

Monique Boekaerts

Curriculum vitae

1. PERSONAL DETAILS

ADDRESS:

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2. ACADEMIC CAREER

University of Reading (UK), Honours degree in Psychology (1974); Tilburg University, Degree in Educational Psychology (1978, cum laude, supervisor Prof. Dr. L. De Klerk); Tilburg University, Doctoral dissertation: 'Towards a theory of learning based in individual differences' (1978, cum laude).

3. OFFICES HELD IN THE UNIVERSITY

1985 - 1990: Chair of the Department of Educational Sciences (Nijmegen University);

1988 - 1990: Dean of the School of Education (Nijmegen University);

1992 - 2001: Member of the Board of Executives of the Department of Education (Leiden University);

1992 - 2006: Chair of the Center for the Study of Education and Learning Instruction (Leiden University);

1992 - 2006: Program chair of the BAMA program (Psychology of Education);

1996 - 2001: Chair of the Research Committee of the Department of Education (Leiden University);

1998 - 2001: Chair of the Research Committee of the Faculty of Social Sciences (Leiden University);

1992 - now: Project director of the research program: Self-Regulated Learning;

1992 - now: Member of various Search Committees.

4. OFFICES IN INTERNATIONAL SCIENTIFIC ORGANIZATIONS

- * Member of the Executive Committee of the European Association for Research on Learning and Instruction (Earli) (1991 - 1993);
- * Secretary-Treasurer of the Division of Educational, Instructional and School Psychology of the International Association of Applied Psychology (IAAP) (1990 - 1994);
- * President-elect of the Division of Educational, Instructional and School Psychology of the International Association of Applied Psychology (IAAP) (1994 - 1998);
- * President-elect of the European Association for Research on Learning and Instruction (Earli) (1997 - 1999);
- * President of Division 5 of the International Association of Applied Psychology (IAAP) (1998 - 2002);
- * President of the European Association for Research on Learning and Instruction (Earli) (1999 - 2001);
- * Member of the Board of Executives of the International Association of Applied Psychology (IAAP) (1998 - 2002);
- * Member of the Board of Executives of the International Academy of Education (IAE) (2002 - now);
- * President-elect of the International Academy of Education (IAE) (2004 - 2006);
- * President of the International Academy of Education (IAE) (2006 - now).

5. OFFICES IN NATIONAL SCIENTIFIC ORGANIZATIONS

- * Member of the Quality Audit for Educational Research, appointed by the Royal Dutch Academy of Science (1990 - 1994);
- * Member of the Council of the National Foundation for Educational Research (1984 - 1989, 1991 - 1993);
- * Member of the Board of Executives of the National Foundation for Educational Research (1986 - 1989, 1991 - 1993);
- * Member of the National Council for Educational Policy (ARO) (1992 - 1996);
- * Member of the Future Scenario Committee for Educational Sciences, appointed by the KNAW (1994 - 1995);
- * Member of the Future Scenario Committee for Social Sciences, appointed by the Royal Dutch Academy of Science (1995 - 1997);
- * Member of the National Council of Educational Research (PROO) (1996 - 2001);
- * Member of the National Research Master Committee, appointed by the Royal Dutch Academy of Science (2005 - now).

6. ACTIVITIES AS EDITOR

- * Chief Editor of the *Handbook on Self-Regulation* (1995-2000);
- * Associate Editor for *Applied Psychology: An International Review* (1986 - now);
- * Associate Editor of the *Learning and Instruction* (1993 - 2001);
- * Member of the Board of Editors of the *International Handbook Series of Applied Psychology*, owned by The International Association of Applied Psychology, and published by Blackwell (2004 - now);

- * Associate Editor of *Studiehuis* [School as a place for learning] (1994 - 1999);
- * Consulting Editor for the *Review of Educational Research* (1998);
- * Guest Editor for *International Journal of Educational Research* (1999);
- * Guest Editor for *Applied Psychology: An International Review* (1992);
- * Guest Editor for the *European Journal of Psychology of Education* (1999);
- * Guest Editor for *Learning and Instruction* (2002);
- * Guest Editor for *Communication and Cognition* (1982, 1987);
- * Guest Editor for the journal of *Anxiety, Stress and Coping* (2002);
- * Board Member of the *Educational Psychologist* (2004 - now);
- * Guest Editor for *Applied Psychology: An International Review* together with Dr. S. Maes and Dr. P. Karoly (2005);
- * Guest Editor for *Educational Psychology Review* together with Dr. E. Cascallar (Assessment Group International, Brussels) (2006);
- * Co-Editor of *Instructional psychology: Past, present, and future trends*. L. Verschaffel, F. Dochy, M. Boekaerts, & S. Vosniadou, (Eds.), London: Elsevier (2006).

7. INTERNATIONAL LEADERSHIP

- * Reviewer for Scientific Organizations
 - The Dutch Organization for Scientific Research (NWO)
 - The Belgian Organization for Scientific Research (FWO)
 - The Italian Organization for Scientific Research
 - Die Deutsche Forschungsgemeinschaft (DFG)
 - The Swiss National Science Foundation
 - The Netherlands Institute for Advanced Studies in the Humanities and Social Sciences (NIAS)
 - Fund for Scientific Research Flanders
 - Academy of Finland Centre of excellence Programme
 - The National Science Foundation, USA
- * External examiner of dissertation committees at the Universities of Louvain, Fribourg, Murdoch, Michigan, Lima, Paris Nanterre, Genève;
- * Review-editor of the PISA-2000 Report, published by the OECD, Paris;
- * Expert Assessor for tenure-track applications for the University of Turku (Finland), University of Murdoch (Australia), University of Michigan (Ann Arbor, USA), University of Louvain (Belgium), Arizona State University (Phoenix, USA);
- * Member of the International Program Committee for the 9th European Conference of Learning and Instruction, Fribourg (Switzerland) (2001);
- * Program Chair of the International Congress of Applied Psychology (division 5), Singapore (2002);
- * Member of the International Program Committee for the 10th European Conference of Learning and Instruction, Padova (Italy) (2003);
- * Member of the International Scientific Network for Research on Innovation Programs, funded by the Belgian Council for Scientific Research (FWO), located at the University of Louvain (2002 - now);
- * Visiting scholar at the University of Turku (Finland), Fribourg (Switzerland), Porto (Portugal), Arizona State (USA), Thessaloniki (Greece), Nicosia (Cyprus), Lima (Peru), Landau (Germany), Haifa (Israel), Stanford University School of Education (USA);
- * Senior Visiting Staff at Leiden: Prof. Dr. S. Volet (Murdoch University, Australia), Prof. Dr. M. Zeidner (Haifa University, Israel), Prof. Dr. G. Salomon (Haifa University, Israel), Prof.

Dr. P. Pintrich (University of Michigan, USA), Prof. Dr. P. Karoly (Arizona State University, USA), Prof. Dr. J. Vancouver (Ohio State University, USA), Prof. Dr. S. Järvelä (University of Turku, Finland), Dr. M. Niemirvirta (University of Helsinki, Finland), Dr. J. Husman (Arizona State University, USA), Dr. M. Castelló Badia (Llull University, Spain), Dr. C. Monereo Font (Universitat Autònoma de Barcelona, Spain), Dr. E. Cascallar (Assessment Group International, Brussels).

8. AWARDS AND FELLOWSHIPS

- * Recipient of the 14th Vernon-Wall Chair in Educational Psychology (British Psychological Society) (1994);
- * Recipient of the Minerva Award for School Reform in Vocational Schools (1998);
- * Nomination for the “Verhagens” Chair at the University of Limburg (Belgium) (not accepted for personal reasons);
- * Fellow of the International Academy of Education (1997);
- * Recipient of the Faculty of Social Sciences award of Excellence in Research (2003);
- * Recipient of the Leiden University award of Excellence in Research (2003);
- * Recipient of the Faculty of Social Sciences award of Excellence in Research (2004);
- * Recipient of the Leiden University award of Excellence in Research (2004);
- * Nomination for a one year NIAS fellowship (Netherlands Institute for Advanced Studies in the Humanities and Social Sciences) (2005 - not accepted for personal reasons).

9. INVITED ADDRESSES, KEYNOTES AND SYMPOSIA

- * *High ability and its affective aspects.* Opening Keynote Address at the Second European Conference on High Ability in a Changing Europe (1990, 25-28 October), Budapest;
- * *Motivation in education.* 14th Vernon-Wall Lecture at the annual conference of the education section of the British Psychological Society (1994, 18-20 November), Morecambe, UK;
- * *Self-Regulated learning: From Theory to Practice.* Keynote at the 24th International Conference of Applied Psychology (1998), San Francisco;
- * *Bringing about Change in the Classroom: Strengths and Weaknesses of the Self-regulated Learning Approach.* Presidential Address presented at the 9th European Conference of the Association of Learning and Instruction (2001, 28th August - 1st September), Fribourg, Switzerland;
- * *Multiple goals as a way to integrate motivation, affect, and learning.* Invited address at the International Conference on Development and Motivation: Joint Perspectives (2002, April), Bowness-on-Windermere, UK;
- * *Recent developments bridging strategy use, motivation, and affect in the classroom.* Presidential Address Division 5 presented at the 25th International Congress of Applied Psychology (2002, 7-12 July), Singapore;

- * *Exploring the what, how and why of expertise development in higher education: A self-regulating approach.* Keynote address at the 5th Conference on optimizing learning environments in higher education, (2004), Stockholm, Sweden;
- * *Exploring the what, how, and why of Competence development,* Keynote at the International Conference of Higher education (2004), Stockholm, Sweden;
- * *The affective learning process: What it takes to do well in school.* Closing Keynote Address at the 4th European Conference for Research on Learning and Instruction (1991, 24-28 August), Turku (Finland);
- * *Integrating motivation and cognition: The roles of motivation, interest, and context in learning and self-regulation.* Invited keynote symposium. 7th European Conference for Research on Learning and Instruction (1997, 25-30 August), Athens, Greece. Boekaerts, M., & Pintrich, P.R.;
- * *Integrating Cognitive and Affective Components in Learning and development,* Invited keynote symposium at the 24th International Conference of Applied Psychology (1998), San Francisco;
- * *Motivating Students to take advantage of the present and to care about the future.* Invited Keynote symposium at the 9th Conference of the European Association of Learning and Instruction (1999), Stockholm, Sweden;
- * *Intentional Learning: Four Different Perspectives.* Invited Keynote Symposium at the 10th Conference of the European Association of Learning and Instruction (2003), Padova, Italy;
- * *What is implied by “Fostering the students’ capability to self-regulate”?* Invited Keynote Symposium at the 28th International Congress of Psychology, (2004), Beijing, China;
- * *Zelfregulerend leren: Geen eindstation maar een manier van leren. (Self-regulated learning: More than a station at the end of the line)* Keynote address at the Flemish Forum for Educational Research (1996, November), Brussels, Belgium;
- * *De school van de toekomst, of de toekomst van de school. (The school of the future, or the future of school)* Keynote at the Onderwijs Research Dagen (1996, 4-6 Juni), Tilburg, The Netherlands;
- * *Een nieuwe generatie medische studenten staat voor de poorten van de universiteit: zijn we er klaar voor? (A new generation of medical students has arrived at the gates of the university: Are we ready for them?)* Opening lecture of the annual congress of Medical Faculties on Health Education (2000, November), Veldhoven, The Netherlands;
- * Several invited addresses at the Opening of Annual Conferences of Dutch Councilors, Teacher Trainers, School Managers, etc,

Bibliography

1. KEY PUBLICATIONS

- Boekaerts, M. (1997). Self-regulated learning: A new concept embraced by researchers, policy makers, educators, teachers, and students, *Learning and Instruction*, 7(2), 161-186.
- Boekaerts, M. (1999). Motivated learning: The study of student x situation transactional units. *European Journal of Psychology of Education*, 14(1), 41-55.
- Boekaerts, M., & Niemivirta, M. (2000). Self-regulated learning: Finding a balance between learning goals and ego-protective goals. In M. Boekaerts, P.R. Pintrich & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 417-450). San Diego: Academic Press.
- Boekaerts, M. (2002). Bringing about change in the classroom: Strengths and weaknesses of the self-regulated learning approach. *Learning and Instruction*, 12(6), 589-604.
- Boekaerts, M. (2002). The on-line motivation questionnaire: A self-report instrument to assess students' context sensitivity. In P. R. Pintrich & M. L. Maehr (Eds.) *Advances in Motivation and Achievement, Volume 12: New Directions in Measures and Methods*. (pp. 77-120). New York, JAI / Elsevier Science.
- Boekaerts, M., & Corno, L. (2005). Self-Regulation in the Classroom: A perspective on Assessment and Intervention. *Applied Psychology: An International Review*, 54(2) 199-231.
- Boekaerts, M. (2006). Self-regulation and effort investment. In E. Sigel, & K. A. Renninger, (Vol. Eds.), *Handbook of Child Psychology*, Vol. 4, Child Psychology in Practice, (pp. 345-377). Hoboken, NJ: John Wiley & Sons.
- Boekaerts, M., De Koning, E., & Vedder, P. (2006). Goal directed behavior and contextual factors in the classroom: An innovative approach to the study of multiple goals, *Educational Psychologist*, Vol. 41(1), 33-51.

2. PUBLICATIONS

2.1 Authored books and monographs

Boekaerts, M. (1979). *Towards a theory of learning based on individual differences*. Monograph in the Studies of Knowledge Series. Ghent, Belgium: Communication and Cognition, 364 p.

Boekaerts, M. (1982). *Onderwijsleerprocessen organiseren: Hoe doe je dat?* [Organising teaching-learning processes]. Nijmegen, The Netherlands: Dekker & Van de Vegt, 132 p.

Boekaerts, M., & De Klerk, L.F.K. (Eds.). (1982). *Psycho-Educational Research*. Monograph in the Studies of Knowledge Series. Ghent, Belgium: Communication and Cognition.

Boekaerts, M. (1987). *Psychologie van de leerling en het leerproces* [The psychology of the student and the learning process]. Nijmegen, The Netherlands: Dekker & Van de Vegt, 190 p.

Boekaerts, M. & Maes, S. (1987). (Eds.). *Exploring the junction between cognition and emotion*. Monograph in the Studies of knowledge Series. Ghent, Belgium: Communication and Cognition.

Boekaerts, M. (1987). *Voorlopen op achterstand. Voorkomen van zittenblijven* [Prevention of failing the grade]. Publicatie van het Ministerie van Onderwijs en Wetenschappen. The Hague, The Netherlands: Staatsdrukkerij, 111 p.

Boekaerts, M., & Simons, P.R.J. (1993). *Leren en instructie. Psychologie van de leerling en het leerproces* [Learning and instruction. The psychology of the student and the learning process]. Assen, The Netherlands: Dekker & Van de Vegt, 257 p.

Boekaerts, M., & Simons, P. R. J. (1995). *Leren en Instructie: Psychologie van de leerling en het leerproces* [Learning and instruction. The psychology of the student and the learning process] (2nd, revised edition). Assen, The Netherlands: Van Gorcum, 301 p.

Boekaerts, M. (2002). *Motivation to learn. Educational Practices Series*. (pp. 1-27). International Academy of Education-International Bureau of Education (UNESCO).

2.2 Edited books and special issues

Boekaerts, M., & van Lieshout, C.F.M. (Red.). (1982). *Motivationale en sociale aspecten van het leren* [Motivational and social aspects of learning]. Lisse, The Netherlands: Swets & Zeitlinger.

- Boekaerts, M. (Ed.). (1988). Emotion, motivation and learning. *International Journal of Educational Research*, 12(3).
- Boekaerts, M., & De Corte, E. (Red.) (1990). *Onderwijsleerprocessen* [Teaching-learning processes]. Nijmegen, The Netherlands: Instituut voor Toegepaste Sociale Wetenschappen.
- Boekaerts, M. (Ed.). (1992). New Directions in Educational Practice. *Applied Psychology: An International Review*, 41(4).
- Boekaerts, M., & Seegers, G. (Eds.). (1994). Motivatie en affectieve variabelen [Motivation and affective variables]. *Tijdschrift voor Onderwijsresearch*, 19(4).
- Boekaerts, M. (Ed.) (1996). Het Interactief Leergroepen Systeem (ILS). Een innovatieprogramma op het MBO. (The Interactive Learning Group System: An Innovation program developed for vocational school). *Studiehuisreeks*, 10.
- Boekaerts, M., & Nenniger, P. (Eds.). (1999). Advances in Motivation from the European Viewpoint. *European Journal of Psychology of Education*, 14(4).
- Boekaerts, M. (Ed.). (1999). Self-regulated learning. *International Journal of Educational Research*, 31(6).
- Boekaerts, M., Pintrich, P.R., & Zeidner, M. (Eds.). (2000, 1st ed., 2005 2nd ed.). *Handbook of self-regulation*. San Diego, CA: Academic Press.
- Boekaerts, M., & Boscolo, P. (Eds.). (2002). Interest in Learning, Learning to be interested. *Learning and Instruction*, 12(4).
- Boekaerts, M. (Ed.). (2002). Coping with threat and challenge in education. *Journal of Anxiety, Stress and Coping*, 15(4).
- Boekaerts, M., Maes, S., & Karoly, P. (2005). Self-Regulations across domains *Applied Psychology: An International Review*, 54(2).
- Boekaerts, M., & Cascallar, E. (2006). How far have we moved toward the integration of theory and practice in Self-regulation? *Educational Psychology Review*, 18(3).

2.3 Published international publications

- Boekaerts, M. (1975). Recent advances in child language acquisition. *Communication and Cognition*, 8, 45-68.
- Boekaerts, M. (1975). Remarks on pre-test and self-instructional programmes. *Linguistik und Didaktik*, 5. 1976
- Boekaerts, M., & Maes, S. (1976). The Belgian educational scene: Conflict and tension. *The UCLA Educator*, 18(1), 22-27.

- Boekaerts, M. (1976). Via dual task performance to a model for selective attention. *Communication and Cognition*, 9, 421-440.
- Boekaerts, M. (1979). Can a teacher unravel parts of a pupil's cognitive structure? *The Journal of Experimental Education*, 48(1), 4-38.
- Boekaerts, M. (1980). An analysis of the learning process: What can the teacher learn from such an analysis? In A. Maley (Ed.), *Proceedings of the International Workshop on Foreign Language Learning* (p. 116-145). Paris: The British Council.
- Boekaerts, M. (1981). A pupil-based approach to the study of memory representations. *Research in Education*, 18, 57-66.
- Boekaerts, M. (1981). Is there a direct link between the comprehension process and the production process? In H. Eickheim & A. Maley (Eds.), *Fremdsprachunterricht im Spannungsfeld zwischen Gesellschaft, Schule und Wissenschaften* (p. 26-60). München, Germany: Kemmler & Koch.
- Boekaerts, M. (1981). A taxonomy for selecting relevant problem assignments for group learners. *Research in Education*, 22, 54-73.
- Boekaerts, M. (1981). Comment sélectionner des méthodes d'enseignement et des activités d'apprentissage. *Champs Educatifs*, 3, 110-130.
- Boekaerts, M. (1982). Individual differences in the use of visual and verbal mediators. *Research in Education*, 27, 49-62.
- Boekaerts, M. (1982). Individual learner characteristics vs. learning environment. *Communication and Cognition*, 15(1), 119-123.
- Boekaerts, M. (1982). Speech production: No left-to-right serial process. *Communication and Cognition*, 15(1), 41-52.
- Boekaerts, M. (1982). Verbal comprehension: A multi-level processing task. *Communication and Cognition*, 15(1), 19-40.
- Boekaerts, M., & de Klerk, L.F.K. (1982). Psycho-Educational Research: Scope and limits. In M. Boekaerts & L.F.K de Klerk (Eds.), *Psycho-Educational Research*, Monograph in the Studies of Knowledge. (Vol. 15, p. 5-8). Ghent, Belgium: Communication and Cognition.
- Boekaerts, M., & de Klerk, L.F.W. (1982). Rehashing Ausubel's limited and dated learning theory. *Journal of Structural Learning*, 7, 85-87.
- Boekaerts, M. (1983). A process approach to problem solving. *The British Journal of Educational Psychology*, 53(1), 127-128.
- Boekaerts, M. (1985). Problem solving behaviour: New perspectives for ecologically valid research. *Journal of Structural Learning*, 8, 195-224.

- Boekaerts, M. (1985). Some new developments in the study of motivational processes in a classroom context. In G. D'Ydewalle (Ed.), *Cognition Information Processing and Motivation* (Vol. 3) (pp. 569-586). Amsterdam: North Holland.
- Boekaerts, M. (1986). The measurement of state and trait motivational orientation: Refining our measures. In J.H.L. van den Bercken, E.E.J. De Bruyn & Th.C.M. Bergen (Eds.), *Achievement and task motivation* (pp. 229-245). Berwyn: Swets North-America.
- Boekaerts, M. (1986). Motivation in theories of learning. *International Journal of Educational Research*, 10(2), 129-141.
- Boekaerts, M. (1986). Capacity-sharing interdependence in reading processes. In F. Lowenthal & F. Vandamme (Eds.), *Pragmatics and education* (pp. 83-94). New York: Plenum Press.
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- Boekaerts, M. (1987). Individual differences in the appraisal of learning tasks: An integrative view on emotion and cognition. *Communication and Cognition*, 20(2/3), 207-224.
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- Boekaerts, M. (1987). Effects on state and trait motivational orientation on learning outcome. *The German Journal of Psychology, Abstracts and Reviews*, 11(4), 329-332.
- Boekaerts, M., & Maes, S. (1987). Exploring the junction between cognition and emotion. *Communication and Cognition*, 20(2/3), 127-130.
- Boekaerts, M. (1988). Are there two types of arousal avoidance? In M.J. Apter, J.H. Kerr & M. Cowles (Eds.), *Progress in reversal theory* (pp. 275-285). Amsterdam: North Holland.
- Boekaerts, M. (1988). Arousal, telic dominance and learning behaviour. In R.M. Gupta & P. Coxhead (Eds.), *Cultural diversity and learning efficiency: Recent developments in assessment* (pp. 164-184). London: Macmillan.
- Boekaerts, M. (1988). Emotion, motivation and learning. *International Journal of Educational Research*, 12(3), 229-234.
- Boekaerts, M. (1988). Motivated learning: Bias in appraisals. *International Journal of Educational Research*, 12(3), 267-280.
- Boekaerts, M., Hendriksen, J., & Michels, C. (1988). The assessment of telic dominance in primary school pupils. In M.J. Apter, J.H. Kerr & M. Cowles (Eds.), *Progress in reversal theory* (pp. 265-274). Amsterdam: North Holland.

- Boekaerts, M., Hendriksen, J., & Michels, C. (1988). The Nijmegen Telic Dominance Scale for primary school pupils (NTDS). In M.J. Apter, J.H. Kerr, & M. Cowles (Eds.), *Progress in reversal theory* (pp. 369-372). Amsterdam: North Holland.
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- Boekaerts, M. (1991). Subjective competence, appraisals and self-assessment. *Learning and Instruction*, 1(1), 1-17.
- Boekaerts, M. (1991). The affective learning process and giftedness. *European Journal for High Ability*, 2, 146-160.
- Boekaerts, M. (1991). *Is social support a buffer against classroom stress?* In E. Lehtinen, M. Vauras & A-M. Alaja (Eds.), *The fourth European Conference for Research on Learning and Instruction*. Turku, Finland: University Press.
- Boekaerts, M. (1991). *The affective learning process: What it takes to do well in school*. In E. Lehtinen, M. Vauras & A-M. Alaja (Eds.), *The fourth European Conference for Research on Learning and Instruction*. Turku, Finland: University Press.
- Boekaerts, M. (1992). Competitive drive, coping and math achievement: What's so detrimental about avoidance behavior? In K.A. Hagtvet & T. Backer Johnson (Eds.), *Advances in test anxiety research*, Vol. 7. Lisse, The Netherlands: Swets & Zeitlinger.
- Boekaerts, M. (1992). New directions in educational practice. *Applied Psychology: An International Review*, 41(4), 307-316.
- Boekaerts, M. (1992). The adaptable learning process: Initiating and maintaining behavioural change. *Applied Psychology: An International Review*, 41(4), 377-397.
- Boekaerts, M., Nieuwenhuis, C., & Seegers, G. (1992). Quality of handwriting: self-evaluation as a tool for improvement. In T.J. Plomp, J.M. Pieters & A. Feteris (Eds.), *European Conference on Educational Research* (pp. 302-305). Enschede, The Netherlands: University Twente.
- Boekaerts, M., & Otten, R. (1992). Metamotivation and effort. In T.J. Plomp, J.M. Pieters & A. Feteris (Eds.), *European Conference on Educational Research* (pp. 394-395). Enschede, The Netherlands: University Twente.
- Seegers, G., & Boekaerts, M. (1992). Gender related differences in motivation and arithmetic ability. In T.J. Plomp, J.M. Pieters & A. Feteris (Eds.), *European Conference on Educational Research* (pp. 360-363). Enschede, The Netherlands: University Twente.
- Boekaerts, M. (1993). Being concerned with well-being and with learning. *Educational Psychologist*, 28(2), 149-167.
- Boekaerts, M. (1993). Wenn negative Emotionen lämen. In K. Fitting & E-M Sassenrath-Döpke (Hrsg.). *Pädagogik und Auffälligkeit. Impulse für Lehren und Lernen bei erwartungswidrigem Verhalten* (pp. 231-246). Weinheim, Germany: Deutscher Studien Verlag.

- Boekaerts, M. (1993). Anger in relation to school learning. *Learning and Instruction*, 3, 269-280.
- Boekaerts, M. (1993). The other side of learning: Allocating resources to restore well-being. *International Journal of Educology*, 7(1), 37-69.
- Boekaerts, M., & Otten, R. (1993). Handlungskontrolle und Lernanstrengung im Schulunterricht. *Zeitschrift für Pädagogische Psychologie*, 7(2/3), 109-116.
- Boekaerts, M., & Thorne, C. (1993). Becoming a reader in Peru. *International Journal of Educational Research*, 19, 649-657.
- Seegers, G., & Boekaerts, M. (1993). Task motivation and mathematics achievement in actual task situations. *Learning and Instruction*, 3, 133-150.
- Boekaerts, M. (1994). Action control: How relevant is it for classroom learning. In J. Kuhl & J. Beckmann (Eds.), *Volition and personality* (pp. 427-435). Seattle, WA: Hogrefe & Huber Publishers.
- Boekaerts, M. (1994). Affect, emotions and learning. In T. Husén & T.N. Postlethwaite (Eds.), *The International Encyclopedia of Education, Second Edition* (Vol. 1, 199-204). Oxford, UK: Pergamon Press.
- Boekaerts, M. (1994). Stress, coping and learning. In T. Husén & T.N. Postlethwaite (Eds.), *The International Encyclopedia of Education, Second Edition* (Vol. 10, pp. 5735-38). Oxford, UK: Pergamon Press.
- Boekaerts, M. (1994). Confidence and doubt in relation to mathematics. *Scientia Paedagogica Experimentalis*, 31(2), 287-304.
- Boekaerts, M. (1995). Self-regulated learning: Bridging the gap between metacognitive and metamotivation theories. *Educational Psychologist*, 30(4), 195-200.
- Boekaerts, M. (1995). The interface between intelligence and personality as determinants of classroom learning. In D.H. Saklofske & M. Zeidner (Eds.), *Handbook of personality and intelligence* (pp. 161-183). New York: Plenum Press.
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4. TESTS AND ASSESSMENT INSTRUMENTS

- The On-line Motivation Questionnaire (validated instrument that has been translated in many languages). Manual exists in English, Dutch, German, Spanish (1986-1999)
- Stress and Coping Vragenlijst voor Leerlingen van 10-16 (1987). Translated in English
- The Telic Dominance Scale for Primary School Students (1988)
- The Perceived and Received Social Support Questionnaire (1991)
- Action Control Scale (1994)
- The On-line Motivation Scale for Children Younger than 10 (1994)
- The Confidence and Doubt Scale (1994)
- A Six Component Diagnostic Tool of Self-Regulated learning (1997)
- Selector: digital instrument to measure the learning and regulation style of students in Secondary (Vocational) Education (1997)
- The Stress and Coping Questionnaire for Children with Asthma (2002)
- Assessment of Students' Adoption of the New learner Role (2002)
- Quality of Working in Groups Instrument (QWIGI): digital instrument to assess students' developing interest bases on the satisfaction of their psychological needs (2003)
- Goal Importance and Facilitation Inventory (GIFI) (2003)
- On-line Writing Instrument (DISI) (2006)

PhD projects

All PhD students have the Dutch nationality, except Thorne (1991) and Pinzás Garcia (1993), who are Peruvian, and De Boevere (1997) who is Belgian.

- 1985 G.H.J. Seegers: *Individuele verschillen in leesvaardigheidsverschillen in woordherkenning en de invloed hiervan op de prestatie op begrijpend lezen bij leerlingen uit het 3e en 5e leerjaar van het gewoon lager onderwijs. [Individual differences in reading comprehension]*
- 1985 A.F.M. Verhoeven: *Tijdsbesteding in een deelleergang metriek. Een exploratief ATI-onderzoek naar aspecten van tijdsbesteding in 58 tweede klassen HAVO en HAVO/VWO. [Time allocation in mathematics]*
- 1987 C.J.M. van Esch : *Contextgebruik en begrijpend lezen in een vreemde taal. Evaluatie van een trainingsprogramma. [Use of context in reading comprehension in a foreign language]*
- 1987 A.J. Mooij: *Interactional multi-level investigation into pupil behaviour, achievement, competence, and orientation in educational situations.*
- 1987 J.M.H.M. Willems: *Studietaken als instructiemiddel. Een onderzoek naar de sturende werking van opdrachten bij studieteksten vanuit een informatie theoretisch kader. [Using assignments is a form of instruction]*
- 1989 E.G. Jacobs-Hessing: *Leerlingverschillen en onderwijsaanbod. [Individual differences and instruction]*
- 1990 J.G.M. Hendriksen: *Stress bij basisschoolleerlingen. Een onderzoek naar stress en coping in schoolsituaties die door leerlingen uit groep zeven en acht als belastend worden waargenomen. [Stress in primary education]*
- 1991 Th. Boland: *Lezen op termijn. Een onderzoek naar de ontwikkeling van de leesvaardigheid in het basisonderwijs en de invloed daarvan op de schoolloopbaan in het voortgezet onderwijs. [Reading comprehension: A longitudinal study]*
- 1991 C.M. Thorne: *A study of beginning reading in Lima.*
- 1992 C.G.J. Michels: *Interacties tussen docerestijlen en leerlingkenmerken. [Aptitude treatment interaction research in secondary education]*
- 1993 J.P. Pinzás Garcia: *Cognitive monitoring in reading comprehension: A study of differences among schools in Lima.*
- 1997 H.P.J. Witteman: *Styles of learning and regulation in the Interactive Learning Group System.*

- 1997 K.P.I. De Boevere: *Leren vanuit de literatuur, in de realiteit en geïntegreerd in de praktijk.*
- 1997 H.J. Vermeer: *Sixth' grade students' mathematical problem-solving behavior.*
- 1998 T. Klein: *Flexibilization of mental arithmetic strategies on a different knowledge base.*
- 2000 I. Röder: *Stress in children with asthma: coping and social support in the school context.*
- 2002 J.S. Rozendaal: *Motivation and information processing in innovative secondary vocational Education.*
- 2002 M.J. Crombach: *Sixth and seventh graders' appraisal processes of curricular tasks.*
- 2002 J.H. van Velzen: *Instruction and self-regulated learning: Promoting students' (self-) reflective thinking.*
- 2003 C.C.M. van Grinsven: *Kenmerken van leeromgevingen en hun effect op zelfregulerend leren.*
- 2003 B.F. Milo: *Mathematics instruction for special-needs students: Effects of instructional variants in addition and subtraction up to 100.*
- 2006 D.M. Hijzen: *Students' goal preferences, ethnocultural background and the quality of cooperative learning in secondary vocational education.*
- 2006 M.J.C. Koerhuis: *Maladaptive Social Behaviour of Students in Secondary Vocational Education.*
- 2007 M.B. Oortwijn: *Cooperative learning during math in multiethnic elementary schools: Count on each other.*

In preparation

A. Hopstaken: *Goal Processes and Multiple Goals.*

H.J.C. van Nuland: *Changing study motivation with motivational why-information and how-information in educational innovation.*

POST Doc Projects

Several young researchers came to Leiden to work in close cooperation with Dr. Boekaerts after they had completed their Ph.D. Some of them were keen on participating in the Leiden research program on Self-Regulation and Learning. They wanted to work with Boekaerts and her co-workers in order to improve their skills in constructing new assessment instruments and in designing research programs to measure various aspects of students' motivation and self-regulation. Other Ph.D students came to Leiden because they wanted to visit the schools where Boekaerts and her co-workers were setting up nation wide innovation programs. These post doc's worked with the team to make the Leiden Instructional Model for School Reform

applicable to and testable in the local situations they encountered in their professional situation.

Post Doc Students

Dr. C. Thorn (Peru)	1991	- 1993
Dr. H. Vermeer (Netherlands)	1998	- 2003
Dr. D. Hoek (Netherlands)	1998	- 2003
Dr. C. De Boevere (Belgium)	1998	- 2001
Dr. E. Zeyl (Netherlands)	2000	- 2001
Dr. E. De Koning (Netherlands)	2001	- 2003
Dr. J. Rozendaal (Netherlands)	2002	- 2004
Dr. H. Witteman (Netherlands)	2001	- 2004

Most important research grants

- * 1982 -1984 Research grant from The National Council of Educational Research to study “Social Motivation”. (€ 113.445);
- * 1985 - 1990 Erasmus Research Grant to train PhD students (European Community);
- * 1986 -1992 Principal investigator of a Strategic Research program subsidized by The National Council of Educational Research. Title: “Motivation and Self-Regulation as determinants of Educational Outcomes”. (€ 907.560);
- * 1989 -1991 Research grant from The National Council of Educational Research to investigate “Stress, coping, and social support”. (€ 136.134);
- * 1990 -1992 Research grant from The National Council of Educational Research to examine “Motivational beliefs as determinants of learning intention, effort, and achievement”. (€ 110.200);
- * 1990 - 1992 Socrates Grant for Student and Teacher Mobility (European Community);
- * 1992 -1996 Recipient of a research grant from The National Council of Educational Research on “Flexibilization of arithmetic strategies on a different knowledge base”. (€ 110.200);
- * 1992 -1996 Research grant from The National Council of Educational Research to study “The influence of affective learning processes on algorithmic and heuristic mathematics assignments”. (€ 110. 200);
- * 1995 Recipient of a research grant from the Ministry of Education to investigate “Gender differences in mathematics learning in primary education”. (€ 86.218);
- * 1995 - 1998 Principal investigator/innovator in a nation-wide intervention program to introduce principles of social constructivism in vocational schools (together with IJmond College, Koning Willem I College, Tinbergen College, Zadkine Rotterdam). This innovation program was financed by BVE 2000(Ministry of Education). (€ 861.275);
- * 1998 - 2002 Research grant from NWO/MaGW to study “Optimalization of teaching learning processes in mathematics learning”. (€ 400764);
- * 1998 - 2003 Research grant from The National Council of Educational Research to study ICT and collaborative learning in the mathematics classroom. (€163.000);
- * 1999 - 2000 Principal investigator in a research innovation program financed by the Ministry of Education to construct and evaluate a digital instrument to assess the quality of group learning in vocational schools (QWIGI). (€ 104.548)
- * 2000 - 2004 Principal investigator of a Strategic Research Program on “Motivational Self-regulation in vocational schools”, subsidized by The National Council of Educational

Research (€ 371.921);

- * 2006 - 2007 Research grant from the School Consortium (Secondary Vocational Education) and the National Innovation Platform (€ 120.000) to apply Neural Network Analyses to self-regulated writing (together with Dr. E. Cascallar – Assessment Group International).