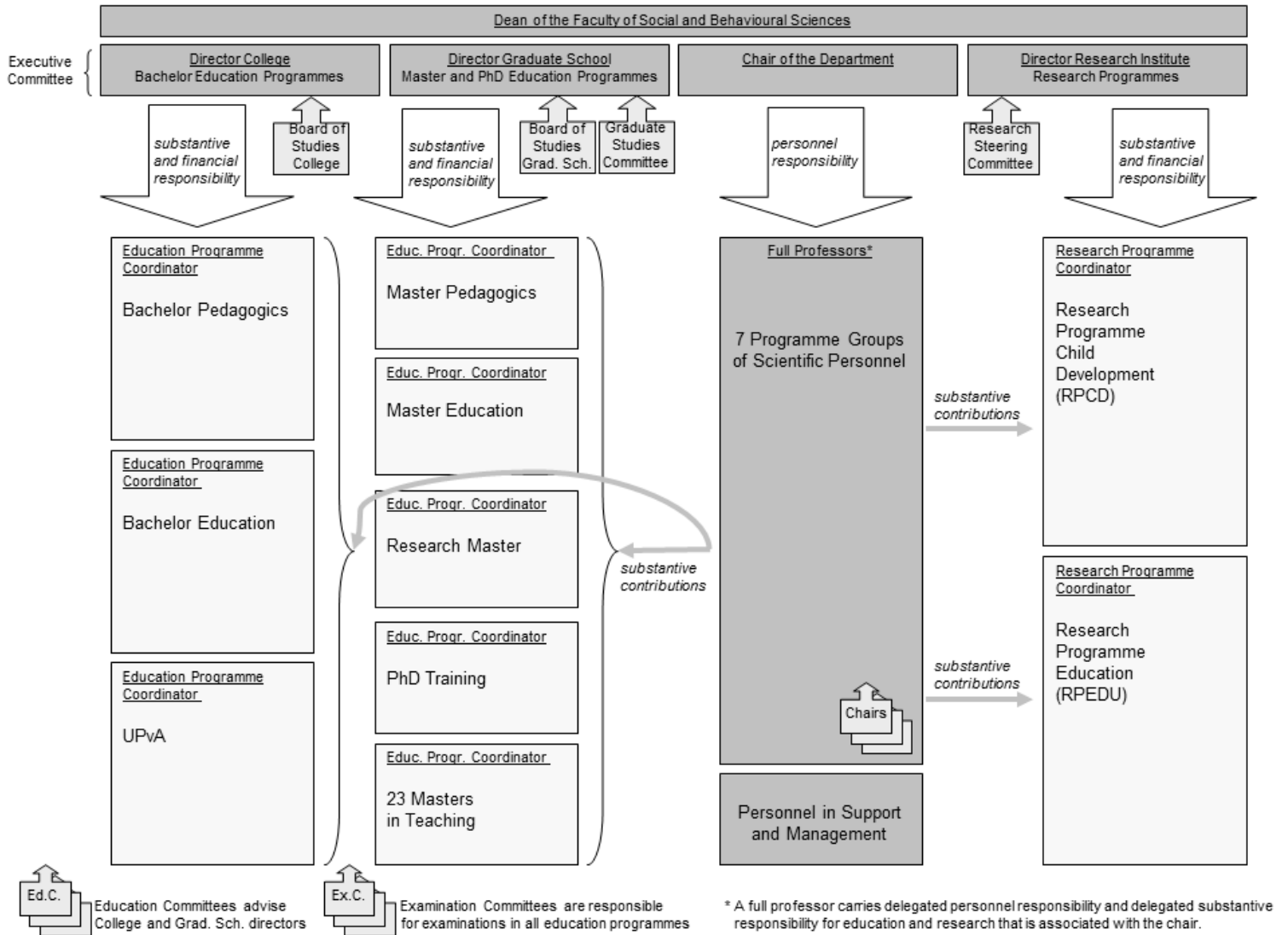


Table 1.1: RICDE lines of research in the period 2012-2017

Full and associate professors in Research Programme Child Development (RPCD)	Membership of research schools ¹ and research priority area's ²
Prof. dr. J.J. Asscher: Effectiveness of forensic child and youth care	ISED; Yield
Prof. dr. S.M. Bögels: ⁸ Developmental psychopathology	ISED; ABC, AR, Yield
Prof. dr. H.M.W. Bos: Sexual and gender diversity	ISED; Yield
Dr. E.I. de Bruin: Mindfulness in child psychiatry and clinical practice	ISED; ABC, AR, Yield
Dr. M. Hoeve: Juvenile delinquency	ISED; Yield
Dr. A.M. Meijer: Sleep problems and paediatric care	ISED; Yield
Prof. dr. F.J. Oort: ^{3,8} Statistical modelling; psychometrics	ISED, ICO, IOPS; Yield
Prof. dr. G. Overbeek: ^{4,8} Preventive youth care; parenting and peer influences	ISED, VNOP; Yield
Prof. dr. G.J.J.M. Stams: ⁸ Forensic child and youth care	ISED; Yield
Full and associate professors in Research Programme Education (RPEDU)	Memberships of research schools ¹ and research priority area's ²
Prof. dr. L.A. van der Ark: ⁸ Measurement models; categorical data analysis	IOPS, ICO; Yield
Prof. dr. C.A.M. van Boxtel: ⁸ Domain specific learning; history	ICO; Yield
Prof. dr. G.T.M. ten Dam: Citizenship education; social outcomes	ICO; I&I, Yield
Prof. dr. P.F. de Jong: ^{6,8} Basic academic skills; learning disorders	ISED, ICO; ABC, Yield
Prof. dr. S. Karsten: Educational policy	ICO; I&I, US
Dr. H.M.Y. Koomen: Student-teacher relationships	ISED; AR, Yield
Prof. dr. M.S. Merry: Philosophy of education; education policy	ICO, ISED; I&I, Yield
Prof. dr. T.T.D. Peetsma: ^{7,8} Motivation and learning	ICO, ISED; I&I, AR, Yield
Prof. dr. G.C.W. Rijlaarsdam: Domain specific learning: language, literature and arts	ICO; Yield
Prof. dr. M.L.L. Volman: ^{5,8} Educational innovation; diversity and inclusion in education	ICO; I&I, Yield

Notes: (1) RICDE researchers are members of the Institute for the Study of Education and Human Development (ISED; www.ised.nl), the Interuniversity Centre for Educational Research (ICO; www.ou.nl/ico), the Interuniversity Graduate School of Psychometrics and Sociometrics (IOPS; www.iops.nl), the Dutch Association of Developmental Psychology (VNOP; vnop.nl); (2) RICDE researchers participate in RPA Yield, RPA Institutions and Inequality (I&I), RPA Affect Regulation (AR; discontinued in 2013), RPA Amsterdam Brain and Cognition (ABC), and RPA Urban Studies (US); (3) director of RICDE and associated with both RPCD and RPEDU; (4) coordinator of RPCD; (5) coordinator of RPEDU; (6) director of GSCDE; (7) chair of the department 2011-2018; (8) member of Research Steering Committee and Graduate Studies Committee

Appendix 2: Research staff

Table 2.1 gives the counts and fte (full time equivalent) of all research staff in RICDE in the years 2012 through 2017. The first row includes all tenured staff and the next three rows include all non-tenured staff. Figure 2.1 gives a graphical representation of the development in tenured, non-tenured and total research fte in RICDE. Figure 2.2 shows the development in total research fte for the two research programmes RPCD and RPEDU separately.

Figure 2.1 demonstrates that total research fte increased since 2013, especially because of a sharp increase in non-tenured staff. In recent years, the share of tenured staff increased a little. Figure 2.2 shows that RPCD and RPEDU share about equal amounts of research fte, but that RPEDU fte decreased somewhat in recent years.

Figure 2.1: Tenured and non-tenured research fte in RICDE

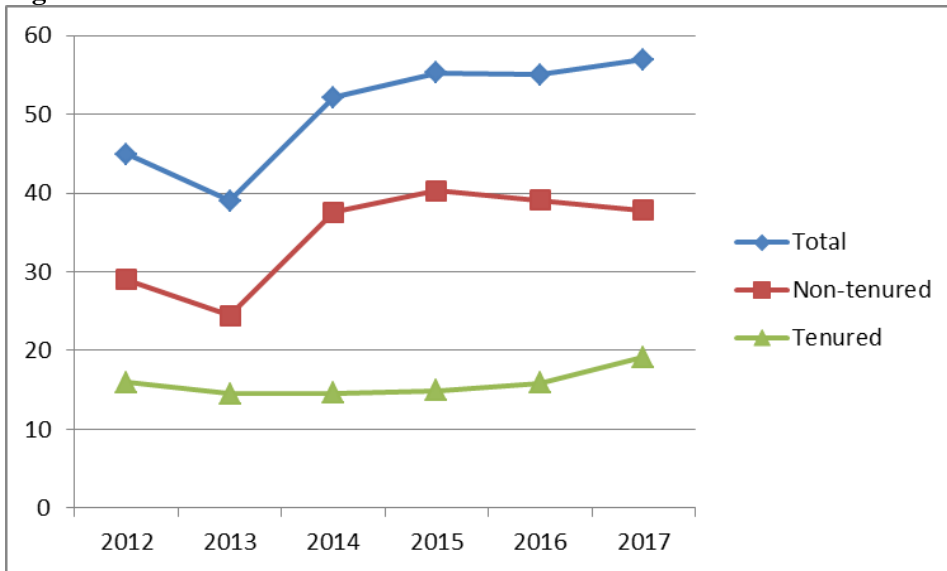
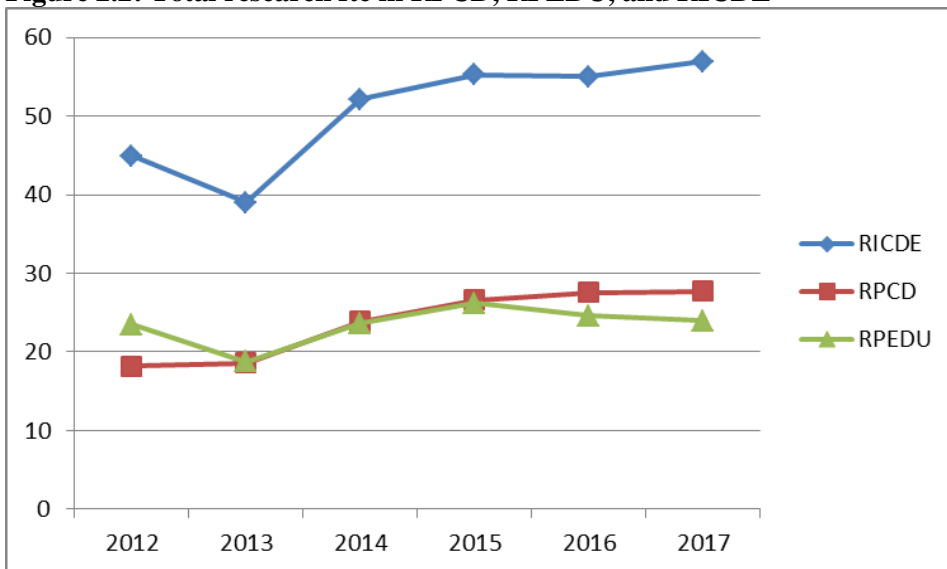


Figure 2.2: Total research fte in RPCD, RPEDU, and RICDE



Note: RICDE fte includes RPCD, RPEDU, and Methods and Statistics staff.

Table 2.1: Research staff at the institutional and programme level

RICDE	2012		2013		2014		2015		2016		2017	
	count	fte	count	fte	count	fte	count	fte	count	fte	count	fte
Scientific staff ¹	47	15.92	49	14.51	47	14.59	46	14.93	52	15.90	55	19.14
Post-docs ²	20	7.95	20	6.03	27	11.13	33	17.17	36	16.53	39	15.32
PhD candidates ³	35	18.30	29	15.66	37	21.62	38	19.11	43	20.15	38	22.17
Part-time PhD candidates ⁴	8	2.73	10	2.78	17	4.78	21	4.03	21	2.43	17	0.29
Total research staff⁵	110	44.90	108	38.98	128	52.12	138	55.24	152	55.01	149	56.92
Support staff ⁶	4	2.41	4	1.26	4	1.38	4	1.31	4	1.23	4	1.09
Visiting fellows	2	0	1	0	2	0	1	0	1	0	0	0
Total staff	116	47.31	113	40.24	124	53.50	143	56.55	157	56.24	153	58.01
RPCD	count	fte	count	fte	count	fte	count	fte	count	fte	count	fte
Scientific staff ¹	19	5.94	21	6.16	17	5.75	17	6.56	21	7.61	25	8.43
Post-docs ²	9	3.32	9	3.47	11	4.80	13	7.66	17	8.06	16	6.40
PhD candidates ³	14	7.52	11	7.15	19	9.55	18	9.30	23	10.30	21	12.74
Part-time PhD candidates ⁴	3	1.40	5	1.77	7	3.78	9	3.04	8	1.59	5	0.14
Total research staff	45	18.18	46	18.55	54	23.88	57	26.56	69	27.56	67	27.71
RPEDU	count	fte	count	fte	count	fte	count	fte	count	fte	count	fte
Scientific staff ¹	24	8.18	25	7.17	26	7.24	25	6.70	26	6.32	27	7.69
Post-docs ²	10	3.97	10	2.43	15	5.73	18	8.68	17	7.72	20	7.77
PhD candidates ³	20	9.98	17	8.11	18	9.66	20	9.82	19	9.72	15	8.36
Part-time PhD candidates ⁴	5	1.33	5	1.01	10	1.00	12	0.99	11	0.84	12	0.15
Total research staff	59	23.46	57	18.72	69	23.63	75	26.19	74	24.6	74	23.97

Notes: fte figures are based on year averages; (1) assistant, associate, and full professors, and affiliate professors with ≥ 0.1 research fte; (2) post-doctoral researchers without tenure; (3) PhD candidates with ≥ 0.8 fte appointment; (4) PhD candidates with < 0.8 fte appointment; (5) RICDE numbers are larger than the sum of RPCD and RPEDU numbers because RICDE also includes Methods and Statistics staff; (6) Support staff only includes technical staff for the coordination of lab-based research; administrative staff and temporary support staff in research projects are not included.

The decline in research fte until 2013 is explained by the austerity policy in the preceding years, in which people who retired or whose temporary contracts expired were succeeded by temporary staff with teaching fte only. However, in 2012 and 2013, revenues recovered and research grants increased. As a result, the financial reserve fund grew substantially in 2012 and 2013, and from 2013 onwards RICDE also received RPA funding. Research grants and RPA funding provided for the appointment of PhD candidates and post-doctoral researchers, hence the large increase in non-tenured staff after 2013. In recent years, some of the post-doctoral researchers obtained permanent positions as assistant professors, which improved the ratio of tenured and non-tenured staff.

By the end of 2017, the head count of tenured scientific staff is 55. Table 2.2 gives the year of birth, gender, research fte, nationality and citation indices for all scientific staff appointed on the date of reference (31 December 2017). Table 2.3 summarises this information for all categories of scientific staff and post-docs and PhD candidates. Notably, about 80% of assistant and associate professors are women (31 out of 38), but only 40% of full professors are women (4 out of 10).

Table 2.2: Scientific staff details

Full professors	Birth	M/F	fte	Nationality	WoS h-index ¹	GS h-index ²
Prof. dr. S.M. Bögels	1960	F	0.28	Dutch	40	59
Prof. dr. C.A.M. van Boxtel	1970	F	0.18	Dutch	12	25
Prof. dr. P.F. de Jong	1956	M	0.45	Dutch	23	37
Prof. dr. M.S. Merry	1968	M	0.40	American	10	20
Prof. dr. F.J. Oort	1963	M	0.45	Dutch	33	47
Prof. dr. G.J. Overbeek	1975	M	0.45	Dutch	25	36
Prof. dr. T.T.D. Peetsma	1953	F	0.45	Dutch	15	22
Prof. dr. G.C.W. Rijlaarsdam	1952	M	0.30	Dutch	15	31
Prof. dr. G.J.J.M. Stams	1959	M	0.45	Dutch	25	39
Prof. dr. M.L.L. Volman	1960	F	0.45	Dutch	18	34
Professors by special appointment	Birth	M/F	fte	Nationality	WoS h-index	GS h-index
Prof. dr. L.A. van der Ark	1968	M	0.10	Dutch	19	27
Prof. dr. A.B. Dijkstra	1963	M	0.10	Dutch	3	12
Prof. dr. R.G. Fukkink	1969	M	0.20	Dutch	16	20
Prof. dr. F.P. Geijssel	1969	F	0.10	Dutch	10	21
Prof. dr. J. Hendriks	1956	M	0.10	Dutch	9	16
Prof. dr. R. Keizer	1983	F	0.10	Dutch	9	15
Prof. dr. X.M.H. Moonen	1954	M	0.10	Dutch	5	11
Prof. dr. R.J. Oostdam	1958	M	0.10	Dutch	7	18
Prof. dr. E.M.W.J. Utens	1959	F	0.10	Dutch	30	41
Prof. dr. J.M. Voogt	1953	F	0.10	Dutch	17	36
Associate professors	Birth	M/F	fte	Nationality	WoS h-index	GS h-index
Dr. J.J. Asscher	1976	F	0.28	Dutch	16	23
Dr. H.M.W. Bos	1963	F	0.45	Dutch	19	34
Prof. dr. L.A. van der Ark	1968	M	0.35	Dutch	19	27
Dr. E.I. de Bruin	1974	F	0.45	Dutch	13	17
Dr. M. Hoeve	1971	F	0.45	Dutch	13	23
Dr. H.M.Y. Koomen	1957	F	0.36	Dutch	18	24

Assistant professors	Birth	M/F	fte	Nationality	WoS h-index	GS h-index
Dr. M. van den Boer	1986	F	0.41	Dutch	6	8
Dr. O. Agirdag	1984	M	0.15	Belg./Turkish	10	16
Dr. A.L. van den Akker	1982	F	0.41	Dutch	9	12
Dr. E.H. de Bree	1976	F	0.36	Dutch	9	12
Dr. C. Colonnaesi	1974	F	0.36	Italian	8	11
Dr. L.J.F. Cornelissen	1977	M	0.40	Dutch	3	7
Dr. H.E. Creemers	1979	F	0.45	Dutch	12	15
Dr. R. Dekker	1952	F	0.30	Dutch	1	11
Dr. J.P. van Drie	1982	F	0.31	Dutch	5	13
Dr. L. Elffers	1978	F	0.18	Dutch	3	5
Dr. L. Gaikhorst	1982	F	0.64	Dutch	2	3
Dr. D. van der Giessen	1986	F	0.35	Dutch	7	8
Dr. S. Jak	1984	F	0.75	Dutch	7	11
Dr. T.M. Janssen	1958	F	0.36	Dutch	4	13
Dr. K.J. Kan	1975	M	0.40	Dutch	9	13
Dr. H. Kosar Altinyelken	1971	F	0.75	Turkish	5	12
Dr. P.H.O. Leijten	1986	F	0.50	Dutch	6	10
Dr. M. Majdandzic	1973	F	0.38	Dutch	11	15
Dr. C.E. van der Put	1968	F	0.45	Dutch	9	16
Dr. L. van Rijn-van Gelderen	1985	F	0.28	Dutch	6	10
Dr. H.R. Rodenburg	1976	F	0.36	Dutch	9	9
Dr. D.L. Roorda	1984	F	0.45	Dutch	6	7
Dr. T.J.P. van Schijndel	1978	F	0.44	Dutch	6	7
Dr. J.A. Schuitema	1972	M	0.45	Dutch	6	9
Dr. N. Smits	1973	M	0.45	Dutch	15	20
Dr. F.J.A. van Steensel	1983	F	0.25	Dutch	7	11
Dr. W. de Vente	1972	F	0.45	Dutch	14	19
Dr. E.S. van Vugt	1985	F	0.45	Dutch	9	14
Dr. J. Weeland	1985	F	0.50	Dutch	5	7
Dr. I.B. Wissink	1977	F	0.45	Dutch	11	16
Dr. M. Zee	1987	F	0.50	Dutch	5	7
Dr. B.J.H. Zijlstra	1976	M	0.45	Dutch	9	17

Notes: Date of reference is 31 December 2017; (1) Web of Science h-index, retrieved October 2018; (2) Google Scholar h-index, retrieved October 2018; Google Scholar citation numbers are higher than Web of Science citation numbers, as Google Scholar also includes non-JCR citations.

Table 2.3: Current scientific staff summary

Category	Number	Mean age	Age range	M/F counts	M/F fte	Non-Dutch
Full professors	10	56	42 - 65	60% / 40%	65% / 35%	1
Endowed professors	10	54	34 - 64	60% / 40%	64% / 36%	0
Associate professors	6	49	41 - 60	17% / 83%	15% / 85%	0
Assistant professors	32	40	30 - 65	19% / 81%	17% / 83%	3
Post-docs	24	35	27 - 52	33% / 67%	37% / 63%	3
PhD candidates	32	29	23 - 44	6% / 94%	7% / 93%	8
Total	113	39	23 - 65	25% / 75%	21% / 79%	15

Note: Date of reference is 31 December 2017.

Appendix 3: Research output

Table 3.1 gives RICDE’s publication counts for the years 2012 through 2017, for each of the main categories of research output. Figure 3.1 gives a graphical representation of the development in numbers of peer-reviewed scientific articles throughout the years, both for RICDE as a whole and for RPCD and RPEDU separately. These numbers vary, both within and between programmes, but for all numbers there is a general upward trend, which is consistent with the increase in research fte (Figures 2.1 and 2.2, Appendix 2). RICDE publishes about 3.5 peer-reviewed scientific articles per year per research fte.

Table 3.1 also shows an increase in numbers of PhD theses. There seems to be a large variation in numbers of other research output, professional publications and popular publications, but this is probably due to changes in the way such publications are recorded in the university’s database.

Table 3.1: Numbers of publications in the main categories of research output

RICDE	2012	2013	2014	2015	2016	2017
Articles – refereed ¹	149	139	166	200	180	202
Articles – non-refereed ²	2	6	3	0	0	1
Books	1	1	0	0	0	0
Book chapters	49	22	26	28	29	20
PhD theses	12	9	8	8	14	18
– internal	12	6	4	5	11	10
– external ³	0	3	4	3	3	8
Other research output scientific ⁴	106	108	101	122	95	108
Policy reports	13	17	17	17	20	14
Professional publications and lectures	184	196	195	242	160	138
Publications aimed at the general public ⁵	43	31	39	80	70	54
<i>Total</i>	<i>571</i>	<i>538</i>	<i>563</i>	<i>705</i>	<i>581</i>	<i>573</i>

Notes: (1) peer-reviewed articles in scientific journals; (2) other scientific articles; (3) external PhD theses are written by PhD candidates who are not employed by the UvA; (4) e.g., scientific book editorships, software, scientific conference papers, posters, conference organisation; (5) e.g., articles in popular scientific magazines, columns, blog posts.

Figure 3.1: Numbers of peer-reviewed articles in scientific journals

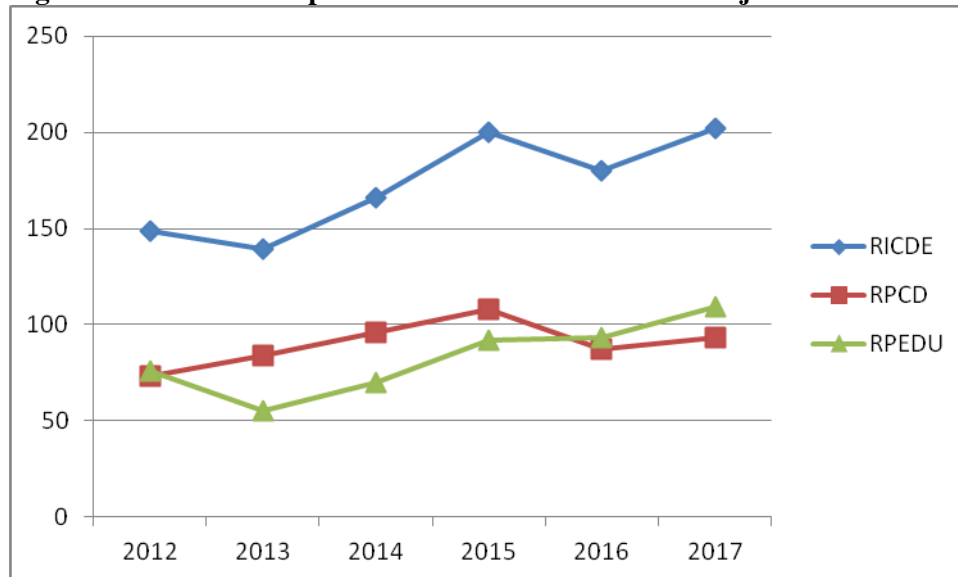


Table 3.2 gives the numbers of publications in selected categories of research output for the two research programmes separately. Both programmes show some variation from year to year (e.g., RPEDU in 2013), but the differences between the programmes are not large and the general trend is upwards. RPEDU, more than RPCD, also publishes a substantial part of their scientific work in books.

For comparison, we also show the numbers for the Kohnstamm Institute that seceded from RICDE in 2010, in order to fully focus on contract research. Their research is mostly financed by the central and local government, the education sector, and the business sector. The differences in orientation and sources of funding between the RICDE programmes and the Kohnstamm Institute are apparent in the research output, with the Kohnstamm Institute producing less scientific output but more policy reports than the RICDE programmes.

Table 3.2: Numbers of publications by RPCD, RPEDU, and the Kohnstamm Institute

RPCD	2012	2013	2014	2015	2016	2017
Articles – refereed	73	84	96	108	87	93
Articles – non-refereed	0	2	3	0	0	1
Books	1	0	0	0	0	0
Book chapters	14	6	6	12	5	4
PhD theses	4	1	3	3	8	5
– internal	4	1	1	3	7	5
– external	0	0	2	0	1	0
Policy reports	7	4	8	11	14	3
<i>Total</i>	<i>103</i>	<i>96</i>	<i>119</i>	<i>137</i>	<i>122</i>	<i>111</i>
RPEDU	2012	2013	2014	2015	2016	2017
Articles – refereed	76	55	70	92	93	109
Articles – non-refereed	2	4	0	0	0	0
Books	0	1	0	0	0	0
Book chapters	31	17	20	17	23	14
PhD theses	8	8	5	5	6	13
– internal	8	5	3	2	4	5
– external	0	3	2	3	2	8
Policy reports	6	13	9	6	7	11
<i>Total</i>	<i>131</i>	<i>106</i>	<i>109</i>	<i>125</i>	<i>135</i>	<i>160</i>
Kohnstamm Institute	2012	2013	2014	2015	2016	2017
Articles – refereed	4	3	4	2	2	2
Articles – non-refereed	0	0	0	0	0	0
Books	0	0	0	0	0	0
Book chapters	3	1	0	1	0	0
Policy reports	22	34	28	23	12	24
<i>Total</i>	<i>29</i>	<i>38</i>	<i>32</i>	<i>26</i>	<i>18</i>	<i>26</i>

Appendix 4: PhD candidates

Tables 4.1 and 4.2 give an overview of the numbers of full-time (≥ 0.80 fte) and part-time (< 0.80 fte) PhD candidates and their success rates. Between 2008 and 2014, 71 new PhD candidates enrolled, most of them female (79%). The majority of candidates (72%) works full-time (defined as four days a week or more).

The recent increase in enrolment numbers is due to new research grants, the start of RPA Yield, and two new programmes for part-time PhD projects for teachers, one from NWO (the *doctoral grants for teachers* funding scheme) and one governmental programme to stimulate research on domain specific didactics (the *DUDOC programme*).

Most full-time PhD candidates are appointed for four years. From Table 4.1 it appears that only about one in five candidates finishes within four years, but if we take the time between finishing the PhD thesis and the defence into account (about 6 months), we consider 45% to have finished in time (i.e., within 5 years). Also note that in the majority of cases there are good reasons to extend the PhD project, such as illness, maternity and parental leaves, or working part time, possibly to combine research with other tasks. The latter may be desirable in view of a better preparation for an academic career, for example by allotting time to gain more teaching or management experience.

Three of the full-time PhD candidates enrolled between 2008 and 2014 discontinued the PhD project, two because of illness and one because of incapacity after a traffic incident. Three part-time PhD candidates discontinued the PhD project, one because of illness, one because of apparent inadequacy, and one because of a loss of interest after maternity leave. Five of the full-time PhD candidates who started before 2013 did not yet finish, mostly because of maternity and parental leaves.

In addition to full-time and part-time PhD candidates, RICDE also supports a growing number of external PhD candidates. After approval of their research plan by the Graduate Studies Committee, they get a guest account with which they can use RICDE facilities (e.g., library access). About 20 external PhD candidates are included in RICDE's monitoring programme.

Table 4.1. Duration and success rates of full-time PhD candidates

Start year	Enrolment			Graduated within 4 yrs		Graduated within 5 yrs		Graduated within 6 yrs		Graduated within 7 yrs		Graduated within 8 yrs		Graduated within 9 yrs		Not yet finished		Dis-continued	
	M	F	Tot	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2008	1	8	9	1	11%	6	67%	7	78%	7		7		8	89%	1	11%		
2009	1	7	8	3	38%	4	50%	5	63%	6	75%	7	88%	7		1	13%		
2010	1	6	7	2	29%	3	43%	5	71%	6	86%	6		6		1	14%		
2011	1	4	5	-	-	2	40%	3	60%	3		3		3		1	20%	1	20%
2012	-	3	3	-	-	1	33%	1		1		1		1		1	33%	1	33%
2013	2	4	6	1	17%	3	50%	3		3		3		3		3	50%		
2014	2	11	13	4	31%	4		4		4		4		4		8	62%	1	8%
<i>Total</i>	8	43	51	11	22%	23	45%	28	55%	30	59%	31	61%	32	63%	16	31%	3	6%

Table 4.2: Duration and success rates of part-time PhD candidates

Start year	Enrolment			Graduated within 4 yrs		Graduated within 5 yrs		Graduated within 6 yrs		Graduated within 7 yrs		Graduated within 8 yrs		Graduated within 9 yrs		Not yet finished		Dis-continued	
	M	F	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2008	-	1	1	-	-	1	100%	1		1		1		1					
2009	-	2	2	-	-	-		-		1	50%	2	100%	2					
2010	-	-	-	-	-	-		-		-		-		-					
2011	2	3	5	-	-	2	40%	4	80%	5	100%	5		5					
2012	-	-	-	-	-	-		-		-		-		-					
2013	-	3	3	-	-	-		-		-		-		-		3	100%		
2014	5	4	9	2	-	2		2		2		2		2		4	44%	3	33%
<i>Total</i>	7	13	20	2	10%	5	25%	7	35%	9	45%	10	50%	10	50%	7	35%	3	15%

Appendix 5: Funding

Table 5.1 gives an overview of funding and expenditure of RICDE in the years 2012 through 2017. For each category of funding sources, funding is expressed in fte (full time equivalent) of the personnel costs covered by that category of funding. Figure 5.1 gives a graphical representation of the development in direct, grant, and contract funding.

As explained in Appendix 3, the austerity policy in the years before 2013 caused a decline in research fte, hence the decrease in direct funding of research fte until 2013. However, revenues had already recovered, yielding a substantial financial reserve. From 2013 onwards, RICDE also became eligible for RPA funding, which it supplemented with drawings from the financial reserve fund to appoint new research staff, hence the large increase in direct funding in the subsequent years.

In the same time, grant funding also increased. Funding for contract research decreased a little, but since the separation with the Kohnstamm Institute in 2011, the share of contract research in RICDE is small anyway. Appendix 12 gives an overview of all research grants and contract research acquired in the years 2012 through 2017.

Taking all sources of funding together, Figure 5.1 shows an overall increase in total funding from covering 50 research fte in 2013 to covering 73 research fte in 2017, a growth of 46%.

Figure 5.1: Direct, grant, contract, and total funding.

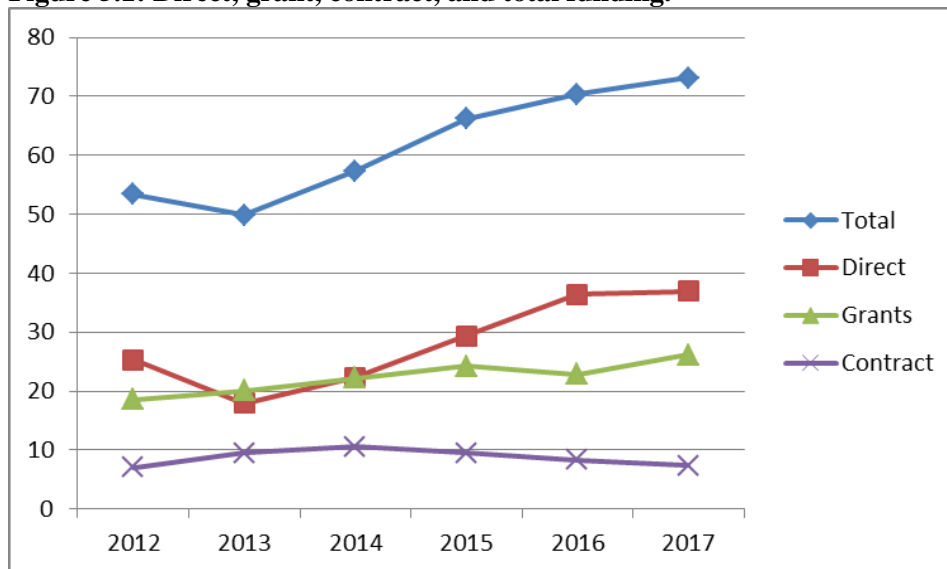


Table 5.1: Funding and expenditure 2012 – 2017

	2012		2013		2014		2015		2016		2017	
Funding	fte	perc.	fte	perc.	fte	perc.	fte	perc.	fte	perc.	fte	perc.
Direct funding ¹	25.28	47%	17.99	36%	22.29	39%	29.35	44%	36.40	52%	36.95	51%
Research grants ²	18.61	35%	20.07	40%	22.26	39%	24.26	37%	22.81	32%	26.21	36%
– National	16.83	32%	19.24	39%	22.20	39%	24.19	37%	21.37	30%	24.55	34%
– European	1.78	3%	0.83	2%	0.06	0%	0.07	0%	1.44	2%	1.67	2%
Contract research ³	7.09	13%	9.53	19%	10.62	19%	9.56	14%	8.38	12%	7.38	10%
Other ⁴	2.40	4%	2.23	4%	2.13	4%	3.07	5%	2.77	4%	2.58	4%
Total research funding	53.38		49.82		57.30		66.24		70.36		73.12	
Expenditure	k€	perc.	k€	perc.	k€	perc.	k€	perc.	k€	perc.	k€	perc.
Personnel costs (× €1,000)	3,558	59%	3,301	58%	3,732	60%	4,417	61%	4,721	60%	5,127	64%
Other costs ⁵ (× €1,000)	2,520	41%	2,416	42%	2,523	40%	2,871	39%	3,086	40%	2,849	36%
Total expenditure	6,078		5,717		6,255		7,289		7,807		7,977	

Notes: All funding is expressed in fte (full time equivalent) of the personnel costs that is covered by the funding; (1) government funding of universities, allocated to the institute, through the faculty; (2) NWO and EU funding; (3) funding from external organisations, such as government and industry, for specific research projects (e.g., commissioned research); (4) funding from sources that do not fit the before mentioned categories; (5) overhead of personnel costs.

Appendix 6: Research Priority Area Yield

In addition to (mono-disciplinary) research that is organised within faculties and research institutes, the UvA has designated a limited number of so-called *Research Priority Areas (RPAs)* for multi-disciplinary research that is organised across faculties and research institutes.

An RPA is a collaboration of excellent researchers who share a common research interest. The RPAs represent the very best the UvA has to offer in terms of research; RPAs are areas in which the UvA is a worldwide leader. The RPA-related programmes are run by the UvA's thriving research institutes, which receive external grants and attract renowned researchers and outstanding students.

1. Organisation

Yield is a Research Priority Area (RPA) that has been established in October 2013 by the Faculty of Social and Behavioural Sciences (FMG) of the University of Amsterdam (UvA).¹ Yield conducts multidisciplinary research on the bio-ecology of human development, with perspectives from Medicine, Psychology, Pedagogics, Education, Communication, Economics, and Psychometrics. Nine research programmes from three UvA faculties participate in Yield.

Principal investigators and postdocs

Fourteen key principal investigators (PIs) are the leaders of the participating research programmes. Originally, collaboration between the research programmes was organised by appointing at least one post-doctoral researcher (postdoc) in each research programme who worked closely together with the principal investigator (PI) of that research programme. The postdocs conducted research in collaboration with researchers from the other research programmes, they contributed to writing scientific articles and grant proposals, and visited the monthly lab meetings of Yield. Through the postdocs, interdisciplinary collaboration between research programmes was strengthened, Yield's PIs were kept abreast of the latest developments in Yield, and, the other way round, Yield was informed about what is going on in the various research programmes.

In the past few years, Yield also appointed PhD candidates, working on interdisciplinary projects. Yield PhD candidates gradually replace the Yield postdocs, as linking pins in Yield's organisation.

Management

RPA Yield is led by the RPA director (prof. Oort, Research Institute of Child Development and Education; RICDE) and the RPA manager (dr. Larsen, Developmental Psychology). The manager organises all Yield meetings and chairs the monthly meetings of Yield postdocs and Yield PhD candidates. She is also the editor of the monthly Yield newsletter. Director and manager are supported by RICDE's administrative staff.

Governance

The RPA director is responsible to the faculty dean, who is advised by the directors of the faculty's four research institutes. Since 2014, on occasion of Yield's Graduate Programme application for funding from NWO, which required more extensive governance than is customary in an RPA, Yield has a board consisting of the RPA director, the directors of the research institutes and graduate schools of Psychology and CDE, and the leaders of Yield's four most prominent research programmes (i.e. Child Development, Education, Developmental Psychology, Psychological Methods).

Funding

In addition to the regular funding of the research programmes (direct funding, grant funding, and contract funding), Yield received a total of 5.8 M€RPA-dedicated funding from the FMG, from the research institutes of CDE and Psychology, and from the Netherlands Organisation for Scientific Research (NWO).²

Three main sources of funding are used to finance three main programmes (§3 below):

- (1) First term FMG funding, supplemented with funding from RICDE's financial reserve, with which the post-doc programme was financed;
- (2) NWO funding for the Yield Graduate Programme (five PhD candidates; see NWO application³);
- (3) Second term FMG funding, with which the Yield Signature Project on Self-regulation is financed, with five interconnected interdisciplinary PhD research projects.⁴

2. Strategy

Vision and mission

RPA Yield focuses on human development from infancy to adulthood. Development is considered successful if a child grows up into an adult who fully participates in society. Yield's goal is to conduct fundamental research that extends scientific knowledge and that contributes to children's successful development.

Within the person-environment interactions that shape human development, we distinguish:

- developmental factors: biological (health), cognitive, and social-emotional factors,
- contextual factors: family, peers, health care, child and youth care, school, media, cultural and socioeconomic factors.

RPA Yield conducts research on:

- the underlying processes of biological, cognitive, and social development,
- the reciprocal relationships between developmental and contextual factors,
- risk factors, protective factors, and interventions in health, cognitive, and social development.

Developmental and contextual factors should not be studied in isolation. All processes and factors interact, have reciprocal effects on each other, and simultaneously affect child and adolescent development.

Targets and strategy

RPA Yield has been established to provide means and opportunities to improve and extend current research, to design and conduct new research, to facilitate the acquisition of additional external research funding, and to extend our infrastructure.

The RPA makes good use of existing infrastructure such as the FMG laboratories,⁵ the purpose-built in-house family and baby-lab,⁵ and the facilities of academic treatment centre UvA minds,⁶ and collaborates with the Rudolf Berlin Centre,⁷ the Leo Kannerhuis,⁸ the Bascule,⁹ and the Kohnstamm Institute.¹⁰

In addition, the RPA has extended the infrastructure. First, by associating RPA Yield with Sarphati Amsterdam, so that Yield researchers can take part in extensive cohort studies of all Amsterdam children, conduct intervention studies in sub-cohorts, and get access to all information that is gathered through the Amsterdam Youth Health Care consultations.

Second, academic workplaces have been established, in primary education and in secondary education. These workplaces facilitate conducting research in schools, and give easier access to children who can participate in Yield research.

3. Three programmes

Since the establishment of RPA Yield in 2013, three programmes have been started: the Yield postdoc programme (2013-2018), the Yield Graduate Programme (2014-2021), and the Yield Signature Project on Self-regulation (2018-2023).

Yield post-doc programme (2013-2018)

Fourteen post-doc researchers have been appointed, selected on the basis of their overall research excellence, in each of the major research lines within Yield. In addition to furthering Yield research by conducting and publishing multidisciplinary research and serving as linking pins between Yield and the PIs and the corresponding research programmes, the postdocs are expected to submit individual grant proposals, and to collaborate with Yield PIs in writing programme grant proposals.

Yield Graduate Programme (2014-2021)

In 2014, RPA Yield has received funding for the Yield Graduate Programme from NWO, to create an excellent teaching and research environment for talented young researchers, by means of a joint Yield track within the research masters of Psychology and CDE. Twelve research master students followed the Yield track and wrote a research proposal on a research topic that fitted the scope of Yield, together with one of the Yield PIs. After a selection procedure, five PhD candidates were appointed. Each PhD candidate works in an interdisciplinary research project, under the supervision of at least two Yield members from different disciplines.

Moreover, the joint Yield research master track helped to secure three NWO Research Talent grants for Yield students, for three additional PhD positions in Yield.

Yield Signature Project (2018-2023)

In 2017, it was decided to start a large signature research project, consisting of five new interconnected interdisciplinary PhD research projects with self-regulation as one common subject of research.

The choice for self-regulation as subject of research was motivated by the idea that modern society suffers from many problems that can be traced back to impaired self-regulation in children and adolescents. These problems include obesity and substance (ab)use, aggression, depression, anxiety, and school dropout. Self-regulation impairments typically originate in childhood and adolescence, and it appears that improving self-regulation from an early age will have long-term downstream benefits, at both the individual and societal level. On the flipside of this coin, unidentified or untreated self-regulation impairments may come at great cost—for individuals and society at large—and predict financial problems, psychopathology and ill health (even morbidity) and crime in adulthood.

The overall aim of Yield's signature project is to examine self-regulation in youth: understanding how it develops, how it is fostered through (interactions between) individual characteristics and family, peer, and school characteristics, and how it can be improved through interventions.

Notes

¹ For Yield's application document, see: tinyurl.com/RICDEdocuments.

² *Research Priority Area Yield. Self-evaluation 2013-2016*. See: tinyurl.com/RICDEdocuments.

³ See Yield's application for the NWO Graduate Programme at tinyurl.com/RICDEdocuments.

⁴ *Research Priority Area Yield. Strategic Plan 2018-2022*. See: tinyurl.com/RICDEdocuments.

⁵ The FMG laboratories have many test and registration rooms with extensive equipment for observing and recording behaviour, measuring psychophysiological and neurophysiological phenomena, eye-tracking, audio-visual events, and fMRI. There also is a purpose-built, in-house family-lab that is especially suited for observation studies of infants, older children and their parents, with two test rooms with one-way mirrors and two registration rooms with measuring equipment.

⁶ *UvA minds* is an academic outpatient treatment centre for children and their parents.

⁷ The *Rudolf Berlin Centre* is a university centre that conducts scientific research, trains clinical specialists, and provides specialised clinical care in the field of learning processes, and in particular learning disabilities.

⁸ The *Leo Kannerhuis* is a health care centre that has specialised in treatment of people with autism spectrum disorders and support of their family and environment. It also is a knowledge centre that conducts research in collaboration with the UvA.

⁹ The *Bascule* is an academic centre for child and adolescent psychiatry.

¹⁰ The Kohnstamm Institute is a knowledge and research centre in the field of education, child rearing and child welfare. It conducts contract research, mostly financed by the central and local government, the education sector, and the business sector.

Appendix 7: Research assessment 2013

The assessment panel was very positive about RICDE in their 2013 review of the 2006 – 2011 period, but the panel also noted a number of possible improvements.¹ Below we list their remarks together with our response and relevant developments during 2012 – 2017.

Comment 1: Integration and coherence within and between the two research programmes

In the review report, the assessment panel discussed the reorganisation of RICDE in the period following the 2007 evaluation. The assessment panel is positive about the developments, but also notes that the coherence across the institute and within and between the two research programmes can be further improved (review report, p.83).

We believe the coherence and integration has improved in the previous years, partly because of the establishment of RPA Yield in which researchers from RPCD and RPEDU collaborate with each other and with researchers from other research institutes (e.g., Developmental Psychology) in several interdisciplinary research projects. There are close collaborations between the various research lines in joint bachelor and master education programmes. The research lines *Basic Academic Skills*, *Learning Disorders*, and *Student-teacher relationships* in particular are bridging the research interests of RPCD and RPEDU. In addition, RICDE's PhD candidates from RPCD and RPEDU form a close group, exchanging research experiences and ideas, and organising social activities.

Comment 2: Dependence on insecure indirect funding

The assessment panel “...notes that several factors (the fact that the government is reducing direct funding of research, that universities and faculties invest their money primarily in RPAs, and the departure of the Kohnstamm Institute for applied research) have resulted in a situation in which programmes and researchers have become almost entirely dependent on insecure indirect funding” (review report, p.87), and that “...enlarging the share of second-stream money is rightfully an important aim of the institute's resource policy” (review report, p.85).

Although we have not been successful in obtaining large (European) programme grants, we have gained access to other sources of funding due to our participation in RPA Yield, Sarphati Amsterdam, and the future RPA Mental Health. We are also extending our infrastructure in collaboration with the municipality's Youth Health Care in Sarphati Amsterdam, with the schools in the Educational Research Labs, and with the municipality in the future centre of expertise on social inequalities (see §7). The extended infrastructure not only facilitates the organisation of research, but it also makes us more attractive as a partner in consortia that compete for the large programme grants.

Comment 3: PhD completion times

The assessment panel is positive about the quality and organisation of the PhD training and supervision, but points at the relatively long completion times (review report, p.88).

The completion times of the PhD trajectories still are an important point of attention. In order to improve the completion time, we have continued and further developed our PhD monitoring (see §9 of the Self-Evaluation report).

The numbers in Tables 4.1 and 4.2 (Appendix 4) do not show an improvement in the percentage of PhD students who complete in time, compared to the previous period. The reason is that in the majority of cases there are good reasons to extend the PhD project, such as illness, maternity and parental leaves, or working part time, possibly to combine research with other tasks. The latter

may be desirable in view of a better preparation for an academic career, for example by allotting time to gain more teaching or management experience.

However, we do think that in the future a higher percentage of PhD projects can and should be finished in time. Towards this end, we no longer allow extensions only to add more chapters to the PhD thesis than necessary. Moreover, in order to help PhD candidates finish in time, we often advise them to concentrate on finishing the PhD thesis first, and to wait with publishing each single empirical article of the dissertation in peer reviewed journals until afterwards.

Comment 4: Ratio between tenured staff and non-tenured staff

The assessment panel mentioned the relatively low share of tenured staff compared to non-tenured staff and PhD candidates in RPEDU, which could lead to a high workload of the tenured staff. More generally, the assessment panel mentioned this as a threat in combination with the increasing dependency on insecure funding (review report, p.87).

As a safeguard for healthy financial management, we try to keep the distribution of tenured and non-tenured staff in accordance with the distribution of structural and non-structural income. However, our tenured staff has increased over the past years as evident from the figures in Appendix 2. In addition, six of the twelve post-doctoral researchers who are funded by RPA Yield, are appointed in RICDE. They have not only conducted their own research, but also shared part of the workload of the tenured staff, by supporting them in conducting research, writing grant proposals, and teaching.

Comment 5: Multidisciplinary large-scale research networks

The universities that took part in the previous assessment asked the assessment panel about its opinion on the role the research institutes should take in the development of RPAs and interdisciplinary collaborations. The assessment panel responded: “...*the committee recommends, in general, to strive for an active and prominent involvement. At the same time, it is important to also preserve, where essential, the embedding of the research institutes in discipline-based faculties that have traditionally housed the domains of pedagogical and educational research. It is the committee’s conviction that a strong disciplinary research identity and research tradition are prerequisites for fruitful interdisciplinary collaboration and for maintaining prominent positions in these interdisciplinary initiatives*” (review report, p.17).

We believe that with the establishment of RPA Yield and RICDE’s leading role in this RPA, with RICDE’s participation in Sarphati Amsterdam, with the establishment of the Educational Research Labs, and in anticipation of the new RPA Urban Mental Health and the future centre of expertise on social inequalities, RICDE is prominently involved in interdisciplinary initiatives. At the same time, we continue our research within the scope of RICDE and its research programmes.

Note

¹ *Research Review Pedagogics and Education Science*. QANU, 2013. The report can be downloaded from <http://tinyurl.com/RICDEdocuments>

Appendix 8: Citation analysis

Table 8.1 gives the numbers of scientific publications by RICDE in various categories. We note that Table 3.1 in Appendix 3 gives more complete and up-to-date counts of RICDE publications in the years 2012 through 2017, for each of the main categories of research output, but Table 8.1 also gives the mean, median and range of the citations counts and h-indices for all publications included in the table. In addition, for publications in journals that are covered by the Journal Citation Reports (JCR), Table 8.1 also gives the mean, median and range of the impact factors of these journals.

Table 8.1 already gives some idea of the impact of RICDE publications, but its interpretation is complicated. We therefore compare the impact of publications by RICDE with the impact of publications in journals that are exemplary for RICDE's field of research.

The journal *Child Development* (CD) is the leading journal in the field of RICDE's Research Programme Child Development (RPCD). In view of the clinical orientation of much of RPCD's research we also selected the *Journal of Abnormal Child Psychology* (JACP) that also mainly publishes original research. The research field of the Research Programme Education (RPEDU) is also large and varied, but with smaller numbers of publications per journal. For fair comparison, we selected two journals to cover teaching and learning research, *Learning and Instruction* (L&I) and *Teaching and Teacher Education* (T&TE), and two journals to cover educational research, *Journal of Educational Psychology* (JEP) and *Journal of School Psychology* (JSP). All six journals are well known, leading journals and mainly publish original research, and are therefore considered exemplary for our field.

For each year in the period 2012 – 2017, Table 8.2 gives the numbers of publications by RICDE in JCR journals (copied from Table 8.1), as well as the numbers of publications in the six selected journals. Total, average, and median numbers of citations of these publications are given in Tables 8.3, 8.4, and 8.5. Table 8.6 gives h-indices for the yearly sets of publications by RICDE and for the yearly sets of publications in the six journals. As h-indices are affected by numbers of publications, we also calculated h-indices for a combination of L&I and T&TE publications and for a combination of JEP and JSP publications, as these journals have less publications per year.

Figures 8.1 and 8.2 give graphical representations of the median citation counts and the h-indices of RICDE and the six selected journals. Obviously, all graphics of both impact indices decrease over the years, as more recent publications generally have less citations. Still, both figures show that the joint impact of RICDE publications is at least as large as the joint impact of each of the international journals that are leading in our fields of interest. We therefore conclude that the quality of RICDE research meets the international standards of high quality research.

Table 8.1: Citation counts of RICDE publications¹

	2012					2013					2014				
	#	Cites ² Mean Mdn Range	h ³ index	IF ⁴ JCR Mean Mdn Range	% not found	#	Cites ² Mean Mdn Range	h ³ index	IF ⁴ JCR Mean Mdn Range	% not found	#	Cites ² Mean Mdn Range	h ³ index	IF ⁴ JCR Mean Mdn Range	% not found
Articles in JCR journals ⁵	97	35.2 23.0 0-246	32	2.0 1.8 0.2-6.2	0.0	110	22.8 16.5 0-125	30	2.6 1.9 0.2-37.2	0.0	134	17.9 13.5 0-83	27	2.4 2.0 0.1-15.3	1.5
Articles in non-JCR journals – Refereed ⁶	42	6.2 3.0 0-37	10	-- -- --	2.4	31	5.7 4.0 0-27	8	-- -- --	0.0	35	5.9 3.0 0-27	9	-- -- --	2.9
Articles in non-JCR journals – Non-refereed ⁶	1	0.0 0.0 0-0	0	-- -- --	0.0	1	0.0 0.0 0-0	0	-- -- --	0.0	5	0.3 0.0 0-1	1	-- -- --	20.0
Books ^{7,8}	0	-- -- --	--	-- -- --	--	2	44.0 44.0 44-44	1	-- -- --	50.0	0	-- -- --	--	-- -- --	--
Book chapters ^{7,8}	42	7.5 2.0 0-54	9	-- -- --	16.7	21	2.5 1.0 0-20	3	-- -- --	9.5	19	2.8 1.0 0-15	4	-- -- --	10.5
Conference papers, published proceedings	4	2.0 2.0 0-4	1	-- -- --	50.0	0	-- -- --	--	-- -- --	--	5	0.8 0.0 0-4	1	-- -- --	0.0
Total															

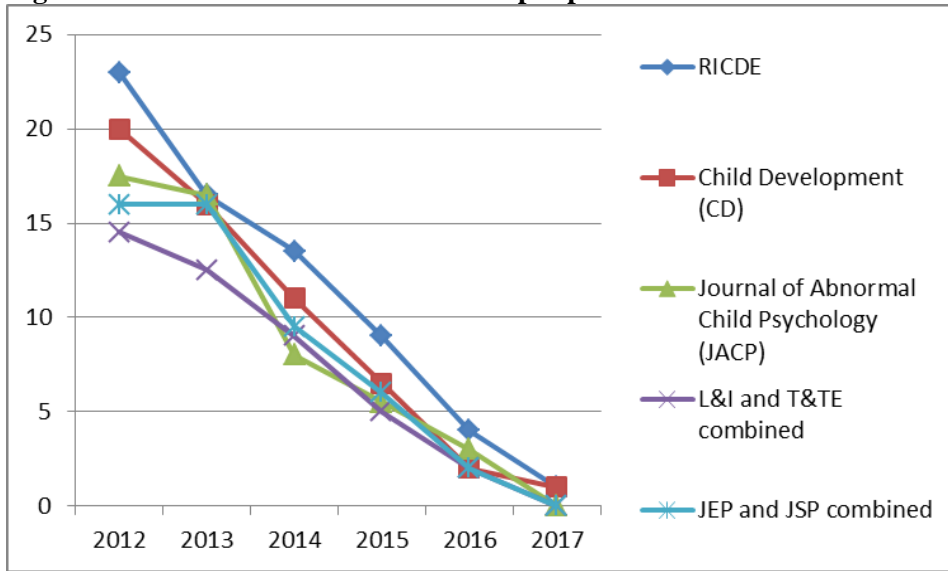
Notes: (1) Publications count only if in print, and pages are known (online pre-publications are not included). Only output by researchers with more than 0.1 fte research time is included (indirect output, like publications targeting a professional or general audience that follow from the research program and are generated by the department but not by researchers themselves can be mentioned in the narrative). Publications by researchers (with > 0.1 fte research time) who arrive and leave in a specific year are included (regardless of how long they worked within the program in that year); this excludes guest/visiting researchers. (2) *M/Mdn/Range* citations are based on Google Scholar, retrieved between February 20-March 2, 2018; (3) h-index = X items in this category were cited more than X times according to Google Scholar; (4) *M/Mdn/Range IF JCR* = mean/median/range of impact factors of journals in which output appeared according to Web of Science Journal Citation Reports 2016;

Table 8.1 continued

	2015					2016					2017				
	#	Cites ² Mean Mdn Range	h ³ index	IF ⁴ JCR Mean Mdn Range	% not found	#	Cites ² Mean Mdn Range	h ³ index	IF ⁴ JCR Mean Mdn Range	% not found	#	Cites ² Mean Mdn Range	h ³ index	IF ⁴ JCR Mean Mdn Range	% not found
Articles in JCR journals ⁵		12.7		2.5			7.1		2.5			2.3		2.6	
	158	9.0	23	2.0	0.0	146	4.0	14	2.1	2.1	153	1.0	9	2.1	2.6
		0-73		0.2-14.2			0-73		0.2-16.5			0-21		0.2-16.8	
Articles in non-JCR journals – Refereed ⁶		5.4		--			3.2		--			1.1		--	
	41	1.0	9	--	4.9	29	1.0	5	--	6.9	38	0.0	4	--	2.6
		0-56		--			0-19		--			0-6		--	
Articles in non-JCR journals – Non-refereed ⁶				--					--			0.0		--	
	0	--	--	--	--	0	--	--	--	--	3	0.0	0	--	33.3
				--					--			0-0		--	
Books ^{7,8}				--					--					--	
	0	--	--	--	--	0	--	--	--	--	0	--	--	--	--
				--					--					--	
Book chapters ^{7,8}		2.8		--			6.6		--			0.8		--	
	23	0.5	4	--	13.0	23	2.0	6	--	26.1	13	0.0	2	--	30.8
		0-20		--			0-44		--			0-2		--	
Conference papers, published proceedings		0.3		--			1.4		--			0.8		--	
	4	0.0	1	--	0.0	5	1.0	2	--	0.0	5	0.0	1	--	0.0
		0-1		--			0-4		--			0-3		--	
Total		--	--	--	--		--	--	--	--		--	--	--	--

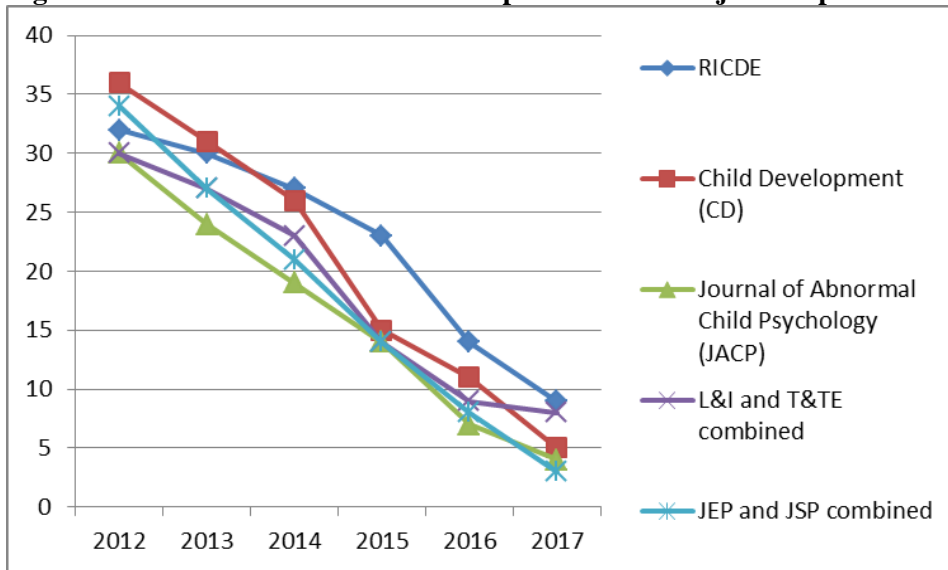
Notes (continued): (5) Articles in journals indexed in JCR 2016 = Web of Science Journal Citation Reports; (6) Articles in scientific journals that are not indexed in JCR 2016; refereed = peer reviewed; non-refereed = not peer reviewed; (7) Books/chapters include only scientific books/book chapters written for peers, and published by an academic publisher; all other books/book chapters will be regarded as professional publications / publications aimed at general public (Relevance to Society / valorisation); (8) In case of a book or chapter from a book with multiple editions, the number of citations from the year of publication of the new edition (between 2012-2017) onwards is reported (this may nevertheless include citations to earlier editions, as Google Scholar does not distinguish among editions).

Figure 8.1: Median numbers of citations per publication



Note: RICDE refers to publications by RICDE in journals covered by JCR. The other lines refer to publications in journals Child Development (CD), Journal of Abnormal Child Psychology (JACP), Learning and Instruction (L&I), Teaching and Teacher Education (T&TE), Journal of Educational Psychology (JEP), and Journal of School Psychology (JSP).

Figure 8.2: h-indices for sets of RICDE publications and journal publications



Note: RICDE refers to publications by RICDE in journals covered by JCR. The other lines refer to publications in journals Child Development (CD), Journal of Abnormal Child Psychology (JACP), Learning and Instruction (L&I), Teaching and Teacher Education (T&TE), Journal of Educational Psychology (JEP), and Journal of School Psychology (JSP).

Table 8.2: Number of publications of RICDE and in selected journals

	2012	2013	2014	2015	2016	2017
RICDE publications in JCR	97	110	134	158	146	153
Child Development (CD)	153	149	168	140	151	157
Journal of Abnormal Child Psychology (JACP)	110	102	120	130	130	130
Learning and Instruction (L&I)	43	52	59	63	61	74
Teaching and Teacher Education (T&TE)	115	116	106	125	190	225
L&I and T&TE combined	158	168	165	188	251	299
Journal of Educational Psychology (JEP)	81	85	81	83	68	71
Journal of School Psychology (JSP)	46	47	39	32	39	46
JEP and JSP combined	127	132	120	115	107	117

Table 8.3: Number of citations of RICDE and selected journals

	2012	2013	2014	2015	2016	2017
RICDE publications in JCR	3414	2508	2399	2007	1037	352
Child Development (CD)	4079	3239	2728	1119	569	206
Journal of Abnormal Child Psychology (JACP)	2349	2069	1377	883	416	88
Learning and Instruction (L&I)	1206	1133	1090	493	282	79
Teaching and Teacher Education (T&TE)	1836	1563	1080	775	429	114
L&I and T&TE combined	3042	2696	2170	1268	711	193
Journal of Educational Psychology (JEP)	2493	2076	1139	636	278	61
Journal of School Psychology (JSP)	835	698	427	184	76	21
JEP and JSP combined	3328	2774	1566	820	354	82

Table 8.4: Average number of citations per publication for RICDE and selected journals

	2012	2013	2014	2015	2016	2017
RICDE publications in JCR	35.20	22.80	17.90	12.70	7.10	2.30
Child Development (CD)	26.66	21.74	16.24	7.99	3.77	1.31
Journal of Abnormal Child Psychology (JACP)	21.35	20.28	11.48	6.79	3.20	0.68
Learning and Instruction (L&I)	28.05	21.79	18.47	7.83	4.62	1.07
Teaching and Teacher Education (T&TE)	15.97	13.47	10.19	6.20	2.26	0.51
L&I and T&TE combined	19.25	16.05	13.15	6.74	2.83	0.65
Journal of Educational Psychology (JEP)	30.78	24.42	14.06	7.66	4.09	0.86
Journal of School Psychology (JSP)	18.15	14.85	10.95	5.75	1.95	0.46
JEP and JSP combined	26.20	21.02	13.05	7.13	3.31	0.70

Table 8.5: Median number of citations per publication for RICDE and selected journals

	2012	2013	2014	2015	2016	2017
RICDE publications in JCR	23.0	16.5	13.5	9.0	4.0	1.0
Child Development (CD)	20.0	16.0	11.0	6.5	2.0	1.0
Journal of Abnormal Child Psychology (JACP)	17.5	16.5	8.0	5.5	3.0	0.0
Learning and Instruction (L&I)	21.0	19.0	11.0	7.0	4.0	0.0
Teaching and Teacher Education (T&TE)	12.0	9.5	8.0	5.0	2.0	0.0
L&I and T&TE combined	14.5	12.5	9.0	5.0	2.0	0.0
Journal of Educational Psychology (JEP)	19.0	17.0	10.0	6.0	3.0	1.0
Journal of School Psychology (JSP)	12.0	15.0	9.0	6.0	2.0	0.0
JEP and JSP combined	16.0	16.0	9.5	6.0	2.0	0.0

Table 8.6: H-indices for sets of RICDE publications and journal publications

	2012	2013	2014	2015	2016	2017
RICDE publications in JCR	32	30	27	23	14	9
Child Development (CD)	36	31	26	15	11	5
Journal of Abnormal Child Psychology (JACP)	30	24	19	14	7	4
Learning and Instruction (L&I)	21	21	17	11	8	4
Teaching and Teacher Education (T&TE)	23	22	16	12	8	3
L&I and T&TE combined	30	27	23	14	9	8
Journal of Educational Psychology (JEP)	29	26	19	13	8	3
Journal of School Psychology (JSP)	17	18	12	8	5	2
JEP and JSP combined	34	27	21	14	8	3

Appendix 9: Key publications

For each of the two research programmes, this appendix contains important examples of scientific publications (Tables 9.1 and 9.2) and exemplary societal outputs (Table 9.3 and Table 9.4).

Table 9.1: Key scientific publications of the Research Programme Child Development

1. Brummelman, E., Thomaes, S., Nelemans, S. A., Orobio de Castro, B. O., Overbeek, G., & Bushman, B. J. (2015). Origins of narcissism in children. *Proceedings of the National Academy of Sciences*, 112(12), 3659-3662. doi: 10.1073/pnas.1420870112

Well-cited article that poses a new empirically supported theory on how narcissism develops. Published in one of the most esteemed scientific journals. Journal impact factor: 9.661.

2. Van Steensel, F. J. A., & Bögels, S. M. (2015). CBT for anxiety disorders in children with and without autism spectrum disorders. *Journal of Consulting and Clinical Psychology*, 83, 512–523. doi: 10.1037/a0039108

This is the first study to compare how well anxiety can be treated in children with autism, relative to other children. Findings show that anxiety in children with autism can be treated well and sustainably. Published in a top tier journal in clinical psychology. Journal impact factor: 4.536.

3. De Vries, S. L., Hoeve, M., Assink, M., Stams, G. J. J., & Asscher, J. J. (2015). Practitioner review: effective ingredients of prevention programs for youth at risk of persistent juvenile delinquency—recommendations for clinical practice. *Journal of Child Psychology and Psychiatry*, 56, 108–121. doi: 10.1111/jcpp.12320

Exemplary article that integrates basic and applied science, informing both theory development and clinical practice, published in one of the leading journals in child psychiatry. Journal impact factor: 6.615.

4. Weeland, J., Overbeek, G., Orobio de Castro, B., & Matthys, W. (2015). Underlying Mechanisms of Gene-Environment Interactions in Externalizing Behavior: A Systematic Review and Search for Theoretical Mechanisms. *Clinical Child and Family Psychology Review*, 18, 413–442. doi:10.1007/s10567-015-0196-4

Well-cited critical narrative review of research on gene-environment interactions and their underlying aetiological mechanisms in the development of externalising behaviour. Journal impact factor: 4.171.

5. Zeegers, M. A., Colonesi, C., Stams, G. J. J., & Meins, E. (2017). Mind matters: A meta-analysis on parental mentalization and sensitivity as predictors of infant–parent attachment. *Psychological Bulletin*, 143, 1245-1272. doi: 10.1037/bul0000114

This meta-analysis, published in a top tier journal, involves an elaborate review of the literature on the positive impact of parents' mentalising capacity on sensitive caregiving and child-parent attachment security. Journal impact factor: 16.793.

Table 9.2: Key scientific publications of the Research Programme Education

1. Geboers, E., Geijsel, F., Admiraal, W., & ten Dam, G. (2013). Review of the effects of citizenship education. *Educational Research Review*, 9, 158-173. doi: 10.1016/j.edurev.2012.02.001

Well-cited review of the effects of citizenship education, published in a leading journal in educational sciences. Journal impact factor: 4.973.
2. Van Bergen, E., van der Leij, A., & de Jong, P. F. (2014). The intergenerational multiple deficit model and the case of dyslexia. *Frontiers in Human Neuroscience*, 8, doi: 10.3389/fnhum.2014.00346

The paper presents the intergenerational multiple deficit model, an extension of the multiple deficit model for the aetiology of developmental disorders. The model provides a description of how parents transmit risk and protective factors for developmental disorders through genetic and environmental pathways to their children. The paper proposes new avenues of research on parent-off spring relations in which genetic and cultural transmission is separated and the effects of both parents on their off spring is examined. Journal impact factor: 2.871.
3. Van de Pol, J., Volman, M., Oort, F.J., & Beishuizen, J. (2014). Teacher scaffolding in small-group work: an intervention study. *Journal of the Learning Sciences*, 23(4), 600-650. doi: 10.1080/10508406.2013.805300

This study illustrates our focus on intervention research into teacher skills / instruction strategies, using detailed analysis of real-life classroom interactions. The Journal of the Learning Sciences is one of the highest ranking journals in the field. Journal impact factor: 2.312.
4. Zee, M. & Koomen, H.M.Y. (2016). Teacher Self-efficacy and its effects on classroom processes, student academic adjustment, and teacher well-being: A synthesis of 40 years of research. *Review of Educational Research*, 86(4), 981-1015. doi: 10.3102/0034654315626801

Comprehensive review of a large number of empirical studies (165) focusing on the impact of teacher self-efficacy for students as well as teachers, from different perspectives. To be able to organise and synthesise this body of relatively fragmented empirical work, the authors use a very original theoretical framework assigning a central position to proximal classroom processes. The international importance becomes evident from the large number of citations (81) within two years. Journal impact factor: 8.241.
5. Stoel, G.L., van Drie, J.P., & van Bostel, C.A.M. (2017). The effects of explicit teaching of strategies, second-order concepts, and epistemological underpinnings on students' ability to reason causally in History. *Journal of Educational Psychology*, 109(3), 321-337. doi: 10.1037/edu0000143

Intervention studies in history education research are still scarce. This study reports the results of a randomised pretest-posttest experimental study. It is the first article about the learning and teaching of history in a journal with such a high impact factor. Journal impact factor: 3.459.

Table 9.3: Key societal outputs of the Research Programme Child Development

1. Bögels, S, & Braet, C. (2012-14). *Protocollaire behandelingen voor kinderen en adolescenten met psychische klachten, deel 1 en 2* [Treatment protocols for children and adolescents with psychological problems, part 1 and 2]. Amsterdam: Boom Uitgevers.

This book features a collection of detailed, standardised treatment protocols and materials for the treatment of different types of psychopathologies, and is used as an important professional source by youth care professionals, clinicians, behavioural therapists, and child psychiatrists.

2. De Bruin, E. J., & Meijer, A.M. (2015). *Slaapproblemen bij adolescenten en effectiviteit van behandeling. Een onderzoek naar een effectieve en laagdrempelige behandeling van slaapproblemen van adolescenten. Eindverslag* [Sleep problems in adolescents and effectiveness of treatment. A study of an effective and accessible treatment of sleep problems in adolescents. Final report]. Den Haag: ZonMw.

This report, as part of a larger research line, discusses the results of an (online) insomnia treatment for adolescents, that has been developed by RPCD staff (De Bruin).

3. Van der Put, C. E., Assink, M. & Stams, G. J. J. M. (2015). *De ontwikkeling van een Actuarieel Risicotaxatie Instrument voor Jeugdbescherming (ARIJ)* [The development of an actuarial risk taxation instrument for youth protection]. Universiteit van Amsterdam.

This report features background and psychometric information of the ARIJ risk taxation instrument, made for the Amsterdam youth protection agency. The ARIJ is currently being implemented on a larger scale in Dutch youth care.

4. Verberg, F., Helmond, P., Yeager, D., & Overbeek, G. (2015). *De online interventie De Groeifabriek* [The online intervention The Growth Factory]. See: <https://degroeifabriek.pluryn.nl/home/>

The information on this website concerns background information and intervention information for the newly developed intervention “The Growth Factory” to stimulate change mindsets in youths with an intellectual disability. This intervention is currently being implemented by other Dutch youth care organisations and received funding for placement in a Dutch national database of evidence-based interventions.

5. Wissink, I.B., Moonen, X.M.H., Zand Scholten, A., Stams, G.J.J.M., Bindels, A., Lekkerkerker, L., & Van der Wal, M. (2015). *Rapport onderzoek: De ontwikkeling en validering van een LVB-screeningsinstrument voor toepassing in het basisonderwijs (intern rapport)* [Research report: The development and validation of a screening instrument for mild intellectual disability for use in primary education (internal report)]. Amsterdam: Universiteit van Amsterdam.

This report, as part of a larger research line, features development and validation information of an instrument to screen for intellectual disability in primary education.

Table 9.4: Key societal outputs of the Research Programme Education

1. Bouw! [Build!] Intervention programme or the prevention of dyslexia. (www.lexima.nl/dyslexiesoftware/bouw) (Van der Leij, Zijlstra, Koomen & Regtvoort)

This is a supplementary tutor-assisted computerised intervention on the reading development of beginning readers at risk for reading difficulties. It is an evidence-based and cost-effective intervention programme and therefore widely and successfully used at primary and special needs schools in the Netherlands.

2. Webapplication version 1.1.0 Measurement Citizenship (www.burgerschapmeten.nl) (Ten Dam & Geijsel)

Instrument for measuring students' citizenship competences and citizenship behaviour. Widely used by primary and secondary schools for self-assessment and policy development. The instrument is promoted by the national curriculum agency (SLO) and supported by the Citizenship Alliance that includes 60 schools.

3. Van Drie, J., Groenendijk, T., Braaksma, M., & Janssen, T. (2016). Genrespecifiek schrijven in de mens- en maatschappijvakken. Negen lessenseries onderzocht [Genre-specific writing in the social studies. A study on nine lesson units]. Amsterdam: Landelijk Expertisecentrum Mens- en Maatschappijvakken.

This publication and the website is widely used in Dutch teacher education programmes and in professional learning communities of teachers. See also the website with design principles, video's and lesson materials (www.expertisecentrum-mm.nl/project-schrijven/)

4. Several chapters in: Fukkink, R., & Oostdam, R. (Eds.) (2016). *Onderwijs en opvoeding in een (groot)stedelijke omgeving. Van startbekwaam naar stadsbekwaam* [Education and upbringing in an urban environment. From start competence to urban competence]. Bussum: Coutinho. (Merry; Elffers; Gaikhorst & Volman; Dijkstra & ten Dam; Severiens; Oostdam)

This is a study book used in higher education programmes for teacher education and in the pedagogical and social domain. It aims to develop students' competences for working in an urban environment by addressing professional dilemma's and connecting these to educational and sociological theories.

5. Koomen, H. M. Y., & Pameijer, N. (2016). Diagnostisch proces in het onderwijs: De rol van contextfactoren, veranderbaarheid en positieve elementen [Diagnostic process in education: The role of context factors, changeability, and positive elements]. In K. Verschueren, & H. Koomen (Eds.), *Handboek Diagnostiek in de leerlingenbegeleiding: Kind en context* [Handbook Assessment in Student Guidance: Child and Context] (pp. 15-50). Antwerpen-Garant: Garant.

This publication is written for (teaching) practicing diagnosticians, it (a) discusses important features of the diagnostic process to follow correct procedures and to make adequate assessments related to questions from clients from the field of education, and (b) elaborates three substantive themes that are considered pillars of an action-oriented assessment.

Appendix 10: Results of Research Programme Child Development

This appendix gives an overview of the results of the Research Programme Child Development (RPCD), in the following format.

	Research quality	Relevance to society
Demonstrable products	Section 1: Research products for peers	Section 4: Research products for societal target groups
Demonstrable use of products	Section 2: Use of research products by peers	Section 5: Use of research products by societal groups
Demonstrable marks of recognition	Section 3: Marks of recognition by peers	Section 6: Marks of recognition by societal groups

1. Research products for peers

Table 3.2 in Appendix 3 gives the numbers of scientific publications of RPCD in the years 2012 through 2017. Full references of all publications are given in Appendix 15.

Scientific articles

Five publications that are considered most exemplary for RPCD are given in Table 9.1 of Appendix 9.

In general, RPCD has been highly productive, with its ongoing research efforts being published in some of the world's most-cited and comprehensive multidisciplinary journals, such as the *Proceedings of the National Academy of Sciences of the United States of America (PNAS)* (Brummelman et al., 2015), and in top tier journals in our discipline, such as:

- Psychological Bulletin (e.g., Zeegers et al., 2017);
- Clinical Psychology Review (e.g., Möller et al., 2016; Assink et al., 2015; Van der Stouwe et al., 2014);
- Child Development (Chhangur et al., 2017);
- American Journal of the Academy of Child and Adolescent Psychiatry (e.g., Leijten et al., 2016);
- Journal of Personality and Social Psychology (e.g., Colonesi et al., 2014; Van den Akker et al., 2013);
- Journal of Child Psychology and Psychiatry (Nikolić et al., 2016; De Vries et al., 2015);
- Journal of Abnormal Child Psychology (e.g., Hoeve et al., 2012; Majdandžić et al., 2014).

Scientific or scholarly books

RPCD scholars have edited and co-authored many esteemed scientific and scholarly books, or book chapters. Good examples are:

- Hoeves contribution (2012) of several chapters in *From juvenile delinquency to adult crime: criminal careers, justice policy, and prevention*, published by Oxford University Press;
- Brummelman (2016), about narcissism in *Developmental Psychopathology* published by Wiley;
- Bögels (2013) book about mindfulness-based parenting interventions for mental health practitioners and clinicians, published by Springer;
- Van Steensel (2014), about the prevalence, phenomenology, aetiology, assessment, and interventions in the *Comprehensive Guide to Autism*, published by Springer.

Other research outputs

RPCD scholars have also developed, tested, and implemented several measurement instruments, lab procedures, datasets, etc. Some examples are:

- Dutch norm scores for the Eyberg Child Behavior Inventory (ECBI) (Van Aar, Weeland, and Overbeek);
- validation of a screening instrument for risk of child abuse (ARIJ) (Van der Put, Assink, and Stams);
- a Mindful Parenting Treatment Adherence & Competence Scale (MP-TACS)-for ASS and also a scale for ADHD (De Bruin, Bögels);
- a Caregiver Interaction Profile (CIP) scoring instrument for assessing pedagogical quality in childcare settings (Helmerhorst and Fukkink);
- a coding manual for interview-based assessment of mind-mindedness (Zeegers and Colonnaesi);
- 4-wave longitudinal datasets on social and sexual development of adolescents (SODA, n = 772; SEX-Y, n = 443) available for and used by external researchers (Overbeek).

Dissertations

RPCD PhD candidates have produced high quality dissertations in the 2012-2017 period. See Appendix 14 for an overview of all dissertations and ongoing PhD projects in RPCD. Here, we especially mention the dissertations of Van Steensel (2013), Weeland (2016) and Nikolić (2017) who were awarded with the *judicium cum laude* and those of Van Rijn-Van Gelderen (2012) and Assink (2017), because of their exceptional societal relevance.

2 Use of research products by peers

Use of scientific publications

RPCD staff members' publications are often cited by scientific peers, as is reflected by their h-index scores (Table 2.2 in Appendix 2). Particularly often cited is our empirical research into:

- parenting intervention (component) effects (e.g., Leijten, Overbeek, Bögels);
- parental sensitivity and mind-mindedness (Zeegers, Colonnaesi, Stams);
- the development of self-esteem and narcissism (Brummelman);
- LGBT and non-biological parenthood and family diversity (Bos, Van Rijn-Van Gelderen);
- development of internalising and externalising problems (e.g., Hoeve, Weeland, Van den Akker);
- mindfulness (e.g., De Bruin, Bögels).

The citation analysis in Appendix 8 shows that the joint impact of our publications is as high or higher as the joint impact of the publications in journals that are exemplary for RPCD fields of interest (citation count medians in Figure 8.1 and h-indices in Figure 8.2).

Use of other research products

Several intervention protocols, norm scores, and screening instruments that we developed are being used by our peers, nationally and internationally. Examples are:

- mindfulness intervention programme components and CBT protocols for autism spectrum disorders and ADHD (Bögels, De Bruin, Van Steensel);
- norm scores for the Eyberg Child Behavior Inventory (ECBI), an instrument to screen for conduct problems in children (Van Aar, Weeland, Overbeek);
- screening instrument ARIJ (Actuarial Risk taxation Instrument for Youth protection) to screen for risk of child abuse (Van der Put, Stams, Assink).

3. Marks of recognition from peers

Research grants

Appendix 12 lists all research grants acquired by RPCD researchers in the years 2012 through 2017. We received funding for our commitment to provide high quality education to early career academics (NWO Graduate Programme, Oort, 2014).

RCDP has also seen a continuous flow of both national and European funding, e.g.,:

- NWO VICI (Overbeek, 2017);
- EC Marie Skłodowska-Curie Fellowship (Brummelman, 2015).

In addition, and in line with our focus on clinically and societal relevant research, some of our work is funded by ZonMw and the Dutch government:

- Van der Put (2017);
- Overbeek and Colonnaesi (2015);
- Fukkink (2013; 2017).

Science awards/scholarly prizes

RCDP scholars have received numerous awards and recognitions from their work, both for senior and junior researchers. For instance:

- APA Division 44 Distinguished Scientific Contribution Award, (Bos, 2017);
- Rising Star Award, Association for Psychological Science (Brummelman, 2017);
- George Butterworth Young Scientist Award of the European Association of Developmental Psychology (Brummelman, 2017);
- CAS Dissertation Award, Utrecht Centre for Child and Adolescent Studies (Van den Akker, 2014);
- ZonMw pearl for excellent research with impact (Leijten, 2015).

Invited lectures

RCDP scholars are regularly invited for keynote lectures at key conferences in our field and at prestigious universities worldwide. For a complete list of (invited) lectures, see reference list in Appendix 15. Some highlights are:

- Brummelman: George Butterworth keynote at the biennial European Conference on Developmental Psychology, Utrecht (2017);
- Bögels: keynote at the International Congress of Cognitive Psychotherapy, Hongkong (2014)
- Hoeve: invited presentation at the 167th Annual Meeting of the American Psychiatric Association, New York (2014);
- Leijten: several invited lectures at the department of Psychology, Harvard University (2016);
- Overbeek: invited lecture at the department of Social Policy and Intervention, University of Oxford (2015);
- Bos: several invited lectures at department of Psychology, San Diego State University (2015);
- Oort: keynote at symposium about psychometrics in health research, University of Nantes (2013).

Membership of scientific committees, editorial boards, etc.

RPCD researchers were active members and chairs of the boards of international academic organisations. Here we would like to mention the following memberships:

- American Psychological Association, American Public Health Association and International Academy of Sex Research (Bos);
- DSM-V anxiety disorder workgroup (until 2014), American Psychiatric Association (Bögels);

- organisation board of the International Conference on Mindfulness (ICM) 2016-2018 (scientific director, Bögels);
- organisation board and host of the International Society for Research on Child and Adolescent Psychopathology 2017 conference (Overbeek);
- organisation board and host of the Life History Research Meeting 2016 conference (Stams, Hoeve, Creemers).

Members of RPCD serve as editors of books, for example:

- Hoeve, in 2012 (Ashgate) and in 2015 (SWP Publishers);
- Fukkink, in 2014 (SWP Publishers).

For a complete list of editorships of books, see reference list in Appendix 15 (other scientific output).

RPCD staff also serve as editor-in-chief (e.g., Oort for Quality of Life Research), as associate editor (e.g., Bögels for Mindfulness), and as guest editor (e.g., Brummelman for Child Development and Journal of Abnormal Psychology) or editorial board members of leading (international) journals, such as:

- Journal of Abnormal Child Psychology (van den Akker);
- Mindfulness (de Bruin);
- Sexuality Research and Social Policy (Bos);
- Lesbian & Gay Psychology Review (Bos);
- Prevention Science (Leijten).

RPCD staff also served as reviewers of research proposals, also in international grant schemes, and as reviewers for many, leading international scientific journals. Researchers from RPCD frequently participated in dissertation committees, mostly in the Netherlands, but also abroad such as Overbeek (Annelies Janssens, Katholieke Universiteit Leuven, Belgium), Colonesi (Sarah Fishburn, University of York, England), and Bos (Theresa Scali, University of Liège, Belgium).

International activities

In the past years, RPCD has aimed to strengthen its international network and position. It has consequently made an effort to increase its international activities and visibility. Of the many ongoing and new international partnerships within RPCD, a few are highlighted here:

- Bos has established an ongoing partnership as co-investigator of the US National Longitudinal Lesbian Family Study with dr. Gartrell of UCLA since 2010;
- Leijten and Overbeek have a partnership with the department of Social Policy and Intervention, led by prof. Gardner at Oxford University (effects of parenting interventions);
- Van Vugt and Stams have a collaboration agreement with prof. Lanctôt of the University of Sherbrooke, Canada (long term effects of child maltreatment on mental health problems);
- Overbeek collaborates in international expert meetings with leading scholars in the field of gene-environment and person-environment interaction research (with e.g., profs. Moffit and Caspi (Duke University), prof. Hankin (University of Illinois), and prof. Goossens, Van Leeuwen, and Bijttebier (Leuven University));
- Prof. Bögels and dr. de Bruin have a seat in the international advisory board of the MYRIAD project, a very large study on mindfulness in schools initiated by Oxford University;
- Prof. Asscher is member of the Steering Committee of the Campbell Collaboration Crime and Justice Group, an international network of researchers that prepares and disseminates systematic reviews of high-quality research on methods to reduce crime and delinquency and improve the quality of justice.

In the context of several PhD projects, with PhD candidates going abroad for research visits in 2015, we established close collaborations with colleagues prof. Belsky (UC Davies) and prof. Jaffee (University of Pennsylvania).

4. Research products for societal target groups

Table 9.3 in Appendix 9 lists RPCD's five most important societal outputs in the past six years.

Professional publications

RPCD staff have written many articles in professional and practice-oriented journals that are used by practitioners in Dutch clinical and preventive youth care settings. Appendix 15 provides a reference list with all our professional publications and lectures and other research output aimed at the general public. Examples of these are:

- Delikt en Delikwent (e.g., Asscher et al, 2012; Wissink et al., 2014; Creemers, 2016);
- Kind en Adolescent Review and Praktijk (e.g., Van Gelderen et al. 2012; Van Steensel et al., 2013; De Bruin et al., 2014; Maaskant et al., 2017);
- Systeemtherapie (e.g., Van Gelderen, 2012; Leijten et al., 2016);
- PsychoPraktijk (e.g., Bögels et al., 2013, 2014).

They have also (co-) written several (hand)books, as can be found in the reference list of Appendix 15 (professional and popular output). For example:

- Bögels, (co-) authored several chapters and is one of the editors of *Protocolaire behandelingen voor kinderen en adolescenten met psychische klachten* (2012) [Treatment protocols for children and adolescents with psychological problems], a widely used handbook in the field of psychology and psychotherapy, in the Netherlands, that was reissued in 2014;
- Bögels et al. also issued a book on mindful parenting for mental health practitioners (2014) and also a practical guide for parents about mindful parenting (2017);
- Hoeve and Van der Put often publish in books for professionals, such as *Instrumenten voor risicotaxatie: kinderen en jeugdigen* [Instruments for risk taxation: children and adolescents] (2012) and in *Justitiële interventies: voor jeugdige daders en risicjongeren* [judicial interventions for young offenders and youth at risk] (2017).

Policy reports

Over the past years, RPCD produced many scientific reports for various institutes across different societal domains. Appendix 15 provides a complete list of all policy reports. We highlight the following reports because of their societal relevance and potential effect on government policies. For instance:

- Fukkink and Helmerhorst compiled several reports about the quality of child care (NCKO, 2013, 2014 and 2016);
- Moonen and Wissink co-authored several reports about a screening instrument for youth with a mild intellectual disability (SCIL) (2015);
- Assink, Van der Put et al. reported on a meta-analysis of the risk and protective factors of sexual and physical child abuse (2016);
- Van Steensel et al. (2017) presented a policy report about the working mechanisms in cognitive behavioural therapy for childhood anxiety disorders.

Other outputs for societal target groups

Several research instruments and tools, and pedagogical curricula have been produced and developed by RPCD members, that have found their way into clinical and preventive youth care practice over the past seven years. Examples are:

- MYmind Treatment Adherence & Competence Scale for the practice of Mindful Parenting of children with ASS and ADHD (de Bruin et al);
- an interaction training in childcare settings (Helmerhorst, Fukkink);
- a new version of a CBT for the treatment of children with anxiety ‘Denken + Doen = Durven’ [Think + Act = Dare] by van Steensel et al.;
- an intervention for children with mild intellectual disabilities, de Groeifabriek [Growth Factory] by Helmond et al.;
- screening instrument for risk of child abuse (ARIJ) (Van der Put, Assink, and Stams);
- an online treatment for adolescents with insomnia by De Bruin et al.;
- risk assessment tools for juvenile delinquents by van der Put et al.

Disseminating knowledge and outreach activities

RPCD members have been invited across many different societal domains to share their knowledge with professionals in invited symposia, keynotes, and discussion meetings and the like. RPCD members have also become increasingly pro-active in sharing their knowledge through (popular) media outlets and newspapers. For instance:

- Bögels and de Bruin featured in a BBC-One documentary about the effectiveness of mindfulness training for children with ADHD (2017);
- the appointment of Keizer as special chair generated a lot of publicity about the role and pedagogical significance of fatherhood (2014-2018);
- Brummelman appeared regularly in national newspapers, websites and blogs about the effects of praise on children (2014-2018).

RPCD staff also appear at many activities for professionals in youth care, such as:

- workshop(s) about risk taxation in youth delinquency (van der Put and Assink, 2015);
- international masterclasses for psychotherapists (e.g., Bögels, 2014);
- guest lectures for municipality’s Youth Health Care on sleep problems of babies and adolescents (e.g., Rodenburg, de Bruin);
- invited lectures on cognitive-behavioural protocol for childhood anxiety (e.g., van Steensel, Telman)
- lectures at practice-oriented conferences for professionals or policymakers (e.g., Stams, Overbeek, Leijten, Fukkink);
- annual presentations at meetings of a foundation for LGBT families and intended mothers and fathers (Bos);
- training and teaching courses for clinical practitioners in research at educational institutes for professionals in mental health care (RINO) (Bos, Asscher, van den Akker).

See Appendix 15 (references) for an overview of professional publications and lectures, workshops and for output aimed at the general public and press and media appearances.

5. Use of research products by societal groups

As mentioned earlier, several research products developed by members of RPCD are used in health care and (forensic) youth care practice. For instance, RPCD research has informed, and in some cases led to further developments of intervention programmes implemented nationally. Examples are:

- the intervention programme Incredible Years (Leijten) to train parents to reduce children’s conduct problems;
- Kanjertraining (Overbeek) for stimulating social-emotional development in late childhood;
- New Perspectives (de Vries, Hoeve) for stimulating social-emotional development in late childhood;
- AJB delinquency prevention programme (Spruit, van Vugt, Stams);

- foster care behavioural parent training based on the Parent Management Training Oregon (PMTO) programme (Maaskant, van Rooij);
- risk assessment tools for juvenile delinquents that are used by police officers (van der Put, Assink, Stams).

Use of research facilities by societal groups

RPCD researchers closely cooperate with many scientist-practitioner platforms. Some examples are:

- the academic outpatient treatment centre for children and their parents, UvA-minds (e.g. Bögels, de Bruin). For a more elaborate explanation about UvA Minds, see narrative §5.3;
- network of effective youth care Amsterdam, NEJA (Overbeek, Stams);
- the Amsterdam public health service, GGD (Overbeek, de Bruin);
- mental health institutes such as Pluryn (Verberg, Helmond, Overbeek).

Contract research

Recognition of the work of our programme in youth care policy and practice is visible in the fact that part of our funding is provided by externally funded research. Part of our funding is provided by:

- Ministry of Justice and Security;
- Ministry of Social Affairs and Employment;
- health care organisations such as the Achmea Healthcare Foundation;
- Public Health Care;
- Network Effective Youth Care Amsterdam (NEJA).;
- from 2012-2015 Fukkink and Helmerhorst carried out several projects to monitor the quality of day-care services mostly in the Netherlands, but also in Bangladesh;
- De Bruin acquired funding for a valorisation plan ‘Amsterdam to the Top’ for an insomnia treatment for adolescents based on CBT for insomnia, by using a smartphone app, called SleepingSmart.

See Appendix 12 for an overview of individual grants and (inter) national research grants.

6. Marks of recognition by societal groups

Membership of civil society advisory bodies

Members of the RPCD programme acted as members and chaired advisory committees of regional, national and international educational organisations and were consulted as experts by policy makers, and societal organisations. Examples are positions in:

- the NJI Committee: Youth Care and Psychosocial Prevention and the Accreditation Committee Behavioural Interventions, Ministry of Justice (Asscher);
- the Supervisory Board Bureau Jeugdbescherming Regio Amsterdam (JBRA, regional youth protection) (Asscher, Stams);
- chairman of the national knowledge centre for people with mild intellectual disabilities (Landelijk Kenniscentrum LVB) (Moonen);
- member of the advisory council for the Dutch Register of Judicial Experts (NRGD) (Hendriks);
- member of the advisory committee for the youth health care guideline healthy sleep and sleeping problems by the Netherlands Organisation for applied scientific research (TNO) (De Bruin);
- panel member of the committee to revise the guidelines for severe behavioural problems of the Netherlands Youth Institute (NJI) (Leijten);
- member of the network of effective youth care Amsterdam (NEJA) (Creemers, Stams, Wissink, Overbeek);

- member of the Committee of Recommendation of a volunteer organisation for vulnerable or neglected children (Stichting Het Vergeten Kind) (Overbeek);
- chair for the national Pediatric Psychology Network (Utens).

Professors by special appointment

Our collaboration with societal organisations has also resulted in organisations installing special chairs in our department. The table below gives an overview of endowed professors in the period 2012-2017.

Table 10.1: Professors by special appointment in Research Programme Child Development

Name, title of the chair	Organisation
Prof. dr. R.G. Fukkink (2012 –present), Childcare and education services for young children	Foundation for the Support of Early Childhood Care and Education
Prof. dr. E. de Haan (2008 – 2014), Cognitive behavioural therapy for children and adolescents	Mary Cover Jones Foundation
Prof. dr. J. Hendriks (2011 - present), Child and youth care sciences diagnostics and treatment	Van der Hoeven Foundation
Prof. dr. R. Keizer (2014 – 2018), The role and pedagogical significance of fatherhood	Father Knowledge Centre Foundation
Prof. dr. X.M.H. Moonen (2017 – present), Knowledge development of children and young adults with mild intellectual disabilities and behavioural difficulties	Association of Child and Youth Care Sciences Treatment Centres
Prof. dr. J.W. Steutel (2006 – 2013), Philosophy of education, in particular in relation to moral and citizenship education	Casimir Foundation
Prof. dr. E.M.W.J. Utens (2017 – present), Cognitive behavioural therapy for children and adolescents	Mary Cover Jones Foundation

Appendix 11: Results of Research Programme Education

This appendix gives an overview of the results of the Research Programme Education (RPEDU), in the following format.

	Research quality	Relevance to society
Demonstrable products	Section 1: Research products for peers	Section 4: Research products for societal target groups
Demonstrable use of products	Section 2: Use of research products by peers	Section 5: Use of research products by societal groups
Demonstrable marks of recognition	Section 3: Marks of recognition by peers	Section 6: Marks of recognition by societal groups

1. Research products for peers

Table 3.2 in Appendix 3 gives the numbers of scientific publications of RPEDU in the years 2012 through 2017. Full references are given in Appendix 15.

Scientific articles

Five publications that are considered most exemplary for the scientific output of RPEDU are given in Table 9.2 of Appendix 9.

In general, the programme has been very productive. Researchers of RPEDU have published in the top journals of our field, such as:

- Teaching and Teacher Education (e.g. van de Pol, 2012 et al., Gaikhorst et al., 2014, Volman et al., 2012, 2014, 2017);
- Journal of the Learning Sciences (e.g. van de Pol et al., 2014);
- Journal of Educational Psychology (e.g. Koomen et al., 2015, van den Boer et al., 2015, Zee et al., 2016, Hornstra et al., 2017, Muijselaar et al., 2017, Stoel et al. 2017);
- Review of Educational Research (e.g. Zee et al., 2016);
- Journal of Writing Research (e.g. van Drie et al., 2015, Rijlaarsdam et al., 2015, Rietdijk et al., 2017)
- Journal of School Psychology (Roorda et al., 2014, Zee et al., 2017);
- Learning and Individual differences (Van den Boer et al. 2015, Muijselaar et al., 2015, Schuitema et al. 2016, Andre et al., 2017, Hornstra et al, 2017);
- School Effectiveness and School Improvement (Agirdag et al., 2017);
- Computers in Human Behavior (Voogt co-author in 2016 and 2017).

Scientific or scholarly books

Prof. Merry published a monograph, *Equality, citizenship and segregation: a defense of separation* (Merry, 2013). Others published their work as chapters in prominent books. For example:

- Rijlaarsdam et al. (2012). About writing research, published by Psychology Press.
- van der Leij et al. (2013). About longitudinal family-risk studies of dyslexia, published in a handbook, by the British Dyslexia Association.
- Rijlaarsdam et al. (2013). About learning and instruction in writing. Published in a handbook by Guilford Press.
- Merry (2014). About immigrants and education in the *Encyclopedia of educational theory and philosophy*, published by Sage.
- Volman et al. (2015). About educated citizenship, published in the *Palgrave handbook of critical thinking in higher education*.

- Spilt et al. (2016). About interactions between teachers and individual in a handbook of diagnostics in student counseling, published by Garant (co-authored by Koomen, who is also co-editor of the book).
- Peetsma et al. (2017). About the use of the Time perspective intervention of motivation enhancement, published by Palgrave Macmillan.

Other research output

RPEDU has made significant advances in our understanding of how education contributes to the development of cognitive and social-emotional skills. We developed, for example,

- a theoretical model of historical reasoning and the understanding of historical time and causal reasoning about societal problems (Van Boxtel et al.);
- a theoretical model of the intergenerational transmission and etiology of developmental disorders, in particular dyslexia and a model for the development of word reading (de Jong et al.);
- evidence for theories about the learning and teaching processes of creativity and the comprehension of literary texts and writing complex texts (Rijlaarsdam et al.);
- a theoretical model of scaffolding students working in small groups and a model of student-specific teacher self-efficacy (Volman et al.).

RPEDU also designed and tested methods that contribute to the improvement of teaching and learning. For example:

- innovative instructional approaches for the teaching of historical reasoning; modern language; citizenship education; and promoting motivation;
- an intervention to support teachers in dealing with problem students;
- an online program (“Bouw!”) for the prevention of dyslexia and low literacy (currently used by over 40% of Dutch primary schools);
- TIME, and intervention for promoting the learning investment of young adolescents;
- learning arrangements for enhancing the motivation of potentially excellent students.

Research instruments

RPEDU developed instruments for measuring citizenship competences and school characteristics that may contribute to these competences; teacher-student relationships; epistemological beliefs about history; creativity in visual arts products; a self-evaluation instrument for museum guides; methods to examine word reading strategies and to determine ‘real’ environmental effects on the development of basic academic skills. The International Civic and Citizenship Education Study (ICCS) resulted in a national dataset and access to the data of other participating countries.

We highlight the following research instruments and designs:

- Time Perspective Questionnaire (Peetsma);
- Citizenship competences (Ten Dam & Geijsel);
- Dimensions of transformational leadership (Geijsel et al.);
- Writing Process Style Inventory (Kieft en Rijlaarsdam);
- Teaching scripts (Yummy Yummy script for teaching writing; Rijlaarsdam en Braaksma (in Netherlands, Israel, Chili, Switzerland);
- The Analytic Framework Historical Reasoning (Van Boxtel & Van Drie);
- New versions of R software package mokken for scale construction (Van der Ark).

Dissertations

Appendix 4 gives numbers of PhD candidates who defended their theses during the years 2012 through 2017. A full overview of PhD research projects is given in Appendix 14. Here we would like to especially mention the doctorates of Van de Pol (2012), Van den Boer (2014) and Zee (2016) who were awarded

with the *judicium cum laude*. Gaikhorst's dissertation (2014) was a precursor of the work that is currently being done in our Educational Research Lab, which focusses on teachers' diversity competences. The dissertations of Van de Guchte (2015) and Stoel (2017) significantly contributed to domain-specific theories on learning and instruction and teacher professionalization.

2. Use of research products by peers

Use of scientific publications

Staff members' publications are often cited by scientific peers, as is reflected by their h-index scores (Table 2.2 in Appendix 2). The citation analysis in Appendix 8 shows that the joint impact of RICDE publications in journals that are covered by JCR is as high as the joint impact of the publications in journals that are exemplary for RPEDU fields of interest (citation count averages in Figure 8.1 and h-indices in Figure 8.2). Particularly often cited is our research into:

- teacher-student relationships (Koomen);
- dyslexia (De Jong);
- motivation (Peetsma);
- citizenship education (Ten Dam);
- educational innovation (Volman);
- educational technology (Voogt);
- teaching and learning of writing (Rijlaarsdam) and history (Van Boxtel).

Use of other research products

Measurement instruments developed by members of RPEDU are frequently used by other international researchers. for example,:

- The Time Perspective Questionnaire (Peetsma) is used in Portugal, Croatia, Serbia, The Netherlands, South-Africa and Canada;
- Teaching scripts (Yummy Yummy script for teaching writing ;(Rijlaarsdam, Braaksma) in Netherlands, Israel, Chili, Switzerland;
- the Analytic Framework Historical Reasoning (Van Boxtel & Van Drie) is used in the Netherlands, Israel, Chili, Switzerland;
- new versions of R software package mokken for scale construction (Van der Ark) are used by international peers.

Other examples that are widely used in the Netherlands are:

- Citizenship Competences Questionnaire (Ten Dam & Geijsel);
- Dimensions of Transformational Leadership Questionnaire (Geijsel et al.);
- Writing Process Style Inventory (Kieft, Rijlaarsdam).

3. Marks of recognition from peers

Research grants

Appendix 12 lists all research grants acquired by RPEDU researchers in the years 2012 through 2017. RPEDU has seen a continuous flow of national funding. We highlight the following grants:

- three NWO-VENI grants: Agirdag (2014), Kosar-Altinyelken (2016), Jak (2016);
- two large grants on teacher-child relationships (NWO-PROO, Koomen, 2014 and 2015);
- several doctoral grants for teachers who study domain-specific teaching and learning (mathematics, history, writing, etc.) (Ministry of Education, Rijlaarsdam / van Boxtel);
- a large number of grants for fundamental and practice-oriented research in the area of citizenship education (ten Dam, Dijkstra, Schuitema, 2012-2017);

- grant for Yield Graduate Programme (NWO, Oort, 2014);
- grant for consortium ‘Equal opportunities for a diverse youth’ (NWA, Volman, 2017).

Scientific committees

RPEDU staff served as reviewer of (international) research proposals and as reviewers for international journals. RPEDU researchers were also members and chairs of the boards of Dutch and international academic organizations. Of the hold honourable memberships, we would like to mention the following memberships:

- the Social Sciences Council of the Royal Dutch Academy for Sciences (KNAW) (Volman);
- the Steering group of the Netherlands Initiative for Education (NRO) (Van Boxtel);
- the Young Academy of Flanders (Agirdag);
- the Council of the European Educational Research Association (Volman 2013-2017).

RPEDU staff also hold positions in important associations, such as:

- the presidency of the Dutch Educational Research Association (VOR) (Volman);
- member of the board of the Division Curriculum (Van Boxtel);
- leader (‘boegbeeld’) of the route ‘Child and adolescent development, upbringing and education’ of the Dutch National Research Agenda (NWA) (Volman);
- member of the Scientific Advisory Board of CITO (Van der Ark);
- chairman of the university board’s Research Advisory Committee (Oort);
- chairman of the university board’s Research Integrity Workgroup (Oort).

Editorial boards

Prof. Rijlaarsdam is book series editor of ‘Studies in Writing’ (Brill Scholarly Publishing). Other members of RPEDU serve on various editorial boards:

- Dyslexia (De Jong);
- Educational Theory (Merry);
- Educational Research Review (Rijlaarsdam and Peetsma);
- Journal of Experimental Child Psychology (De Jong);
- Journal of Moral Education (Veugelers);
- Journal of School Psychology (Koomen);
- Journal of Writing Research (Rijlaarsdam);
- Computers in Human Behavior (Voogt);
- Learning and Instruction (Peetsma);
- Scientific Studies of Reading (De Jong);
- Theory and Research in Social Education (Van Boxtel).

International activities

We have strong international networks and most members of the programme were involved in partnerships with partners abroad, with PhD students often participating. These collaborations resulted in joint publications, projects and research proposals. Of the many international partnerships, a few are highlighted here.

- Ten Dam and Dijkstra coordinated the Dutch part of the *International Civic and Citizenship Education (ICCE) Study 2016* (2014-2018). The ICCS project resulted in an international dataset with data on citizenship competences and citizenship education in 24 countries.
- Voogt conducted a literature review on the impact of curriculum redesign for the OECD2030 project (together with Kohnstamm Institute and SLO; www.slo.nl). She is also Steering committee chair of the EDUsummIT.

- Soeterik and Gaikhorst started collaboration with the Catholic University Leuven and the University of Brussels around the topic of teaching in an urban environment and diversity.
- Koomen collaborates in research on student-teacher relationships with prof. Verschueren (Catholic University Leuven) and prof. Pianta (University of Virginia).
- De Jong is carrying out a SSHRC-project (Canada) on the growth of reading and spelling across languages varying in orthographic consistency with a consortium consisting of participants from Austria (Prof. Landerl, University of Graz), Greece (Dr. Manolitsis, University of Crete), and Canada (Dr. Georgiou, Prof. Parrila, University of Alberta; Prof. Desrochers, University of Ottawa).
- Van Boxtel coordinated a Horizon 2020 grant proposal (Teaching for Understanding: Critical Engagement with a Troubled Past) that was submitted in 2017 with history education and social psychology scholars from Northern Ireland, France, Germany, Italy, Sweden, Estonia, Finland, Cyprus, Israel and Serbia.
- Rijlaarsdam is visiting professor at Umeå University (Sweden), and co-supervises research projects/PhD candidates of Autonoma University in Madrid (prof. Mateos) and of University of Leon (Spain, dr. Fidalgo).

In the context of several PhD projects, with PhD candidates going abroad for research visits, we established close collaborations with colleagues at Örebro University, Sweden (Dijkstra) and with prof. Polman, University of Colorado (Volman). We also welcomed several PhD students from, Spain, Turkey and Iceland as visiting scholars in our research group.

RPEDU staff also participate in dissertation committees abroad. For instance:

- De Bree (Patricia Makaure, UNISA, South Africa);
- Oort (Antoine Vanier, Universite de Nantes, France);
- Rijlaarsdam (Karyn Sandstrom, Umeå University, Sweden);
- Van Boxtel (Cynthia Wallace, University of New Brunswick, Canada);
- Volman (Tomasz Drabovicz, European University Institute, Florence);
- Voogt (Pauline Roberts, Murdoch University, Western Australia).

Invited lectures

The prominence in the field of our staff is also reflected by international invited keynote lectures and invited symposia at various conferences. For a complete list of (invited) lectures, see reference list in Appendix 15. Some highlights are:

- Koomen (Organisation and chair symposia at SRCD 2017);
- Peetsma (ICM and ICTP 2016);
- Van Boxtel (EARLI 2015);
- Munniksma was invited for symposia by Göteborg University, Sweden and Potsdam University, Germany and the ENSEC Conference, Sweden.

Many of our scholars are invited to visit and lecture at universities abroad. For instance:

- De Bree lectured on dyslexia and phonology at the Department Linguistik, Universität Potsdam, Germany (2015);
- Kosar-Altinyelken at the University of Malta and at the Women's University, Mumbai, India (2015);
- Van Boxtel was invited to speak at the International Expert Meeting Assessment of Historical Thinking in Hamburg, Germany (2016);
- Rijlaarsdam and Janssen at Hildesheim University, Germany and Seoul National University, Republic of Korea (both 2016);
- Voogt was invited for a guest lecture on 21st century skills at Harvard University, USA (2017).
- Rijlaarsdam was visiting professor at Umeå University, Sweden (2015-2018), Dekker at the University of Cologne, Germany (2012-2013);

- Cornelissen was appointed as Affiliated Lecturer at the Faculty of Education of the University of Cambridge (U.K.) in 2017.

Science awards/scholarly prizes

Several of our group members received international academic prizes, such as:

- best dissertation prize Dutch Educational Research Association (VOR) (Van de Pol, 2013);
- Frans Van Cauwelaert Prize by the Royal Flemish Academy of Belgium for Science (Agirdag, 2014);
- best article 2017 award of the AERA Sig Learning Environments Research (Andre et al., 2017);
- nomination Early Career Award ‘Teaching and Teacher Education (Division K, AERA) (Cornelissen, 2016).

4. Research products for societal target groups

Table 9.4 in Appendix 9 lists RPEDU’s five most important societal outputs in the past six years.

Professional publications

RPEDU disseminated its findings in professional and practice-oriented journals and (hand)books. Appendix 15 provides a reference list with professional publications and lectures and other research output aimed at the general public. Examples of these are:

- Didaktief (e.g., Hornstra, 2013; Van Drie et al., 2013; Geboers, 2014; Voogt, 2015; Van Drie et al., 2016);
- Kleio (e.g., Stoel, 2013; Van Drie, 2013, 2015.; Savenije, 2015; Van Drie et al., 2016);
- Levende Talen Tijdschrift (e.g., Van Drie et al., 2014; Schrijvers et al., 2016; Van de Guchte et al., 2017);
- Tijdschrift voor Orthopedagogiek (e.g., Spilt, 2015; (co-authored by) Oostdam, 2013, 2014, 2015, 2016);
- Van Twaalf tot Achttien (e.g., Volman et al., 2015; Oostdam et al. 2016; Hornstra et al. 2017).

They have also edited and (co-) written several (hand)books, as can be found in the reference list of Appendix 15 (professional and popular output) and actively disseminate their findings through professional platforms. For example:

- Koomen is one of the editors of the *Handbook Assessment in Educational Counseling: Child and Context* (thoroughly revised edition, 2016), a widely used handbook in the field of educational counseling and in educational programs of special educationalists (orthopedagogen) and school psychologists, in the Netherlands and Flanders (Belgium).
- The National Centre for Social Studies Education (LEMM; geography, history, civics, economics and arts) is hosted by RPEDU and chaired and coordinated by Van Boxtel. The book series and website of the LEMM make research evidence accessible for teachers and students in geography, history, arts, economic and social science (10 books, 2012-2017) (e.g. about formative assessment, integrated language and content instruction). See also www.expertisecentrum-mm.v.nl/algemeen/publicaties/ for an extensive list of publications and reports.
- RPEDU researchers have edited and contributed to Dutch study books for higher education, urban education and sociology of education. Other practice-oriented books and websites, often including practice-oriented literature reviews, concern: motivation (Peetsma), identity development (Volman), citizenship education (Ten Dam, Dijkstra), heritage and cultural education on the website of LCKA (a national knowledge centre for cultural education) (Van Boxtel).

Activities for and with professionals

Many of the staff members of RPEDU teach in teacher education, master courses, and post-master courses for teachers and for mental health professionals. The programme collaborates in intervention studies and design-based research with:

- schools and school boards (Gaikhorst, Volman, Dijkstra, van Boxtel, van Drie, Rijlaarsdam), also through the Educational Research Labs (see §5.3);
- museums (Van Boxtel);
- institutions for learning disabilities and school boards of special needs schools (De Jong, Koomen).

Members of the programme also regularly contribute to conferences for teachers, and in 2016 we hosted and chaired the conference of the Dutch Association of Teacher Educators (VELON). For a more extensive list of professional lectures and other activities, see Appendix 15.

The programme further contributes to the quality of educational professionals, by supervising an ever increasing number of PhD projects of teachers in secondary and higher education (fourteen in 2017 with either a NWO Promotiebeurs voor Leraren or a DUDOC Alpha grant and eight teachers from universities of applied sciences (HvA, Amsterdam and Windesheim, Zwolle) who get a partial dispensation to work on their PhD research.

Disseminating knowledge

RPEDU organises workshops at schools (e.g. Van Drie, Rijlaarsdam) and guest and invited lectures at schools (e.g. Rijlaarsdam, Janssen, Van Drie, Volman), and through key-notes at practice-oriented conferences (e.g. Ten Dam, Oostdam, Koomen, Van Boxtel, Volman). See Appendix 15 (references) for an overview of publications and lectures, workshops for professionals and output aimed at the general public and press and media appearances.

We aim at discussing our research results with a wider audience, through organising public meetings, writing articles for newspapers and giving interviews on radio and television, and in newspapers. Our work has also generated substantial media attention. For a more extensive list, consult Appendix 15 (press/media). Examples include:

- Kosar-Altinyelken organised two SPUI25 public lectures (one on school labelling and one on young Muslims in the Netherlands). She also published several newspaper articles and interviews to contribute to the public debate on stigmatic school labelling;
- Agirdag on school segregation and multilingualism;
- Elffers on shadow education structural inequality;
- Merry on Islamic schools and citizenship;
- Gaikhorst on beginning teachers in an urban environment.

Policy reports

Appendix 15 provides a complete list of policy reports. We would like to highlight the following reports because of their (potential) effect on government policies:

- a position paper for a discussion about shadow education in Dutch Parliament (Elffers, 2017);
- a didactic framework for a national survey about effective writing instruction, for the NRO (Janssen, Van Weijen, 2017);
- a report about citizenship education in secondary education, with a comparison of the Netherlands with 23 other countries, for the Dutch government (Munniksmma, Dijkstra et al., 2017);
- a literature study into the effects of pedagogical and didactical arguments for student-oriented education, for the Education Council (Volman et al., 2017);
- an evaluation of curriculum systems to improve learning outcomes and reduce disparities in school achievement for the Unesco (Altinyelken, 2015);

- a study for the programming of research and policy of investing in skills and competences in education for the Netherlands Bureau for Economic Policy Analysis (CPB) (Daas, Dijkstra et al., 2014).

Other outputs for societal target groups

Several interventions and tools developed within the programme have found their way into educational practice, for example:

- a webapplication Measuring Citizenship (Ten Dam & Geijsel);
- a measurement instrument Time Perspective Questionnaire (Peetsma);
- Dutch student-teacher relationship scale (Koomen);
- writing education courses for teachers (Rijlaarsdam);
- the programme Bouw! for the prevention of dyslexia (Van der Leij, Zijlstra, Koomen & Regtvoort);
- a self-evaluation instrument for museum guides (Van Boxtel);
- a writing process style inventory (Kieft & Rijlaarsdam);
- example lessons on language oriented subject education (Van Drie).

5. Use of research products by societal groups

As mentioned earlier, several research products developed by members of RPEDU are used in educational practice:

- Bouw! An intervention programme for the prevention of dyslexia is widely and successfully used by primary schools and in special needs education (Van der Leij, Zijlstra, Koomen & Regtvoort);
- the Writing Process Style inventory (Kieft, Rijlaarsdam);
- example lessons on language-oriented subject education are used in secondary education (van Drie and Van Boxtel, LEMM);
- the instruments for professionalisation of museum guides and improvement of guided tours are used by arts and history museums in and outside the Netherlands (Schep, Van Boxtel);
- the intervention TIME (Time perspective Intervention of Motivation Enhancement), aimed at enhancing the motivation for learning of secondary education students, and the tool ‘Motivating teaching’ for teachers in primary and secondary education (Peetsma et al);
- Webapplication Measurement Citizenship (ten Dam, Geijsel);
- Dutch student-teacher relationship scale (Koomen);
- writing education courses for teachers (Rijlaarsdam).

At an educational systems level also products of our research are used, for instance:

- Altinyelken’s review study on curriculum reforms and trends globally contributed to the final EFA global monitoring report, and was published as a background paper on UNESCO’s EFA/global monitoring Report webpage for development agencies, academics and NGO practitioners.
- Elffers developed an Educational systems evaluation tool that was used in a workshop by EU policy makers.

Use of research facilities by societal groups

During the past five years, our research collaboration with schools, school boards, school counseling services and museums has intensified. Especially with the following initiatives:

- Hosting of an educational research lab on ‘Social quality of education’ (funded by the Inspectorate of Education, Dijkstra);
- hosting and chair of the National Centre for Social Studies Education (LEMM; geography, history, civics, economics and arts, Van Boxtel);
- we started new practice-oriented NRO-funded research with new partners in educational practice;

- we initiated and acquired funding for an Educational Research Lab for primary education (Gaikhorst, Volman). An Educational Research Lab for secondary education was started more recently (see narrative §5.3).

These collaborations entail various types of collaborative research with schools: teacher research supervised by programme members, collaborative design based research, small-scale intervention studies and RCT's aimed at evaluating interventions. The Educational Research Lab for primary education also maintains a website that serves as a 'knowledge node' for primary schools in Amsterdam (www.kohnstamminstituut.nl/woa/).

Projects in cooperation with societal groups

In addition to the research collaborations mentioned in the report with schools and school boards and several Educational Research Labs, members of the programme maintain active collaborations with civil societal organisations related to specific issues, for example with:

- Rutu Foundation (for the advancement of mother tongue education) (Agirdag, Volman);
- Iedereen Leest [Everybody Reads] on the issue of multilingualism (Agirdag);
- Pleion (platform for innovative education) (Volman);
- OGO academy (network for developmental education) (Volman);
- Rijksmuseum, Van Gogh Museum and Stedelijk Museum (Schep, Van Boxtel).

Also collaborations exist with teacher organisations, such as:

- the Dutch Association of History Teachers (IVGD) (Van Boxtel);
- educational designers and trainers (e.g. CED group in the research project 'Better writing in primary education', de Jong), ABC Education Advice Service and Bureau Mind (on the implementation of a teacher intervention and tailored program for school psychologists and consultants, Koomen).

Contract research

Recognition of the work of our programme in educational policy and educational practice is visible in the fact that part of our funding is provided by externally funded research. See Appendix 12 for an overview of individual grants and (inter) national research grants. Here we would like to emphasise our funding provided by the:

- Ministry of Education;
- Educational Inspectorate;
- the Secondary Education Council;
- City Council of Amsterdam;
- Edukans Foundation. From 2012-2015 RPEDU carried out several education quality improvement projects in Africa.

6. Marks of recognition by societal groups

Membership of civil society advisory bodies

Members of the programme acted as members and chaired advisory committees of regional, national and international educational organisations and were consulted as experts by policy makers, and societal organisations. Several programme members also participate in primary and secondary school boards. Here we would like to highlight the position of the following researchers:

- Ten Dam was the president of the Educational Council of the Netherlands (until 2015). Since December 2015 she is Crown member of the Economic and Social Council;
- Volman chaired the advisory board of the Primary Education Council (until 2014), and was member of the advisory board of the National Testing Agency (CITO) (until 2014). She is also a member of the supervisory board of the Netherlands Institute for Curriculum Development (SLO);

- Elffers is member of the supervisory board of a VET institute;
- Cornelissen and Elffers are professors of applied sciences, Cornelissen at the Training institute of the Dutch judicial system and the Public Prosecution Service (SSR) and Elffers at the Amsterdam University of applied sciences. Elffers was proclaimed one of the most influential personalities in higher education and science in 2017 by Science Guide;
- Agirdag was invited twice as speaker by the European Commission for high-level colloquia;
- De Jong is chairman of the Dutch Dyslexia Foundation;
- Koomen was member of two sub committees of the National Health Council (Gezondheidsraad): committee ADHD and committee Participation of youth with psychological problems (in 2013-2014). She is also member of the national Accreditation Committee Interventions (Part Committee 3: Development promotion, Education-related and Youth welfare), supported by the National Youth Institute (NJI), National Center Youth Health (NCJ) and RIVM Center Healthy Living;
- De Jong and De Bree are members of the Scientific Board of the Dutch Quality Institute for Dyslexia (an institute that monitors the quality of all Dutch clinics that treat persons with dyslexia);
- De Jong and de Bree were co-authors on the protocol Dyslexia: Diagnosis and Treatment, a widely used protocol that has been produced by the Dutch Dyslexia Foundation and is freely available on their website;
- Van Boxtel is member of the advisory board of the Reinwardt Academy, Amsterdam University of the Arts, and the advisory board of the Association of Cultural Focus Schools (Vereniging Cultuurprofielscholen). Van Boxtel is member of the Board of The Royal Netherlands Historical Society;
- Janssen and Van Weijen (2017) developed a pedagogical framework for the national survey of writing education in primary schools, commissioned by the Dutch Inspectorate of Education and NRO.

Professors by special appointment

Our collaboration with societal organisations has also resulted in organisations installing special chairs in our department. The table below gives an overview of endowed professors in the period 2012 – 2017.

Table 11.1: Professors by special appointment in Research Programme Education

Name, title of the chair	Organisation
Prof. dr. L.A. van der Ark (2015 – present), Quantitative research methods for the promotion of the academisation of education	Association for the Advancement of the Study of Educational Theory
Prof. dr. A.B. Dijkstra (2011 – present), Citizenship education; social outcomes	Netherlands' Inspectorate of Education
Prof. dr. F.P. Geijsel, School organisation and leadership	Dutch School for Education Management Foundation
Prof. dr. S. Karsten (2005 – 2014), Policy and organisation of vocational education, adult education and lifelong learning	Max Goote Foundation
Prof. dr. R.J. Oostdam (2012 – present), Learning processes and instruction	Foundation Amsterdam University of Applied Sciences
Prof. dr. S.E. Severiens (2012 – 2016), Diversity and inclusion in education	APS Foundation
Prof. dr. J.M. Voogt (2013 – present), Curriculum and educational technology	Netherlands Institute for Curriculum Development