

# Chiel van der Veen

## curriculum vitae

### Experience

#### 2022 - present

Associate Professor (UHD2) and 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).

#### 2009 – 2010

Student assistant, Vrije Universiteit Amsterdam.

#### 2007 – 2008

Student assistant, CHE University of Applied Sciences.

#### Address (work):

van der Boechorststraat 7-9  
1081 BT Amsterdam

#### Affiliation:

Vrije Universiteit Amsterdam  
Faculty of Behavioural and  
Human Movement Sciences,  
dept. of Education

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### 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
- 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.

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### Education (continuation)

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

2021 – present

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](http://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.

2012 – present

Co-founder and chairman of the Vygotskij Foundation.

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.).

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### **Professional activities (continuation)**

**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.

### **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: € 1.996.379,-*

- 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 (Sjakiel!) 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,-
- 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,-

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- 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,-
- 2016 Teacher talent award (docenTalentprijz) 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,-

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- 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 OnderwijsTopTalentPrijzen 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.
- 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.

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## Supervisor, PhD projects and postdocs

- 2022 Stille 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 Renswou, 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).
- 2018 - 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. Clasiën 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).

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- 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

- 2022 - Guest editor (with Bea Pompert) of a special issue on how theory supports educational practice development for the Dutch journal *de Wereld van het Jonge Kind*.
- 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 - 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), and *Marina Ilias* (2022; Vrije Universiteit Amsterdam)
- 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*.
- 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: 5.15]



## Academic Journal Publications

- [26] Prins, J., **van der Veen, C.**, van Santen, S., van der Wilt, F., & Hovinga, D. (accepted pending minor revisions). 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*
- [25] Wynberg, E., van der Wilt, F., Boland, A., Raijmakers, M., & **van der Veen, C.** (in press). 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: 1.87]
- [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: 2.06]
- [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*.
- [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: 5.15]
- [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: 8.71]
- [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: 2.18]
- [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 kindergarden: A mediation analysis. *Early Education and Development*, 31(2), 308-322. [Impact Factor: 2.18]

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- [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: 8.71]
- [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: 1.28]
- [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] Altikulaç, 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: 3.23]
- [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: 2.27]
- [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: 4.28]
- [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: 1.63]
- [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: 5.15]
- [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: 5.15]
- [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: 1.28]
- [2] **van der Veen, C.**, Dobber, M., & van Oers, B. (2016). Implementing Dynamic Assessment of vocabulary development as a triological learning process: A practice of teacher support in primary education

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schools. *Language Assessment Quarterly: An International Journal*, 13(4), 329-340. DOI: 10.1080/15434303.2016.1235577 [Impact Factor: 1.67]

[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: 1.63]

## Work in Progress

Benneker, I.M.B., Lee, N.C., Altikulaç, S., **van der Veen, C.**, Krabbendam, L., & van Atteveldt, N. (revised & resubmitted). The effects of neuroscience literacy and belief in neuromyths among parents of adolescents.

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 der Wilt, F., de Moor, M., & **van der Veen, C.** (revised & resubmitted). The direction of the relation between oral communicative competence and social acceptance, and the role of dialogic classroom talk in early childhood education. *Learning and Instruction*.

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.

Wynberg, E., van der Wilt, F., Boland, A., Raijmakers, M., & **van der Veen, C.** (in preparation). *How does object-oriented play relate to children's (early) language and motor development in early childhood? A systematic review.*

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 Competentiebelevingsschaal 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

[2] **van der Veen, C.**, Wardekker, W., & van Oers, B. (Eds.)(in preparation; 2022). *Supporting the good teacher. The role of agency in teacher education.* London, UK: Bloomsbury.

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- [1] **van der Veen, C.** (2017). *Dialogic classroom talk in early childhood education*. Unpublished doctoral dissertation. Amsterdam: Vrije Universiteit.

## Book Chapters

- [6] **van der Veen, C.**, van der Wilt, F., & Neering, L. (2020). Goede gesprekken in Ontwikkelingsgericht 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.
- [5] **van der Veen, C.** (2020). Dialogische gesprekken voeren: hoe doe je dat? In J. Van Baren-Nawrocka, S. Dekker, & M. de Boer (Red.), *Wetenschappelijke doorbraken de klas in! Sport, Slimme computers, en Automatisch gedrag* (pp.10-17). Nijmegen: Wetenschapsknooppunt Radboud Universiteit.
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- [3] **van der Veen, C.**, & Wolbert, L. (2014). Human flourishing in Developmental Education schools: A collaborative project perspective. In A. Blunden (Ed.), *Collaborative projects: An interdisciplinary study* (pp. 336-341). Leiden: Brill.
- [2] **van der Veen, C.** & Poland, M. (2012). Dynamic Assessment of narrative competence. In B. van Oers (Ed.), *Developmental Education for young children: Concept, practice, and implementation* (pp. 105-119). Dordrecht, the Netherlands: Springer.
- [1] **van der Veen, C.** (2009). De pendel tussen theorie en praktijk. Onderzoeksgerichte houding door OPLIS? [Moving between theory and practice. Research-oriented attitude because of guided workplace learning?]. In F. Sengers, R. Rigter, R. Wilshaus, & S. van der Linden (Red.), *De Academische Opleidingsschool. Samen opleiden, onderzoeken en onderwijs ontwikkelen* (pp. 79-81). Amsterdam: ASKO/Hogeschool van Amsterdam.

## Professional Publications

- [62] **van der Veen, C.** (2022). Veiligheid. Van de redactie. *De Wereld van het Jonge Kind*.
- [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*.
- [59] Van Essen, M. & **van der Veen, C.** (2022). Op de schouders van...Bladergroen. *De Wereld van het Jonge Kind*.
- [58] Wynberg, E., Boland, A., & **van der Veen, C.** (2022). Spel in de praktijk, zo veel te leren! Een geïntegreerde visie op object-georiënteerd spel. *De Wereld van het Jonge Kind*, 50(2).
- [57] van Oers, B., Pompert, B., & **van der Veen, C.** (2021). Op de schouders van...Lev Vygotskij. *De Wereld van het Jonge Kind*, 49(2).

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- [56] **van der Veen, C.** (2021). Een bewogen jaar. Redactioneel. *De Wereld van het Jonge Kind*, 48(10).
- [55] **van der Veen, C.,** & van der Wilt, F. (2021). Dialogische gesprekken in de klas? Dat is de investering meer dan waard! *Educatieheld!*, 14-17.
- [54] **van der Veen, C.,** & Stolwijk, D. (2021) (Eds.). Samen kom je verder. Special. *De Wereld van het Jonge Kind*, 48(5), 1-40.
- [53] **van der Veen, C.** & Stolwijk, D. (2021). Ode aan de professional. Redactioneel. *De Wereld van het Jonge Kind*, 48(5), 3.
- [52] **van der Veen, C.** (2021). Professionele ontwikkeling(en) in de kinderopvang. Een interview met Ruben Fukkink en Paul Leseman. *De Wereld van het Jonge Kind*, 48(5), 6-9.
- [51] van Stolwijk, D., & **van der Veen, C.** (2021). Samenwerking kinderopvang en basisonderwijs. Interdisciplinair samenwerken. *De Wereld van het Jonge Kind*, 48(5), 12-15.
- [50] van Rossum, E., Dobber, M., & **van der Veen, C.** (2021). Spel met oog voor dialoog. Een lerend netwerk werkt. *De Wereld van het Jonge kind*, 48(5), 26-29.
- [49] **van der Veen, C.,** van der Nat, M., Wynberg, E., & van der Wilt, F. (2020, November 18). *Children's play in the COVID-19 pandemic: Connecting home and school*. Retrieved from <https://www.childandfamilyblog.com/child-development/childrens-play-during-pandemic/>
- [48] **van der Veen, C.,** & van der Wilt, F. (2020). Betere gesprekken met MODEL2TALK. Van ontwerp tot succesvolle interventie. *MeerTaal*, 8(1), 4-8.
- [47] **van der Veen, C.,** & van der Wilt, F. (2020). Dialogische gesprekken in de klas? Dat is de investering meer dan waard! *Zone, Tijdschrift voor Spelend en Onderzoekend Leren*, 19(3), 6-8.
- [46] van der Wilt, F., & **van der Veen, C.** (2020). Mindmappen in de kleuterklas tijdens voorleesactiviteiten. *Tijdschrift voor Remedial Teaching*, 28(4), 12-15.
- [45] **van der Veen, C.,** & van Halem, N. (2020). Agency. De reeks. *Zone, Tijdschrift voor Spelend en Onderzoekend Leren*, 19(2).
- [44] van der Wilt, F., van der Steijle, F., & **van der Veen, C.** (2020). Dialoog in de kring. *Didactief*, 50(4), 44-45.
- [43] van der Wilt, F., & **van der Veen, C.** (2020). Praktijk: Een goed gesprek! *Jeugd in School en Wereld*, 7.
- [42] **van der Veen, C.,** Bouwer, R., Bosma, T., Beishuizen, J., Koffeman, A., Snoek, M., Keijzer, R., Kras, A., & Levie, A. (2020). *Effectief teamleren. Tips voor de inzet van de Amsterdamse Teambeurs*. Amsterdam: Gemeente Amsterdam.
- [41] van der Wilt, F., van der Steijle, F., & **van der Veen, C.** (2020). Anderen begrijpen. Het meten van Theory of Mind bij kleuters. *De Wereld van het Jonge Kind*, 47(6).
- [40] **van der Veen, C.** (2020). De toekomst van spel. Interview met Bert van Oers. *De Wereld van het Jonge Kind*, 47(5), 6-9.
- [39] **van der Veen, C.** (2020). Sporen van vooruitgang? Redactioneel. *De Wereld van het Jonge Kind*, 47(5), 1.
- [38] Deunk, M., Lopes Cardozo, M., **van der Veen, C.,** Bonjour, S., & van den Brink, M. (2020). *Voorbij diversiteit: Een brede kijk op inclusief hoger onderwijs*. Amsterdam: KNAW/ComeniusNetwerk.
- [37] **van der Veen, C.,** & van der Wilt, F. (2019). Rijke leeromgeving. De Reeks. *Zone, Tijdschrift voor Spelend en Onderzoekend Leren*, 18(4), 7.

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- [36] van der Wilt, F., & **van der Veen, C.** (2019). Dynamic Assessment. Een waardevol alternatief? *Jeugd in School en Wereld*, 3, 12-15.
- [35] **van der Veen, C.**, & Dobber, M. (2019, October 10). *Het lerarentekort los je niet op door later te beginnen: Reactie op het opiniestuk van Ewald Vervaeke*. Retrieved from <https://learn.vu.nl/nl/blogs-publicaties/blog-chiel-van-der-veen-marjolein-dobber.aspx>
- [34] **van der Veen, C.**, van der Wilt, F., & van Oers, B. (2019). De kracht van goede gesprekken voor de ontwikkeling van mondelinge taalvaardigheid. *Tijdschrift Taal. Voor opleiders en onderwijsadviseurs*, 9(14), 14-19.
- [33] van der Wilt, F., & **van der Veen, C.** (2019). Afwijzing in de klas: De rol van taalvaardigheid. *Zorgbreed. Tijdschrift voor integrale leerlingenzorg*, 16(2), 30-35.
- [32] van der Wilt, F., & **van der Veen, C.** (2018). Vriendschap. Kinderboekenweek 2018. *De Wereld van het Jonge Kind*, 46(1), 10-13.
- [31] **van der Veen, C.** (2018). Taalonderzoek in de praktijk. *MeerTaal*, 5(3), 26.
- [30] van der Wilt, F., Rave, M., & **van der Veen, C.** (2018). Hoe ga je om met sociale processen in de klas? Ervaringen uit de praktijk. *De Wereld van het Jonge Kind*, 45(8), 23-25.
- [29] van der Wilt, F., & **van der Veen, C.** (2018). Sociale relaties in de groep. *De Wereld van het Jonge Kind*, 45(8), 12-13.
- [28] van der Wilt, F., & **van der Veen, C.** (2018) (Eds.). Sociale relaties. Special. *De Wereld van het Jonge Kind*, 45(8), 12-25.
- [27] van der Wilt, F., van Kruistum, C., van der Schoot, M., & **van der Veen, C.** (2017). Mindmap van prentenboek. *Didactief*, 47(8).
- [26] van der Wilt, F., van Til, H., Hofma, R., van Kruistum, C., & **van der Veen, C.** (2017). Hoe lees je een prentenboek voor? Drie voorleesmanieren onder de loep. *De Wereld van het Jonge Kind*, 45(3), 4-7.
- [25] **van der Veen, C.**, & van Oers, B. (2016) (Eds.). Goede gesprekken met jonge kinderen. Special. *De Wereld van het Jonge Kind*, 44(4), 11-26
- [24] **van der Veen, C.**, & van Oers, B. (2016). Handvatten voor goede gesprekken. *De Wereld van het Jonge Kind*, 44(4), 12-13.
- [23] **van der Veen, C.** (2016). Dialogische gesprekken met jonge kinderen. Interview met Courtney Cazden en Sarah Michaels. *De Wereld van het Jonge Kind*, 44(3), 23-25.
- [22] **van der Veen, C.** (2016). Meer halen uit gesprekken met jonge kinderen? De rol van metacommunicatie. *MeerTaal*, 4(1), 14-17.
- [21] Tuinhout, M., **van der Veen, C.**, & Hofma, R. (2016). Mindmappen met kleuters. Effect op begrijpend luisteren en woordenschat. *De Wereld van het Jonge Kind*, 43(10), 22-25.
- [20] van der Wilt, F., **van der Veen, C.**, van Kruistum, C., & van Oers, B. (2016). Meer vriendjes door beter communiceren? *Didactief*, 46(3), 24-25.
- [19] van der Wilt, F., **van der Veen, C.**, & van Kruistum, C. (2016). Sociale relaties tussen kleuters. Sociometrisch onderzoek uitvoeren. *De Wereld van het Jonge Kind*, 43(7), 4-7.
- [18] Hofma, R., & **van der Veen, C.** (2016). Leer kleuters mindmappen. *Educatieheld! Magazine voor leraren en directeurs in het basisonderwijs*, 11-13.

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- [17] **van der Veen, C.**, van Kruistum, C., & van Oers, B. (2016). MODEL2TALK. Dialogische gesprekken in de kleuterklas. *Beter Begeleiden Magazine*, 10-13.
- [16] Hofma, R., & **van der Veen, C.** (2015). Mindmappen met kleuters. Je kunt er niet vroeg genoeg mee beginnen! *MeerTaal*, 2(2), 19-21.
- [15] Slob, L., & **van der Veen, C.** (2014). Online bronnenonderzoek. Zoekgedrag op internet. *Jeugd in School en Wereld*, 98(8), 6-9.
- [14] **van der Veen, C.** (2013). Vygotskij Foundation established in the Netherlands. *ISCAR Newsletter*, 10(2), 10.
- [13] van Schaik, M., & **van der Veen, C.** (2012, December 17). Meten of écht kijken? Stellingen voor een voortdurende onderwijspedagogische discussie over opbrengsten. Retrieved from: <http://goo.gl/Po9Wrf>
- [12] **van der Veen, C.**, Dobber, M. & van Oers, B. (2013). Ontwikkelingsgericht Onderwijs...werkt dat? De belangrijkste onderzoeksresultaten op een rij. *Zone, Tijdschrift voor Ontwikkelingsgericht Onderwijs*, 12(4), 8-12.
- [11] **van der Veen, C.** (2013). Opbrengstgericht werken, een koud kunstje? Villa Kakelbont als good practice. *Zone, Tijdschrift voor Ontwikkelingsgericht Onderwijs*, 12(1), 10-12.
- [10] **van der Veen, C.** (2013). Faits Divers. Didactief Special Ontwikkelingsgericht Onderwijs. *Didactief*, 43(1), 6-7.
- [9] **van der Veen, C.**, de Haan, D., Fijma, N., & Wardekker, W. (2013) (Eds.) Didactief Special Ontwikkelingsgericht Onderwijs. *Didactief*, 43(1), 1-16.
- [8] **van der Veen, C.** (2012). Waarom een iPad alleen niet genoeg is om tot leren te komen. In de leer bij Engeström. *Zone, Tijdschrift voor Ontwikkelingsgericht Onderwijs*, 11(3), 7.
- [7] **van der Veen, C.** (2011). Pasta, wijn, en Vygotskij: ISCAR 2011. *Zone, Tijdschrift voor Ontwikkelingsgericht Onderwijs*, 10(4), 15.
- [6] **van der Veen, C.** (2011). Spelen in de bovenbouw, onderzoeken in de onderbouw. *Zone, Tijdschrift voor Ontwikkelingsgericht Onderwijs*, 10(3), 4-7.
- [5] **van der Veen, C.** & Bruin, T. (2010). Van prototype tot écht spel. Leerlingen in de rol van spelletjesontwerper. *Jeugd in School en Wereld*, 95(3), 12-15.
- [4] **van der Veen, C.**, Staring, M. & Hagenaar, J. (2010). Geef mij de ruimte maar! Een technische community. *Zone, Tijdschrift voor Ontwikkelingsgericht Onderwijs*, 9(2), 22-24.
- [3] **van der Veen, C.** (2010). De pendel tussen theorie en praktijk. *Opleiden in de Schoolkrant*, 8, 5-6.
- [2] **van der Veen, C.** (2009). Studentontwikkeling door onderzoek onderzocht. *OGO OPLIS Krant* 1, 3.
- [1] Bakker, H., & **van der Veen, C.** (2008). Learning apart together. Een LIO-stage op een OGO-school. *Zone, Tijdschrift voor Ontwikkelingsgericht Onderwijs*, 7(4), 20-22.

## Presentations

- [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 submitted for the Writing Research Across Borders Conference. Trondheim.

# Chiel van der Veen

- [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 ingediend voor 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 to be 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.**, Willemsen, 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), *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.



# Chiel van der Veen

- [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 10<sup>th</sup> 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 5<sup>th</sup> conference of the International Society of Cultural and Activity Research, Quebec, Canada.
- [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.

# Chiel van der Veen

- [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 AOb/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 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.

# Chiel van der Veen

- [22] **van der Veen, C.**, van Kruistum, C., de Mey, L., & van Oers, B. (2015, June). De effecten van productive 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 4<sup>th</sup> 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 4<sup>th</sup> 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 2<sup>nd</sup> winterschool on Developmental Education, Alkmaar, 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 23<sup>rd</sup> conference of the European Early Childhood Education Research Association (EECERA), Tallinn, Estonia.
- [10] **van der Veen, C.** (2013, April). *Plenaire reactie op het boek van Wilna A.J. Meijer: Onderwijs, weer weten*

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- 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.**, Hageenaar, 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 3<sup>rd</sup> 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 3<sup>rd</sup> 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

- [14] van Driel, S., Korevaar, M., **van der Veen, C.**, & van der Wilt, F. (2022, July). *Praten over boeken*. Ingediend voor 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

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- 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 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.

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## Workshops

- [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<sup>e</sup> 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 2<sup>nd</sup> 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 5<sup>th</sup> National Conference on Basic Development, Arnhem, the Netherlands.
- [3] Gabriels, 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.
- [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

- [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*

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*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

- [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.
- [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] Vakbladvroeg.nl (2017, December 18). *Taalvaardigheid kleuter gebaat bij open kringgesprek* [News release]. Retrieved from <https://www.vakbladvroeg.nl/taalvaardigheid-kleuter-gebaat-open-kringgesprek/>

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- [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 <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*

- |      |   |
|------|---|
| 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)   |



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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