

Chiel van der Veen

curriculum vitae

Experience

2023 - present

Professor/lector Urban Care & Education, Windesheim University of Applied Sciences.

2022 -

Associate Professor (guest appointment). From 2022-2023 I was head of the section Educational Sciences, Vrije Universiteit Amsterdam.

2017 - 2022

Assistant professor (UD1; with tenure) in the section of Educational Sciences, and LEARN! Research Institute, Vrije Universiteit Amsterdam.

2012 - 2017

PhD candidate and lecturer in the department Research and Theory in Education, Vrije Universiteit Amsterdam. Research focuses on the effect of productive classroom talk on the promotion of young children's oral communicative competence.

2015

Visiting scholar (two months) in the Department of Education, Clark University, Worcester, MA, USA

2011 - 2013

Lecturer in the Department Research and Theory in Education, Vrije Universiteit Amsterdam.

2010 - 2012

Teacher trainer at De Activiteit, national center for Developmental Education.

2008 - 2012

Primary school teacher in different schools with different educational visions (children aged 4-12).

Address (work): Hospitaaldreef 5
1315RC Almere

Affiliations: Windesheim University of Applied Sciences
Urban Care & Education

Vrije Universiteit Amsterdam,
dept. of Educational and Family studies & LEARN! Research Institute

E-mail: chiel.van.der.veen@windesheim.nl

Phone numbers: +31 (0)6 16472400

Website: www.chielvanderveen.nl

2009 - 2010

Student assistant, Vrije Universiteit Amsterdam.

2007 - 2008

Student assistant, CHE University of Applied Sciences.

Education

2021 -

MSc Advanced studies of management

- Open Universiteit

2012 - 2017

PhD Research and Theory in Education

- Department of Research and Theory in Education, Vrije Universiteit Amsterdam

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Education (continuation)

- Supervisors: prof.dr. Bert van Oers, dr. Claudia van Kruistum, and prof.dr. Sarah Michaels (Clark University, Worcester, MA)
- Research schools: WJGS and ICO
- Keywords: dialogic classroom talk, oral communicative competence, early childhood.

2013

University Teaching Qualification (UTQ/BKO)

- Vrije Universiteit Amsterdam
- Evaluation: (1) teaching practice (64% assessed as outstanding (++) , 36% as good (+)); (2) course (re)design (50% assessed as outstanding, 50% as good).
- Assessors: dr. Hester Glasbeek and dr. Marjolein Dobber

2009 – 2010

MSc Theory and Research in Education

- Vrije Universiteit Amsterdam
- Judicium: *cum laude*
- Thesis title: “Towards abstract thinking in a Fifth Dimension site: Children taking the role of junior editor at a news-paper” (grade: 9.0 / A+)
- Courses: Development, teaching and learning of children; Socio-cultural differences in education; Moral and religious education; research in education; internship; master’s thesis.

2008 – 2009

Premaster (PMC) in Education

- Vrije Universiteit Amsterdam
- Courses: Curriculum studies; Education: A longitudinal perspective; Ideals in education; research methods 1, 2, and 3; statistics 1 and 2; bachelor’s thesis.

2004 – 2008

BSc Primary Teacher Education

- CHE University of Applied Sciences
- Thesis title: “Laat het zien! Een onderzoek naar het portfolio als kwaliteitsinstrument binnen de ontwikkelingsgerichte basisschool” (grade 10 / A+)

Professional activities

2023

Co-organizer of the Onderwijs Research Dagen (ORD) 2023 in Amsterdam

2021 – 2023

Member of the Science Committee of NVO, the association of educationalists in the Netherlands

2021 – present

Academic council of Child & Family Blog (www.childandfamilyblog.com)

2021 – present

Member of the editorial board of the International Journal of Educational Research Open

2018 - present

Member of the editorial board of the Dutch academic journal ‘Pedagogiek’, Amsterdam University Press.

2018 – present

Co-founder and chairman of the Interaction and Communication in Education lab (ICE-lab).

2015 – present

Member of the editorial board of Dutch journal ‘de Wereld van het Jonge Kind’, ThiemeMeulenhoff, Amersfoort.

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Professional activities (continuation)

2012 – present

Co-founder and chairman of the Vygotskij Foundation.

2013

Member of the local organizing committee of the second German-Dutch ISCAR symposium.

2012 – 2014

Co-organizer of the interuniversity's Cultural-Historical Activity Theory (CHAT) reading group.

2014 – 2017

Member of the works council of the faculty of Behavioural and Movement Sciences, Vrije Universiteit Amsterdam

2012 – present

Reviewer for several academic journals (Learning and Instruction, Mind Culture and Activity, etc.).

Organizations

- Staff member at the Interuniversity Center for Educational Sciences (ICO)
- Member of the European Association for Research on Learning and Instruction (EARLI)
- Member of de Vereniging Interuniversitair Overleg Taalbeheersing (VIOT)
- Member of the Society for Text and Discourse
- Member of the International Society of Cultural and Activity Research (ISCAR)
- Member of the Vereniging voor Onderwijs Research (VOR)
- Member of OGO Vereniging (vereniging voor Ontwikkelingsgericht Onderwijs)

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Grants and Awards

Total grants received: € 2.355879,-

- 2023 **Contract research** from the municipality of Almere to develop and evaluate a program to support second language learners (and their teachers) in daycare and special education: € 105.000,-
- 2023 **Doctoral grant for teachers** awarded to Maaike Radix MSc. for her PhD-project 'Effectief feedback geven aan leerlingen met special educational needs' from the Dutch Research Council (NWO)(together with prof.dr. Nienke van Atteveldt): € 179.500,-
- 2023 **Contract research** from the Almeerse Scholen Groep to develop multiple e-learning modules on language awareness for extracurricular teachers (arts, sports, nature): € 75.000,-
- 2022 **Open competition grant** (co-PI; with dr. Femke van der Wilt, dr. Anne de Bruijn, and prof. Martijn Meeter) for an evaluation study on the effects of a tutor program (Sjakie!) for young children with delays in language development from the Dutch Research Council (NWO): € 353.610,-
- 2022 **Open competition grant** (co-PI; with dr. Anne de Bruijn, dr. Femke van der Wilt, and prof. Martijn Meeter) for an evaluation study on the effects of a program (BeweegWijs) focused on physical education from the Dutch Research Council (NWO): € 352.321,-
- 2021 Nominated for the education award (category: experienced) for best teacher in the Faculty of Behavioural and Movement Sciences
- 2021 **Doctoral grant for teachers** awarded to drs. Iris Bogaers for her PhD-project 'Stilte in de klas. Op weg naar een didactiek van stilte in het voorgezet onderwijs' from the Dutch Research Council (NWO)(together with dr. Anne de la Croix and prof. Maartje Raijmakers): € 125.000,-
- 2021 Project leader (PI) for a small project on how conversations about art can support the quality of young children's artworks. Funded by the Frea Janssen-Vos Foundation: € 10.000,-
- 2020 **Open competition grant** (co-PI; PI: dr. Femke van der Wilt) for practice oriented educational research (phase 2) on the effects of dialogic book reading on young children's language abilities from the Dutch Organization for Educational Research (NRO/NWO): € 100.000,-
- 2020 **Open competition grant** (co-PI; PI: dr. Renske Bouwer) for practice oriented educational research (phase 2) on dialogic writing in the upper grades of primary schools from the Dutch Organization for Educational Research (NRO/NWO): € 100.000,-
- 2020 **Co-promotor** on a RAAK-PRO project on 'Language learning during outdoor play in ECEC settings' awarded to dr. Dieuwke Hovinga. Total budget: € 700.000,- (€ 76.000,- for Vrije Universiteit Amsterdam)
- 2020 **Doctoral grant for teachers** awarded to Mireille van der Nat, MSc., for her PhD-project on role play as a context for the development of young children's social competencies from the Dutch Research Council (NWO)(together with prof. Martijn Meeter and dr. Femke van der Wilt): € 150.250,-

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- 2019 **Open competition grant** (co-PI; PI: dr. Renske Bouwer) for practice oriented educational research (phase 1) on dialogic writing in the upper grades of primary schools from the Dutch Organization for Educational Research (NRO/NWO): € 20.000,-
- 2019 **Open competition grant** (co-PI; PI: dr. Femke van der Wilt) for practice oriented educational research (phase 1) on the effects of dialogic book reading on young children's language abilities from the Dutch Organization for Educational Research (NRO/NWO): € 20.000,-
- 2019 **Contract research** for the municipality of Amsterdam to conduct a qualitative evaluation of a team learning grant that can be applied for by schools in Amsterdam: € 3000,-
- 2019 Our research group (dr. Renske Bouwer, dr. Femke van der Wilt, & dr. Marjolein Dobber) has received some internal funding to appoint two-student-assistants for a pilot project titled 'Write, read, talk: An integrative approach to meaningful education': € 17.500,-
- 2019 **Project leader** (PI) for a collaboration between the Dutch Organization for Educational Research (De Kennisrotonde; NRO/NWO) and the department of Educational and Family Studies, Vrije Universiteit Amsterdam: € 12.500,-
- 2018 **Research consultant** on a Taiwanese project titled 'Investigating curriculum knot-working and practices by border crossing networked learning communities' financed by the Ministry of Science and Technology in Taiwan (collaboration between national Taiwan Normal University, University of Helsinki, and Vrije Universiteit Amsterdam; total budget: NT\$ 12.186.500,- (€ 342.146,-; € 15.000,- consultancy costs for Vrije Universiteit Amsterdam))
- 2018 **Open competition grant** (PI) for practice oriented educational research on the effects of dialogic classroom talk on young children's social competencies from the Dutch Organization for Educational Research (NRO/NWO): € 100.000,-
- 2018 **Comenius Teaching Fellow** (PI) for small-scale innovation in higher education from the Dutch Organization for Scientific Research (NWO)(together with dr. Anne de la Croix and dr. Agnes Willemen): € 50.000,-
- 2018 **Project leader** (PI) for piloting a new initiative within De Kennisrotonde (NRO/NOW): € 16.667
- 2017 My BSc student Nienke Bakker was awarded the FGB thesis price for best bachelor's thesis in the faculty of Behavioural and Movement Sciences, Vrije Universiteit Amsterdam.
- 2017 Co-applicant (co-PI) for a research project on teacher-child interaction in play based activities in early childhood education from ZonMw: € 337.000,-
- 2017 Nominated for the FGB Junior Career Award for best dissertation in the faculty of Behavioural and Movement Sciences, Vrije Universiteit Amsterdam, Runner-Up.
- 2017 **Project leader** (PI) for piloting a new initiative of the Dutch Organization for Educational Research (De Kennisrotonde; NRO/NWO) within the department of Educational and Family Studies, Vrije Universiteit Amsterdam: € 12.500,-
- 2017 **Open competition grant** (PI) for practice oriented educational research (phase 1) on the effects of dialogic classroom talk on young children's social competences from the Dutch Organization for Educational Research (NRO/NOW): € 20.000,-

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- 2016 Teacher talent award (docenTalentprijs) for best junior lecturer (<10-year experience) in the Vrije Universiteit Amsterdam, runner-up.
- 2016 **Best junior lecturer** in the faculty of Behavioural and Movement Sciences, Vrije Universiteit Amsterdam.
- 2016 **Open competition grant** (PI) for practice oriented educational research on mind mapping in early childhood education from the Dutch Organization for Educational Research (NRO/NWO): € 96.829,-
- 2015 My MSc student and intern Femke van der Wilt was awarded the NVO thesis price for best master's thesis in the field of educational sciences in the Netherlands and Flanders (supervision together with dr. Claudia van Kruistum).
- 2015 **Talent Fund** of the Faculty of Psychology and Education for a 2-month visiting scholarship at Clark University, Worcester, MA: € 3550,-
- 2015 Best teacher in the Faculty of Psychology and Education, Vrije Universiteit Amsterdam, Runner-Up.
- 2014 My BSc student Femke van der Wilt was awarded the second price (honorable mention) for her bachelor's thesis during the Student Research Conference 2014 (supervision together with dr. Claudia van Kruistum).
- 2013 **Equipment Fund** of the Faculty of Psychology and Education for purchasing cameras and microphones for educational research: € 3652,-
- 2011 Best master's thesis in the Faculty of Psychology and Education, Vrije Universiteit Amsterdam, runner-up.
- 2008 Nominated for the OnderwijsTopTalentPrijs for best national bachelor's thesis in the field of teacher education.

Teaching Experience

- 2017- Coordinator and developer of the master course *Policy and practice of educational innovation* (25-40 students), Vrije Universiteit Amsterdam
- 2016 - Coordinator of the master's internships, Vrije Universiteit Amsterdam
- 2016 - 2017 Tutor in the bachelor course *Curriculum Studies* (20 students), Vrije Universiteit Amsterdam.
- 2016 - Coordinator and lecturer in the bachelor course *Teaching-learning Processes in Classroom Settings: Theoretical Perspectives* (40 students), Vrije Universiteit Amsterdam.
- 2016 - 2018 Lecturer in the master course *Learning and School Performance: Neurocognitive and Social Conditions* (24 students), Vrije Universiteit Amsterdam.
- 2016 - 2018 Lecturer in the bachelor course *Pupils, Education, and Professional Guidance of Educational Needs* (100 students), Vrije Universiteit Amsterdam.
- 2011 - 2017 Lecturer in the master course *Development, Teaching, and Learning* (20 students), Vrije Universiteit Amsterdam.

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- 2011 - 2014 Lecturer in the bachelor course *Introduction into Education* (100 students), Vrije Universiteit Amsterdam.
- 2011 - Supervision of 38 bachelor's theses, 25 master's internships, and 19 master's theses.
- 2011 – 2013 Coordinator and lecturer in the bachelor course *Education and Curriculum* (100 students), Vrije Universiteit Amsterdam.
- 2011 – 2013 Coordinator and lecturer in the bachelor course *Education: A Longitudinal View* (40 students), Vrije Universiteit Amsterdam.

Supervisor, PhD projects and postdocs

- 2023 Effectief feedback geven aan leerlingen met special educational needs. **Co-promotor** of Maaïke Radix MSc. (together with prof. Nienke van Atteveldt).
- 2022 Co-PI for the Stedelijke Aanpak Taal Almere; funded by the municipality of Almere (together with Mariska Venema, Rianne van den Berghe, Lourens van der Leij, et al.).
- 2022 Stilte in de klas. Op weg naar een didactiek van stilte in het voorgezet onderwijs. **Co-promotor** of drs. Iris Bogaers (together with dr. Anne de la Croix and prof. Maartje Raijmakers).
- 2021 **Supervisor** of Silke Vanparys (Ghent University) during her 6-month research visit at Vrije Universiteit Amsterdam (together with prof. Hilde van Keer (Ghent University) and dr. Femke van der Wilt); funded through FWO.
- 2020 - Language learning during outdoor play in ECEC settings. **Co-promotor** of Jannette Prins, MSc. (together with prof. Martijn Meeter, dr. Dieuwke Hovinga, and dr. Femke van der Wilt).
- 2020 - Co-PI in a NRO-funded project on dialogic writing in the upper grades of primary school (together with dr. Renske Bouwer, Stichting Taalvorming, De Activiteit and several primary education schools).
- 2020 - Co-PI in a NRO-funded project on dialogic book reading in early childhood classrooms (together with dr. Femke van der Wilt, dr. Inouk Boerma, Sharisse van Driel, MSc. (postdoc), Marije Koorevaar, MSc. (junior researcher), Denise Bontje, MSc., and several primary education schools).
- 2020 - Role play as a context for supporting children's social competencies in early childhood education. **Co-promotor** of Mireille van der Nat, MSc. (together with prof. Martijn Meeter, and dr. Femke van der Wilt).
- 2016 - Supervisor of Femke van der Wilt, Mireia Kop, Maud van Renswouw, Nienke Bakker, and Patricia van der Werff for their research internship.
- 2019 - Project on the theory, development and implications of object-oriented play for early childhood care and education. **Co-promotor** of Elizabeth Wynberg, MSc. (together with prof. Maartje Raijmakers, prof. Bert van Oers, and dr. Annerieke Boland (iPabo)).
- 2019 Supervisor of João Richmond, MSc. (junior researcher) in a project on teacher-student interaction in the international higher education classroom (together with prof. Martijn Meeter and dr. Anne de la Croix).

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- 2018 - 2023 Apprentices of listening. Multidisciplinary listening as a dialogical skill in primary schools. **Co-promotor** of Pablo Muruzábal Lamberti, MSc. (together with prof. Josef Früchtel (University of Amsterdam) and dr. Anders Schinkel).
- 2018 - 2020 Principal investigator and supervisor of dr. Femke van der Wilt (postdoc) and Claire Goriot, MSc. (researcher) in a NRO-funded project on classroom talk and the development of young children's social competencies.
- 2018 - 2021 Professionalization of preschool teachers' interactions in guiding young children during play-based activities. **Co-promotor** of Eline van Rossum, MSc. (together with prof. Maartje Raijmakers, dr. Marjolein Dobber, and dr. Clasien de Schipper).
- 2018 - 2019 Principal investigator of an OC&W/NRO-funded Comenius Teaching Fellow project with dr. Claire Goriot (researcher), dr. Anne de la Croix (co-PI), and dr. Agnes Willemen (co-PI).
- 2018 Project on adaptive digital tools in education commissioned by NRO/De Kennisrotonde. Project leader and supervisor of Anne-Marijn Bruijn (researcher), Femke van der Wilt (researcher), and Ruth Stam (student-assistant).
- 2016 - 2018 The relation between oral communicative competence and social acceptance in early childhood education. **Co-promotor** of Femke van der Wilt (together with prof. Bert van Oers and dr. Claudia van Kruistum). Date of defense: October 8 2018.
- 2016 - 2018 Principal investigator and supervisor of dr. Monica Koster (postdoc), dr. Inouk Boerma (postdoc), and Femke van der Wilt, MSc. (junior researcher) in a NRO-funded project on mind mapping in early childhood education.

Academic Activities

- 2023 - External supervisor for Eline Decraene's PhD-project 'Interactive book reading in multilingual contexts: The functional use of L1 for L2 vocabulary development', Ghent University.
- 2022 - Member of the organizing committee of the Onderwijs Research Dagen (ORD) 2023.
- 2021 - Member of the academic council of Child and Family Blog.
- 2021 - 2023 Member of the science committee of NVO, the Association of Educationalists in the Netherlands.
- 2021 - Member of the editorial board of the International Journal of Educational Research Open.
- 2020 - 2021 Guest editor (with Dorien Stolwijk) of a special issue on preschool teachers' professional development for the Dutch journal *de Wereld van het Jonge Kind*.
- 2018 - Member of the editorial board of the Dutch journal 'Pedagogiek' (Amsterdam University Press).
- 2017 - Member of the dissertation defense committee of *Fernando Rezende da Cunha Junior* (December 17 2017; Vrije Universiteit Amsterdam), *Rooske Franse* (February 10 2021, University of Amsterdam), *Belinda Whyte* (June 2021, University of Auckland), *Marina Ilias* (2022; Vrije Universiteit Amsterdam), *Irene Eegdeman* (2023, Vrije Universiteit Amsterdam), *Silke Vanparrys* (2023; Ghent University)
- 2017 - 2018 Guest editor (with dr. Femke van der Wilt) of a special issue on young children's social development for the Dutch journal *de Wereld van het Jonge Kind*.

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- 2016 Guest editor (with prof.dr. Bert van Oers) of a special issue on dialogic classroom talk for the Dutch journal *de Wereld van het Jonge Kind*.
- 2015 - 2017 Guest editor (with prof.dr. Bert van Oers) of a special issue on classroom dialogue and learning outcomes for the journal *Learning and Instruction*.
- 2012 – 2013 Guest editor (with dr. Wim Wardekker, dr. Dorian de Haan, and drs. Niko Fijma) of a special issue on Developmental Education for the Dutch journal *Didactief*.

Edited Journal Issues

- [1] **van der Veen, C.**, & van Oers, B. (Eds.) (2017). Classroom dialogue and learning outcomes [special issue]. *Learning and Instruction*, 48, 1-70. [Impact Factor: 6.64]

Academic Journal Publications

- [30] Bouwer, R., & **van der Veen, C.** (accepted pending minor revisions). Write, talk, and rewrite: The effectiveness of a dialogic writing intervention in upper elementary education. *Reading & Writing*.
- [29] Benneker, I.M.B., Lee, N.C., Altikulaç, S., **van der Veen, C.**, Krabbendam, L., & van Atteveldt, N. (2023). The reported effects of neuroscience literacy and belief in neuromyths among parents of adolescents. *Journal of Science Communication*.
- [28] van der Wilt, F., de Moor, M., & **van der Veen, C.** (2023). The direction of the relation between oral communicative competence and social preference in early childhood classrooms, and the role of dialogic classroom talk in this relation. *Learning and Instruction*. [Impact Factor: 6.64]
- [27] Prins, J., **van der Veen, C.**, van Santen, S., van der Wilt, F., & Hovinga, D. (2023). The importance of play in natural outdoor environments for children's language development: An explorative study in early childhood education. *The International Journal of Early Years Education*
- [26] Prins, J., van der Wilt, F., **van der Veen, C.**, & Hovinga, D. (2022). Nature play in early childhood education: A systematic review and meta ethnography of qualitative research. *Frontiers in Psychology: Environmental Psychology*. [Impact Factor: 4.23]
- [25] Wynberg, E., van der Wilt, F., Boland, A., Raijmakers, M., & **van der Veen, C.** (2022). How young children explore, follow and impose rules during object-oriented play: Multiple case study. *International Journal of Early Years Education (special issue)*.
- [24] Van der Wilt, F., **van der Veen, C.** & Michaels, S. (2022). The relation between the questions teachers ask and children's language competence. *Journal of Educational Research*. [Impact Factor: 1.67]
- [23] Slob, L., Dobber, M., **van der Veen, C.**, & van Oers, B. (2022). Developmental Education in primary schools: Review of research outcomes of a CHAT-based teaching approach. *Learning, Culture, and Social Interaction*. [Impact Factor: 1.91]
- [22] van der Wilt, F., van der Nat, M., & **van der Veen, C.** (2022). Shared book reading in early childhood education: The effect of two approaches on children's language ability, story comprehension, and causal reasoning. *Journal of Research in Childhood Education*.

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- [21] van der Wilt, F., Froehlich, D., & **van der Veen, C.** (2021). The role of language competence in building peer relationships in early childhood: A social network perspective. *Studia Paedagogica Journal*, 26(2), 11-29. [Impact Factor: 0.35]
- [20] **van der Veen, C.**, Michaels, S., Dobber, M., van Kruistum, C., & van Oers, B. (2021). Design, implementation and evaluation of dialogic classroom talk in early childhood education. *Learning, Culture, and Social Interaction*. [Impact Factor: 2.06]
- [19] van der Wilt, F., Bouwer, R., & **van der Veen, C.** (2021). Dialogic classroom talk in early childhood education: The effect on language ability and social competence. *Learning and Instruction*. [Impact Factor: 6.64]
- [18] Wynberg, E., Boland, A, Raijmakers, M., & **van der Veen, C.** (2021). Towards a comprehensive view of object-oriented play. *Educational Psychology Review*. [Impact Factor: 8.24]
- [17] Boerma, I., van der Wilt, F., Bouwer, R., van der Schoot, M., & **van der Veen, C.** (2021). Mind mapping during interactive book reading in early childhood classrooms: Does it support young children's language abilities? *Early Education and Development*. [Impact Factor: 2.12]
- [16] van der Wilt, F., Hofma, R., Koster, M., & **van der Veen, C.** (2020). Boosting young children's language skills: Using mindmaps in early childhood education. *Dimensions of Early Childhood*, 48(3), 25-29.
- [15] **van der Veen, C.**, & van Oers, B. (2019). De cultuurhistorische onderwijspedagogiek als narratief: een reflectie op 50 jaar theorie-gestuurde praktijkvernieuwing in het onderwijs. *Pedagogiek*, 39(3), 291-301.
- [14] van der Wilt, F., **van der Veen, C.**, van Kruistum, C., & van Oers, B. (2019). Language abilities and peer rejection in kindergarten: A mediation analysis. *Early Education and Development*, 31(2), 308-322. [Impact Factor: 2.12]
- [13] van der Wilt, F., **van der Veen, C.**, van Kruistum, C., & van Oers, B. (2019). Why do children become rejected by their peers? A review of studies into the relationship between oral communicative competence and sociometric status in early childhood education. *Educational Psychology Review* [Impact Factor: 8.24]
- [12] van der Wilt, F., Boerma, I., van Oers, B., & **van der Veen, C.** (2019). The effect of three interactive reading approaches on language ability: An exploratory study in early childhood education. *European Early Childhood Education Research Journal*, 27(4), 566-580 [Impact Factor: 1.75]
- [11] Van der Wilt, F., **van der Veen, C.**, van Kruistum, C., & van Oers, B. (2019). Populair, afgewezen, genegeerd, controversieel of gemiddeld: Zijn er verschillen in het niveau van mondelinge communicatieve competentie tussen kinderen met een verschillende sociometrische status. *Pedagogiek*, 39(1).
- [10] Altıkulaç, S., Lee, N., **van der Veen, C.**, Benneker, I., Krabbendam, L., & van Atteveldt, N. (2019). The teenage brain: Public perceptions of neurocognitive development during adolescence. *Journal of Cognitive Neuroscience*, 31(3), 339-359 [Impact Factor: 3.42]
- [9] van der Wilt, F., **van der Veen, C.**, van Kruistum, C., & van Oers, B. (2018). Popular, rejected, neglected or average: Do young children of different sociometric groups differ in their level of communicative competence? *Social Development*, 27, 793-807 [Impact Factor: 2.46]

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- [8] van der Wilt, F., **van der Veen, C.**, van Kruistum, C., & van Oers, B. (2018). Why can't I join? Peer rejection in early childhood education and the role of oral communicative competence. *Contemporary Educational Psychology*, 54, 247-254. [Impact Factor: 6.92]
- [7] van der Wilt, F., **van der Veen, C.**, van Kruistum, C., & van Oers, B. (2018). Language skills, social skills? The relation between pragmatic language ability and social acceptance in early childhood education. *Orthopedagogiek: Onderzoek en Praktijk*, 57(9-10), 214-225.
- [6] **van der Veen, C.**, van der Wilt, F., van Kruistum, C., van Oers, B., & Michaels, S. (2017). MODEL2TALK: An intervention to promote productive classroom talk. *The Reading Teacher*, 70(6), 689-800, DOI:10.1002/trtr.1573 [Impact Factor: 1.78]
- [5] **van der Veen, C.**, & van Oers, B. (2017). Advances in research on classroom dialogue: Learning outcomes and assessments. *Learning and Instruction*, 48, 1-4, DOI:10.1016/j.learninstruc.2017.04.002. [Impact Factor: 6.64]
- [4] **van der Veen, C.**, de Mey, L., van Kruistum, C., & van Oers, B. (2017). The effect of productive classroom talk and metacommunication on young children's oral communicative competence and subject matter knowledge: An intervention study in early childhood education. *Learning and Instruction*, 48, 14-22. DOI: <http://dx.doi.org/10.1016/j.learninstruc.2016.06.001> [Impact Factor: 6.64]
- [3] van der Wilt, F., van Kruistum, C., **van der Veen, C.**, & van Oers, B. (2017). Gender differences in the relationship between oral communicative competence and peer rejection: An explorative study in early childhood education. *European Early Childhood Education Research Journal*, 25(2). DOI: 10.1080/135029X.2015.1073507 [Impact Factor: 1.75]
- [2] **van der Veen, C.**, Dobber, M., & van Oers, B. (2016). Implementing Dynamic Assessment of vocabulary development as a dialogical learning process: A practice of teacher support in primary education schools. *Language Assessment Quarterly: An International Journal*, 13(4), 329-340. DOI: 10.1080/15434303.2016.1235577 [Impact Factor: 2.14]
- [1] **van der Veen, C.**, van Kruistum, C., & Michaels, S. (2015). Productive classroom dialogue as an activity of shared thinking and communicating: A commentary on Marsal. *Mind, Culture, and Activity: An International Journal*, 22(4), 320-325. DOI: 10.1080/10749039.2015.1071398 [Impact Factor: 2.54]

Work in Progress

- Van Driel, S., van der Wilt, F., ten Hove, D., & **van der Veen, C.** (submitted). *The effect of dialogic classroom talk during interactive book reading on children's language competence in early childhood education.*
- Prins, J., **van der Veen, C.**, & Hovinga, D. (in preparation). *Improving the language learning environment during early childhood education by play in nature-based environments.*
- Bouwer, R., van Braak, M., & **van der Veen, C.** (in preparation). Dialogic writing in the upper grades of primary school: How can teachers support peer feedback conversations to improve students' text revisions? *Learning and Instruction.*

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- Van Rossum, E., de Schipper, C., **van der Veen, C.**, & Dobber, M. (submitted). Comparison between two professional development programs on play and dialogue for early childhood teachers. *Early Education and Development*.
- Van Rossum, E., van der Wilt, F., Schipper, C., **van der Veen, C.**, & Dobber, M. (in preparation). *The relations between daycare practitioner's interaction quality during pretend play and children's language, social and pretend play outcomes*.
- Smits-van der Nat, M., van der Wilt, F., Meeter, M., & **van der Veen, C.** (in revision). The Value of Pretend Play for Social Competence in Early Childhood Education: a Systematic Review.
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- van der Wilt, F., Schinkel, A., Dobber, M., & **van der Veen, C.** (in preparation). *To be or not to be a parasite: an ethical self-examination through a case study of educational research into peer rejection*.
- van der Veen, C.**, de la Croix, A., Bouwer, R., Dobber, M., & van der Wilt, F. (Eds.) (in preparation). *Een handboek voor onderzoek naar interactie en communicatie in het onderwijs*.
- Bakker, N., Zadelaar, J., van der Wilt, F., Bouwer, R., & **van der Veen, C.** (in preparation). *The effect of dialogic classroom talk on young children's oral communicative competence: A replication study*.
- Bakker, N., van Rest, M., van der Wilt, F., & **van der Veen, C.** (in preparation). *Het gebruik van de Competentiebelevingschaal voor Kinderen (CBSK) in twee nieuwe doelgroepen: Een eerste validatie*.
- van der Veen, C.**, van Oers, B., & Wardekker, W. (in revision). *Meaningful learning of abstract linguistic rules in an after-school setting: A case study*.
- Bakker, N., van Gasse, R., **van der Veen, C.**, & Bouwer, R. (in preparation). *Hoe scholieren teksten schrijven: Exploratief onderzoek naar variatie in schrijfprocessen*.

Books

- [3] **van der Veen, C.** & Venema, M. (Eds.) (in voorbereiding; 2024). *Taalonderwijs, van theorie naar praktijk*. Van Gorcum.
- [2] **van der Veen, C.**, Wardekker, W., & van Oers, B. (Eds.) (in preparation; 2023). *Supporting the good teacher. The role of agency in teacher education*. London, UK: Bloomsbury.
- [1] **van der Veen, C.** (2017). *Dialogic classroom talk in early childhood education*. Unpublished doctoral dissertation. Amsterdam: Vrije Universiteit.

Book Chapters

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- [6] **van der Veen, C.**, van der Wilt, F., & Neering, L. (2020). Goede gesprekken in Ontwikkelingsgericht

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- Onderwijs door de MODEL2TALK interventie. In P. Sins & R. Berends (Red.), *Overbruggen: Verbinden van vernieuwingsonderwijs en onderzoek* (pp.160-171). Deventer: Saxion Progressive Education University Press.
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Professional Publications

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- [66] **van der Veen, C.** (2023, 9 mei). *Flevoland2050: Ruim baan voor goed onderwijs?* Opgehaald van <https://www.linkedin.com/pulse/flevoland2050-ruim-baan-voor-goed-onderwijs/>
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- [64] Korevaar, M., van Driel, S., **van der Veen, C.**, & van der Wilt, F. (2022). Praten over boeken. Dialogische gesprekken bij voorlezen. *De Wereld van het Jonge Kind*.
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- [61] Vanparys, S., **van der Veen, C.**, & van Keer, H. (2022). Lees me voor. Leer me woorden. *De Wereld van het Jonge Kind*.
- [60] Slob, L., **van der Veen, C.**, Dobber, M., & van Oers, B. (2022). OGO: Wat levert het op? *Didactief*.
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- [43] van der Wilt, F., & **van der Veen, C.** (2020). Praktijk: Een goed gesprek! *Jeugd in School en Wereld*, 7.
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Presentations

- [66] **van der Veen, C.** (2023, Maart). *Hoe spel kan bijdragen aan de taalontwikkeling van jonge kinderen*. Lezing in de Nieuwe Bibliotheek tijdens de Week van het Jonge Kind, Almere.
- [65] **van der Veen, C.** (2023, Maart). *MODEL2TALK: Goede gesprekken met het jonge kind*. Lezing bij schoolbestuur OpSpoor, Purmerend.
- [64] **van der Veen, C.** (2023, Februari). *Dialogische gesprekken op de basisschool: Theorie, praktijk en opbrengsten*. Lezing tijdens de Kick-off voor Pabo-studenten van Fontys, 's-Hertogenbosch.
- [63] Bouwer, R., & **van der Veen, C.** (2023, February). *Write, talk, and rewrite: The effectiveness of a dialogic writing intervention in upper elementary education*. Paper to be presented at the Writing Research Across Borders Conference. Trondheim.
- [62] Bouwer, R., & **van der Veen, C.** (2022, July). *Wij gaan samen SPARREN! De effecten van dialogisch schrijven, een integrale aanpak voor betekenisvol taalonderwijs in de bovenbouw PO*. Paper gepresenteerd tijdens de Onderwijs Research Dagen (ORD), Hasselt.
- [61] Bouwer, R., & **van der Veen, C.** (2022, June). *Dialogic writing: the effectiveness of an integrated and meaningful language approach*. Paper presented at the EARLI SIG Writing Conference 2022, Umeå.
- [60] **Van der Veen, C.** (2022, February). *Gesprekken in de klas. Wat leren leerlingen daar nu van?* Webinar voor de Vygotskij Foundation, Amsterdam.
- [59] **van der Veen, C.**, Smits-van der Nat, M., & van der Wilt, F. (2021, August). *Dialogic book reading in early childhood education*. Paper presented at the European Association for Research on Learning and Instruction (EARLI), Gothenburg.
- [58] Smits-van der Nat, M., van der Wilt, F., & **van der Veen, C.** (2021, June). *Het gebruik van mindmaps tijdens interactief voorlezen in de kleuters*. Paper gepresenteerd tijdens de Onderwijs Research Dagen (ORD), Utrecht.
- [57] **van der Veen, C.** (2021, May). *Goede gesprekken over kinderrechten*. Online presentatie voor de gastdocenten van UNICEF, Amsterdam.
- [56] **van der Veen, C.**, Lopes Cardozo, & M., Soeterik, I. (2021, January). *Comenius Carrousel. Teaching innovations for inclusive education*. Interactive session during the conference on Critical Perspectives on Governance by Sustainable Development Goals, University of Amsterdam, the Netherlands.
- [55] **Van der Veen, C.** (2020, September). *Dialogic classroom talk in early childhood classrooms: Theory, practice, and effects on student learning*. Invited talk during the LAEL Webinar Series hosted by the Pontifical Catholic University of Sao Paulo, Brazil.
- [54] Boerma, I., van der Wilt, F., Bouwer, R., & **van der Veen, C.** (2020, April). *Can the use of mindmaps improve young children's language skills?* Accepted paper for the annual meeting of the American Educational Research Association [cancelled due to COVID-19], San Francisco, CA, United States.
- [53] **van der Veen, C.**, Willemen, A., & de la Croix, A. (2020, January). *Give every student a voice!* Invited workshop conducted at the VU Education Day 2020, Amsterdam, the Netherlands.
- [52] **van der Veen, C.**, & van der Wilt, F. (2019, September). *Dialogic classroom talk in early childhood education: Effects on communication and social skills*. In **C. van der Veen** & Anke Wischgoll (Chairs),

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Classroom talk that promotes student learning, participation, and communication. Symposium conducted at the European Association for Research on Learning and Instruction (EARLI), Aachen, Germany.

- [51] **van der Veen, C.** (2019, April). *De kracht van dialogische gesprekken.* **Invited lecture** given at AOb/HJK National Congress on Early Childhood Education, Bussum, the Netherlands.
- [50] **van der Veen, C.** (2019, March). *Gesprekken in de klas verbinden.* **Invited keynote** given at Conferentie voor Ontwikkelingsgericht Onderwijs, Ede, the Netherlands.
- [49] **van der Veen, C.** (2018, October). *De kracht van goede gesprekken.* **Invited lecture** at ELAN Colloquium series Universiteit Twente, the Netherlands.
- [48] **van der Veen, C.** (2018, October). *Het belang van goede gesprekken in de begeleiding van spelactiviteiten.* **Invited Seminar** Jonge Kind Specialisten, Thomas More Hogeschool Rotterdam, the Netherlands.
- [47] **van der Veen, C.,** Michaels, S., & van Oers, B. (2018, August). *Dialogic classroom talk in early childhood education.* Paper presented at the European Early Childhood Education Research Association Conference, Budapest, Hungary.
- [46] van der Wilt, F., **van der Veen, C.,** van Kruistum, C., & van Oers, B. (2018, August). *Why won't you play with me? Peer rejection in early childhood education and the role of language abilities.* Paper presented at the European Early Childhood Education Research Association Conference, Budapest, Hungary.
- [45] **van der Veen, C.,** Dobber, M., & van Oers, B. (2018, June). Dialogic classroom talk as a context to promote young children's dialogical capacities and self. In Pina Marsico & Frans Meijers (Chairs), *Dialogical self in education.* Symposium conducted at the 10th International Conference on the Dialogical Self, Braga, Portugal.
- [44] **van der Veen, C.** (2018, April). *Taal, daar komt heel wat bij kijken.* **Invited keynote** at Bureau Kwaliteit Kinderopvang (BKK), Nijmegen, the Netherlands.
- [43] **van der Veen, C.** (2018, April). *Handvatten voor goede gesprekken met kinderen.* **Invited keynote** at SLO Landelijk Netwerk Taal in het Basisonderwijs, Utrecht, the Netherlands.
- [42] **van der Veen, C.** (2018, January). *Dialogische gesprekken in de kleuterklas: Wat draagt het bij aan de communicatieve ontwikkeling?* Paper presented at the conferentie van de Vereniging Interuniversitair Overleg Taalbeheersing (VIOT), Groningen, the Netherlands.
- [41] Gosen, M., **van der Veen, C.,** Hiddink, F., & Snow, C. (2018, January). *Ondersteunen van communicatieve vaardigheden in de kleuterklas.* Symposium conducted at the conferentie van de Vereniging Interuniversitair Overleg Taalbeheersing (VIOT), Groningen, the Netherlands.
- [40] **van der Veen, C.** (2017, November). *Spelen doe je samen: Over het belang van goede gesprekken in de begeleiding van spel.* **Invited keynote** at the Landelijke Conferentie Startblokken, Arnhem, the Netherlands.
- [39] **van der Veen, C.,** Dobber, M., & van Oers, B. (2017, August). *Dialogic classroom talk and the dialogical self.* Paper presented at the 5th conference of the International Society of Cultural and Activity Research, Quebec, Canada.

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- [38] Koster, M., van der Wilt, F., van Kruistum, C., & **van der Veen, C.** (2017, August). *The effect of mind mapping on listening comprehension and vocabulary in early childhood education*. Paper presented at the conference of the European Association for Research on Learning and Instruction (EARLI), Tampere, Finland.
- [37] van der Wilt, F., **van der Veen, C.**, van Kruistum, C., & van Oers, B. (2017, August). *What underlies peer rejection? Conditional process analyses in early childhood education*. Paper presented at the conference of the European Association for Research on Learning and Instruction (EARLI), Tampere, Finland.
- [36] **van der Veen, C.**, Michaels, S., & van Oers, B. (2017, June). *Dialogische gesprekken in het vroegschoolse onderwijs: Draagt het bij aan de mondelinge communicatieve taalvaardigheid?* Paper presented at the Onderwijs Research Dagen (ORD), Antwerp, Belgium.
- [35] **van der Veen, C.**, & Neering, L. (2017, April). MODEL2TALK. *Meer halen uit gesprekken met kinderen*. **Invited talk/workshop** given at the AOOb/HJK National Congress on Early Childhood Education, Amersfoort, the Netherlands.
- [34] **van der Veen, C.** (2017, March). *Dialogische gesprekken in de basisschool*. **Invited keynote** given at the National Conference for Developmental Education, Ede, the Netherlands.
- [33] van der Wilt, F., & **van der Veen, C.** (2017, Februari). **Invited presentation** given at the Impuls Academy/Impuls Kinderopvang, Amsterdam, the Netherlands.
- [32] **van der Veen, C.**, van Oeveren, K., & Stouthart, H. (2016, November). *Dialogische gesprekken in het Klassieke Talen onderwijs*. **Invited talk/workshop** at Nascholingsdag Klassieke Talen, Amsterdam, the Netherlands.
- [31] **van der Veen, C.** (2016, September). *Mindmappen in de kleuterklas*. Talk tijdens de Inspiratiemiddag van het Nationaal Regieorgaan Onderwijsonderzoek, Amersfoort, the Netherlands.
- [30] **van der Veen, C.**, de Mey, L., van Kruistum, C., & van Oers, B. (2016, July). *The effect of productive classroom talk on young children's oral communicative competence*. Paper presented at the Annual Meeting of the Society for Text and Discourse, Kassel, Germany.
- [29] **van der Veen, C.** (2016, July). *Geef ze de ruimte! Over de rol van de leraar in de 21e eeuw*. **Invited keynote** tijdens de afstudeerceremonie van de afdeling Educatie (Pabo), Christelijke Hogeschool Ede, the Netherlands.
- [28] **van der Veen, C.** (2016, June). *Onderzoek en innovatie in het kleuteronderwijs: Trends en stof voor debat*. **Invited keynote** at the Kleutergewijs Ontmoetingsdag, Brussels, Belgium.
- [27] **van der Veen, C.**, de Mey, L., van Kruistum, C., & van Oers, B. (2016, May). *Productive classroom talk en de ontwikkeling van de mondelinge communicatieve competentie van jonge kinderen*. Paper presented at the Onderwijs Research Dagen (ORD), Rotterdam, the Netherlands.
- [26] van der Wilt, F., **van der Veen, C.**, van Kruistum, C., & van Oers, B. (2016, May). *Het verband tussen pragmatische taalvaardigheid en sociale acceptatie in de kleuterklas*. Paper presented at the Onderwijs Research Dagen (ORD), Rotterdam, the Netherlands.
- [25] **van der Veen, C.**, de Mey, L., van Kruistum, C., & van Oers, B. (2015, November). *The effect of productive classroom talk and metacommunication on young children's oral communicative competence: An*

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- intervention study in early childhood education*. Paper presented at the Interuniversity Center for Educational Research (ICO) Fall School, Utrecht, the Netherlands.
- [24] **van der Veen, C.** (2015, September). *Productive classroom dialogue in early childhood education classrooms in the Netherlands*. **Invited talk** at Jacob Hiatt Center for Urban Education, Clark University, Worcester, MA, USA.
- [23] **van der Veen, C.** (2015, September). *The effect of productive classroom dialogue on young children's oral communicative competence*. **Invited talk** at the Development Studies Research Group, City University of New York, NY, USA.
- [22] **van der Veen, C.,** van Kruistum, C., de Mey, L., & van Oers, B. (2015, June). De effecten van productieve talk en metacommunicatie op de ontwikkeling van de mondelinge communicatieve competentie van jonge kinderen: Een interventiestudie. In **C. van der Veen** (Chair), *Classroom discourse en leeropbrengsten: Enkele verkenningen*. Symposium conducted at the Onderwijs Research Dagen (ORD), Leiden, the Netherlands.
- [21] **van der Veen, C.** (2015, April). *Wat is goed onderwijs? Enkele reflecties op 25 jaar Ontwikkelingsgericht Onderwijs*. **Invited talk** at a symposium for visiting students from the KU Leuven, Amsterdam, the Netherlands.
- [20] **van der Veen, C.** (2015, March). *Het hoe, wat, en waarom van toetsing in Ontwikkelingsgericht Onderwijs: Een goed verhaal?* Presentation at the National Conference for Developmental Education, Ede, the Netherlands.
- [19] van der Wilt, F., **van der Veen, C.,** & van Kruistum, C. (2014, November). *Gender differences in the relationship between oral communicative competence and peer rejection in preschool*. Paper presented at the Student Research Conference (SRC), Delft, the Netherlands.
- [18] **van der Veen, C.,** van Oers, B., & Michaels, S. (2014, October). The value of revoicing in processes of shared thinking in productive classroom dialogue. In **C. van der Veen** (Chair), *A conceptual and empirical exploration of the concept of revoicing*. Symposium conducted at the 4th conference of the International Society for Cultural and Activity Research (ISCAR), Sydney, Australia.
- [17] **van der Veen, C.,** van Oers, B., & Michaels, S. (2014, September). *Promoting the use of productive talk and metacommunication in classroom dialogue*. Paper presented at the PhD day of the 4th conference of the International Society for Cultural and Activity Research (ISCAR), Sydney, Australia.
- [16] **van der Veen, C.,** & van Oers, B. (2014, August). *Teachers' use of revoicing in developing topic-predicate structures in classroom conversations*. Paper presented at the Open Spaces for Interaction and Learning Diversities meeting of the European Association for Research on Learning and Instruction (EARLI), Padova, Italy.
- [15] **van der Veen, C.** (2014, March). *Enkele gedachten over toetsing in Ontwikkelingsgericht Onderwijs*. **Invited talk** at the parent's night of primary school de Kleine Reus, Amsterdam, the Netherlands.
- [14] **van der Veen, C.** (2014, March). *Toetsing in Ontwikkelingsgericht Onderwijs*. **Invited talk** during the Developmental Education lecture tour, Eindhoven, the Netherlands.
- [13] **van der Veen, C.,** & van Oers, B. (2014, February). *Model2talk. De leerkracht als model voor mondelinge communicatieve competentie*. **Invited talk** at the 2nd winterschool on Developmental Education, Alkmaar,

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the Netherlands.

- [12] **van der Veen, C.**, & van Oers, B. (2014, January). *Productieve gesprekken met jonge kinderen. De leerkracht als model*. Presentation at the Research and Theory in Educations department's colloquium series, Amsterdam, the Netherlands.
- [11] Dobber, M., Slob, L., & **van der Veen, C.** (2013, August). *Research results after 25 years of Developmental Education: Does it work?* Paper presented at the 23rd conference of the European Early Childhood Education Research Association (EECERA), Talinn, Estonia.
- [10] **van der Veen, C.** (2013, April). *Plenaire reactie op het boek van Wilna A.J. Meijer: Onderwijs, weer weten waarom?* Paper presented at the special meeting of the Kohnstamm-network, Amsterdam, the Netherlands.
- [9] **van der Veen, C.**, & Heijster, M. (2013, April). *Assessment in Ontwikkelingsgericht Onderwijs. Hoe het ook anders kan. Invited talk* at the Vereniging voor Meesterschappers' seminar on teacher expertise, Amsterdam, the Netherlands.
- [8] **van der Veen, C.**, Hagenaar, J., van der Meer, L., van den Berg, S., Dol, H., & Glas, E. (2013, March). *Filosoferen met kinderen*. Round table at the national Conference for Developmental Education, Ede, the Netherlands.
- [7] Bruin, T., **van der Veen, C.**, & Snoek, M. (2011, November), *Supporting teachers' collaborative research in primary education: On the role of school leaders and supervisors*. Paper presented at the 3rd conference of the European Association for Practitioner Research on Improving Learning (EAPRIL), Nijmegen, the Netherlands.
- [6] **van der Veen, C.**, & Pompert, B. (2011, September). Implementing Dynamic Assessment in the classroom: A practice of teacher support in schools for Developmental Education. In W. Wardekker (Chair), *Teachers' learning in situations of innovation*. Symposium conducted at the 3rd conference of the International Society for Cultural and Activity Research (ISCAR), Rome, Italy.
- [5] **van der Veen, C.** (2011, June). *Dynamic Assessment in het onderwijs. Invited talk* at the Onderwijs Begeleidings Dienst Noordwest, Hoorn, the Netherlands.
- [4] **van der Veen, C.** (2011, March). *Abstractie in een Vijfde Dimensie*. Paper presented at the national Conference on Developmental Education, Ede, the Netherlands.
- [3] van Schaik, M., **van der Veen, C.**, & Wilshaus, R. (2011, March). *Onderzoekend leren van studenten onderzoeken*. Paper presented at the national Conference on Developmental Education, Ede, the Netherlands.
- [2] **van der Veen, C.** (2011, January). *Dynamic Assessment: Zicht op ontwikkeling! Invited talk* at the Department of Education, University of Applied Science Amsterdam, the Netherlands.
- [1] **van der Veen, C.** (2011, January). *Dynamic Assessment als een vruchtbaar concept voor het basisonderwijs. Invited talk* at the Department of Education, Driestar University of Applied Sciences, Gouda, the Netherlands.

Poster Presentations

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- [14] van Driel, S., Korevaar, M., **van der Veen, C.**, & van der Wilt, F. (2022, July). *Praten over boeken*. Poster gepresenteerd tijdens de Onderwijs Research Dagen (ORD), Hasselt, Belgium.
- [13] van der Wilt, F., Boerma, I., Bouwer, R., & **van der Veen, C.** (2020, July). *Can the use of mindmaps improve young children's language skills*. Online poster presentation for the American Educational Research Association.
- [12] Wynberg, E., **van der Veen, C.**, Boland, A., & Raijmakers, M. (2020, March). *The objective of play during play with objects: Towards a comprehensive theoretical framework of object-oriented play*. Accepted poster for the Interuniversity Center for Educational Sciences (ICO) International Spring School [cancelled due to COVID-19], Kerkrade, the Netherlands.
- [11] van Rossum, E., Dobber, M., **van der Veen, C.**, de Schipper, C., & Raijmakers, M. (2020, March). *The correlation between preschool teachers' play-guidance with toddler well-being*. Accepted poster for the Interuniversity Center for Educational Sciences (ICO) International Spring School [cancelled due to COVID-19], Kerkrade, the Netherlands.
- [10] **van der Veen, C.**, de la Croix, A., Willemen, A. (2019, November). *Equal chances in higher education? Give every student a voice!* Poster presented at the VU Education Lab network event, Vrije Universiteit Amsterdam, the Netherlands.
- [9] van Rossum, E., Dobber, M., **van der Veen, C.**, de Schipper, C., & Raijmakers, M. (2019, September). *Professionalization of dialogue in play guidance within preschool*. Poster presented at the European Association for Research on Learning and Instruction (EARLI), Aachen, Germany.
- [8] van Rossum, E., Dobber, M., **van der Veen, C.**, de Schipper, C., & Raijmakers, M. (2019, September). *Professionalization aimed at dialogue in play guidance within preschool*. Poster presented at the Interuniversity Center for Educational Sciences (ICO) Spring School, Amsterdam, the Netherlands.
- [7] **van der Veen, C.**, van der Wilt, F., & Boerma, I. (2018, August). *Mind mapping during interactive book reading: Does it contribute to children's language abilities?* Poster presented at the European Early Childhood Education Research Association Conference, Budapest, Hungary.
- [6] van der Wilt, F., **van de Veen, C.**, van Kruistum, C., & van Oers, B. (2017, June). *Sociometrische status in de kleuterklas: De rol van communicatieve taalvaardigheid*. Poster presented at the Onderwijs Research Dagen (ORD), Antwerp, Belgium.
- [5] van der Wilt, F., Koster, M., van Kruistum, C., **van der Veen, C.** (2017, June). *Het effect van mindmappen op de luistervaardigheid en woordenschat van*. Poster presented at the Onderwijs Research Dagen (ORD), Antwerp, Belgium.
- [4] van der Wilt, F., **van der Veen, C.**, van Kruistum, C., & van Oers, B. (2017, April). *A matter of communication. The relationship between language abilities and peer rejection in early childhood education*. Poster presented at the Interuniversity Center for Educational Sciences (ICO) Spring School, Utrecht, the Netherlands.
- [3] van der Wilt, F., **van der Veen, C.**, van Kruistum, C., & de Mey, L. (2015, June). *De relatie tussen pragmatische taalvaardigheid en de mate van acceptatie en afwijzing door klasgenoten in de kleuterklas*. Poster presented at the Onderwijs Research Dagen (ORD), Leiden, the Netherlands.
- [2] **van der Veen, C.**, van Oers, B., & Michaels, S. (2013, November). *Searching for patterns in the education of*

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young children's oral communicative competence. Poster presented at the Interuniversity Center for Educational Research (ICO) Fall School, Maastricht, the Netherlands.

- [1] **van der Veen, C.**, & van Oers, B. (2013, February). *Improving classroom discourse through revoicing*. Poster presented at the second German-Dutch symposium of the International Society for Cultural and Activity Research (ISCAR), Amsterdam, the Netherlands.

Workshops

- [15] **van der Veen, C.** & Pompert, B. (2022, September). *Dialogisch schrijven: Een integrale aanpak voor betekenisvol taalonderwijs in de bovenbouw*. Workshop tijdens de Netwerkdag Landelijk Netwerk Taal, Zwolle.
- [14] **van der Veen, C.** & Bouwer, R. (2022, Maart). *Wij gaan samen SPARREN! Dialogisch schrijven in de bovenbouw*. Workshop tijdens de conferentie voor Ontwikkelingsgericht Onderwijs, Ede.
- [13] **van der Veen, C.**, & Neering, L. (2021, April). *Goede gesprekken in Ontwikkelingsgericht Onderwijs door de MODEL2TALK interventie*. Workshop tijdens de conferentie Online overbruggen: Verbinden van vernieuwingsonderwijs en onderzoek, Deventer: Saxion.
- [12] **van der Veen, C.**, & Leijdekker, M. (2020, June). *Online college geven: Hoe houd je jouw studenten erbij?* Online workshop voor de VU Onderwijswerkplaats, Vrije Universiteit Amsterdam.
- [11] Ehren, M., & **van der Veen, C.** (2019, October). *How to be successful in securing external funding for your research*. Workshop at LEARN! Research Institute, Vrije Universiteit Amsterdam.
- [10] **van der Veen, C.** (2019, January). *Gesprekken om van te leren*. Workshop at 10^e Winterschool Wetenschapsknooppunt, Radboud University, the Netherlands.
- [9] **van der Veen, C.** (2018, January). *MODEL2TALK: Goede gesprekken met jonge kinderen*. Workshop at Conferentie Jonge Geleerd (gemeente Amsterdam), Amsterdam, the Netherlands.
- [8] Hofma, R., Boerma, I., & **van der Veen, C.** (2017, November). *Mindmappen met kleuters*. Workshop at NRO-congres, Amersfoort, the Netherlands.
- [7] **van der Veen, C.**, Hofma, R., & Tuinhout, M. (2017, March). *Mindmappen met kleuters*. Workshop at the National Conference for Developmental Education, Ede, the Netherlands.
- [6] **van der Veen, C.** & van Renswouw, M. (2016, April). *MODEL2TALK: Productieve gesprekken in de kleuterklas*. Workshop at the National Congress on Early Childhood Education, Amersfoort, the Netherlands.
- [5] **van der Veen, C.**, Mooij, N., & van Oers, B. (2014, February). *Modellen van mondelinge communicatieve competentie in Ontwikkelingsgericht Onderwijs*. Workshop at the 2nd Winterschool on Developmental Education, Alkmaar, the Netherlands.
- [4] **van der Veen, C.**, Mooij, N., & van Zanen, L. (2013, November). *Productive Talk in Ontwikkelingsgericht Onderwijs*. Contribution to the 5th National Conference on Basic Development, Arnhem, the Netherlands.
- [3] Gabriëls, C., & **van der Veen, C.** (2013, November). *Oh help, een sociaal-culturele praktijk in mijn klas*. Workshop at the ASKO-workshop day for primary school teachers, Amsterdam, the Netherlands.

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- [2] Dobber, M. & **van der Veen, C.** (2012, May). *Stampen of samen ontdekken? Onderzoekend leren op de basisschool*. Workshop at the parents day of the Faculty of Psychology and Education, VU University, Amsterdam, the Netherlands.
- [1] **van der Veen, C.** (2010, November). *Toetstaken samenstellen*. Workshop at De Activiteit, National Center for Developmental Education, 's-Hertogenbosch, the Netherlands.

Research Reports

- [9] Bouwer, R., **van der Veen, C.**, Pompert, B., Olsder, K., Koster, M., Mulder, A., Kroes-Zwama, L., & Zeegers, F. (2022). *Dialogisch schrijven. Een integrale aanpak voor betekenisvol taalonderwijs in de bovenbouw basisonderwijs*. Den Haag: Nationaal Regieorgaan Onderwijsonderzoek.
- [8] **van der Veen, C.**, van der Wilt, F., Bouwer, R., Goriot, C., Beets Kessens, A., Hofma, R., Quinten, L., & Neering, L. (2020). *Iedereen erbij! Stimuleren van sociale competenties van kleuters door het voeren van goede gesprekken*. Den Haag: Nationaal Regieorgaan Onderwijsonderzoek.
- [7] van der Wilt, F., & **van der Veen, C.** (2019). *Is het labelen van voorwerpen in groep 1 en 2 effectief voor de ontwikkeling van woordenschat en/of beginnende geletterdheid van kleuters?* Den Haag: Kennisrotonde.
- [6] van der Wilt, F., de Bruijn, A., Stam, R., & **van der Veen, C.** (2018). *Digitale adaptieve leermiddelen in het onderwijs. Een destillaat van 11 vragen en antwoorden van de Kennisrotonde*. Den Haag: Kennisrotonde.
- [5] **van der Veen, C.** (2018). *Wat zijn adviezen en aandachtspunten voor rekentaal bij kinderen met een taalontwikkelingsstoornis (TOS)?* Den Haag: Kennisrotonde.
- [4] **van der Veen, C.**, Boerma, I., Hofma, R., Kruistum, C., van Til, H., & van der Wilt, F. (2018). *Mindmappen in de kleuterklas. Het effect van mindmappen tijdens interactief voorlezen op de taalvaardigheid van jonge kinderen*. Den Haag: Nationaal Regieorgaan Onderwijsonderzoek.
- [3] **van der Veen, C.** & Fijma, N. (2013). *Begrijpend luisteren en lezen op Villa Kakelbont: Planning, instructie en evaluatie*. (Internal Research Report). Amsterdam: VU University.
- [2] **van der Veen, C.** & Fijma, N. (2012). *Betekenisvol evalueren van taalonderwijs op Villa Kakelbont*. (Internal Research Report). Amsterdam: VU University.
- [1] **van der Veen, C.**, van Oers, B., & Wilshaus, R. (2009). *De pendel tussen lerarenopleiding en opleidingsschool: De bijdrage van actieonderzoek aan de ontwikkeling van studenten in hun pendel tussen theorie en praktijk*. (Internal Research Report). Amsterdam: ASKO/Hogeschool van Amsterdam.

Media Coverage

- [23] Piekaar, E. (2023). *Interview met Chiel van der Veen – lector Urban Care & Education aan Windesheim Almere* [News release]. Opgehaald van <https://almere20.nl/nieuws/leren-en-werken/interview-met-chiel-van-der-veen/>
- [22] MODEL2TALK: *Dialogische gesprekken in kleuterklassen* [video file]. (2022, January). TIVI Producties.
- [21] Breedveld, P. (2020, August 26). 'Ik kan niet de docent zijn die ik wil.' *ADVALVAS*, 68(1), 10-13.
- [20] Rave, M. (2020). Proefpersoon in ontwikkeling. *Didactief*, 50(5), 40-41.

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- [19] Bani, Z., & Bouamrani, M. (producers). (2018, November 30). *Dialogische gesprekken in de klas met Chiel van der Veen* [Audio podcast]. Retrieved from <https://www.krachtigeleraar.nl/klp-7-dialogische-gesprekken-in-de-klas-met-chiel-van-der-veen/>
- [18] Elenbaas, A. (2018, April). Uitdagende gesprekken voeren. Promotie Chiel van der Veen. *De Wereld van het Jonge Kind*, 45(9), 28-31.
- [17] Kolkman, M. (2018, April 20). *Drie Comenius-beurzen naar VU-docenten* [News release]. Retrieved from <https://www.advalvas.vu.nl/nieuws/drie-comenius-beurzen-naar-vu-docenten>
- [16] Moonen-Thompson, Y. (2018, April 19). *Interview met Chiel van der Veen, winnaar van de Comenius Teaching Fellow-beurs* [News release]. Retrieved from <https://vudiversity.wordpress.com/2018/04/19/interview-met-chiel-van-der-veen/>
- [15] NOS Jeugdjournaal: Huiswerk [video file]. (2018, April 18). Retrieved from <https://jeugdjournaal.nl/uitzending/32676-avondjournaal.html>
- [14] VU-Zine (2018, April 6). Chiel van der Veen en collega's van Gedrag- en Bewegingswetenschappen ontvangen Comenius Teaching Fellow beurs. *VU-Zine*, 12.
- [13] Vakbladvoeg.nl (2017, December 18). *Taalvaardigheid kleuter gebaat bij open kringgesprek* [News release]. Retrieved from <https://www.vakbladvoeg.nl/taalvaardigheid-kleuter-gebaat-open-kringgesprek/>
- [12] Mamapraatjes.nl (2017, December 11). *Taalontwikkeling stimuleren door meer kringgesprekken in de klas* [News release]. Retrieved from <http://mamapraatjes.nl/taalontwikkeling-stimuleren-door-meer-kringgesprekken-in-de-klas/>
- [11] Bal, F. (2017, December 8). Kringgesprekken. *ADVALVAS*, 8, 14.
- [10] VU Magazine (2017, December 6). Leer jouw kleuters beter communiceren: 5 tips [News release]. Retrieved from <http://vumagazine.nl/kleutercommunicatie/>
- [9] Redactie Nationale Onderwijsgids (2017, November 29). *Verbeterd kringgesprek leert kleuters beter communiceren* [News release]. Retrieved from <https://www.nationaleonderwijsgids.nl/kinderopvang/nieuws/41675-verbeterd-kringgesprek-leert-kleuters-beter-communiceren.html>
- [8] Reusken, R. (2017, November 28). *Zo leer je kleuters beter communiceren* [News release]. Retrieved from <https://www.nporadio1.nl/wetenschap-techniek/6955-zo-leer-je-kleuters-beter-redeneren>
- [7] Reusken, R. (2017, November 27). *Zo leer je kleuters beter communiceren* [News release]. Retrieved from <https://dekennisvanu.nl/site/artikel/Zo-leer-je-kleuters-beter-communiceren/9513>
- [6] Vrije Universiteit Amsterdam (2017, November 24). *Meer kringgesprekken in kleuterklas bevordert mondelinge taalvaardigheid* [Press release]. Retrieved from <https://www.vu.nl/nl/nieuws-agenda/nieuws/2017/okt-dec/meer-kringgesprekken-in-kleuterklas-bevordert-mondelinge-taalvaardigheid.aspx>
- [5] Bos, H. (2017). Burgerschapsvorming, dialogische gespreksvoering en aansluiten bij het kind. *Zone*, 16(2), 28.
- [4] Rozendaal, M. (2017, May 19). Het architectenbureau verdringt de lees- en schrijfhoek van zijn plaats. Hoe scholingen inspiratie geven en taalonderwijs veranderen. *De Nieuwe Leraar*, 2, 18.
- [3] NH Peilt: Basisscholen zetten ouders in tegen lerarentekort [video file]. (2017, May 12). Retrieved from

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[http://nhnieuws.nl/gemist/tv/6/232908/-](http://nhnieuws.nl/gemist/tv/6/232908/)

- [2] Helmer, M. (2016, 13 February). 'De juf doet dat heel anders dan jij'. *Ouders van Nu 'Naar School'*, p. 124-129.
- [1] Borkent, R. (2014, 5 september). 60 Smaakmakers: Chiel van der Veen. *SCHERP Magazine*, p. 17.

Failures

Grants I did not receive

- | | |
|------|---|
| 2023 | NWO grant for practice oriented research |
| 2022 | NWO grant to study the effects of an educational intervention |
| 2020 | NRO review studies (proposal qualified as outstanding; in the final round, 2/12 proposal were selected by drawing lots) |
| 2020 | ZonMw grant for practice oriented research |
| 2020 | NWO PhD in the humanities (our proposal did not make it through an internal round) |
| 2019 | NWO Veni grant (did not make it through the pre-proposal round) |
| 2019 | NRO grant for postdocs in the educational sciences (co-applicant) |
| 2019 | NRO grant for practice oriented research in higher education (co-applicant) |
| 2018 | NRO grant (main applicant) |
| 2018 | NRO grant (co-applicant) |
| 2016 | Comenius Teaching Fellow-grant (co-applicant) |
| 2015 | NRO grant for practice oriented research (main applicant) |
| 2011 | NWO PROO grant (co-applicant) |
| 2011 | SURFnet/Kennisnet innovation grant (co-applicant) |

Awards I did not receive

- | | |
|------|---|
| 2020 | After interview round, not selected for the Amsterdam Young Academy |
| 2020 | Not selected for the LSX Fellowship |
| 2018 | New Scientist Wetenschapstalent (selected within my department, not selected within my faculty) |
| 2017 | FGB Junior Career Award for best dissertation in the Faculty of Behavioural and Movement Sciences, Vrije Universiteit Amsterdam (runner-up) |
| 2016 | Teacher talent award, Vrije Universiteit Amsterdam (runner-up) |
| 2015 | Teacher award, Faculty of Psychology and Education, Vrije Universiteit Amsterdam (runner-up) |
| 2011 | Best master's thesis, Faculty of Psychology and Education, Vrije Universiteit Amsterdam (runner-up) |
| 2008 | OnderwijsTopTalentPrijs |