

## **CURRICULUM VITAE**

Marcel V.J. Veenman  
Leiden University - Institute of Psychological Research  
Developmental and Educational Psychology  
Wassenaarseweg 52  
2333 AK Leiden  
The Netherlands  
tel.: (+31) 71.527.3463  
E-mail: [Veenman@fsw.leidenuniv.nl](mailto:Veenman@fsw.leidenuniv.nl)

### **Educational background:**

- 1987 Doctoral Psychology, University of Amsterdam (Major in Psychonomics; Minor in Social science informatics).
- 1993 PhD at the University of Amsterdam on the dissertation: "Intellectual ability and metacognitive skill: Determinants of discovery learning in computerized learning environments."

### **Affiliations:**

- 1987 - 1993 Researcher at the Dept. of Psychonomics, Faculty of Psychology, University of Amsterdam.
- 1988 - 1991 Designer and developer of Computer-supported-education in Statistics ("Dr.Stat"), Faculty of Psychology, University of Amsterdam (parttime).
- 1993 - present Assistant Professor (tenured), Dept. of Developmental and Educational Psychology, Faculty of Social Sciences, Leiden University.
- 2001 - 2008 Senior Researcher (part-time secondment), Graduate School of Teaching and Learning, University of Amsterdam.
- 2009 - 2011 Senior Researcher (part-time), ICLON, Leiden University.

### **Teaching responsibilities:**

Educational design and development of a Computer-supported-educational program for teaching statistics to psychology students (Dr.Stat, Faculty of Psychology, University of Amsterdam, 1988-1991).

Organization and teaching courses in Protocol Analyses for PhD students (Amsterdam, 1992).

Courses in scientific writing at the Faculty of Psychology, University of Amsterdam (1991-1993) and at the Psychology Dept., Leiden University (2000).

Supervisor of Internships (2 to 4 students each year; 1993-present).

Supervision of Doctoral and Master theses (5 to 8 students each year; 1989-present).

Third-year doctoral theoretical courses on "Educational Psychology", "Problem Based Learning", "Learning deficiencies and interventions", and "Motivation and Learning Deficiencies" (Dept. of Developmental- & Educational Psychology, Leiden University, 1994-2004).

Research courses on the design of research questions and experimental designs, (Dept. of Developmental & Educational Psychology, Leiden University, 1994-1998).

Second-year tutorials on Metacognition, (Dept. of developmental & Educational Psychology, Leiden University, 1994-1998).

Third-year training courses on presentation skills (Dept. of Developmental & Educational Psychology, Leiden University, 1995-2001).

Third-year training courses on instruction and training interventions with computers, (Dept. of Developmental and Educational Psychology, Leiden University, 1995-1998).

Tutor in Erasmus and Socrates international exchange programs (Leiden University, 1998-2000).

Member of the committee for restructuring methodological and statistical education to first-year students (Psychology, Leiden University, 1999-2000).

First-year courses on practice with research paradigms in Developmental and Educational Psychology (Psychology, Leiden University, 1999 -2001).

Informative seminar for secondary school students who are preparing for studying psychology (Psychology, Leiden University, 2003-2004).

First-year Introductory course of Developmental and Educational Psychology (Dept. of Developmental & Educational Psychology, Leiden University, 2005-present).

Master course Process diagnosis of learning disabilities and remedial teaching (Dept. of Developmental & Educational Psychology, Leiden University, 2005-present).

### **Research projects:**

Project leader on the PhD research project "Metacognitive skills and Inductive learning" (Dept. of Developmental & Educational Psychology, Leiden University, 1996-2000).

Project leader on the research project “The generality of metacognitive skills” (Dept. of Developmental & Educational Psychology, Leiden University, 1999-2000).

Project leader on the Postdoc research project "Metacognitive skills, intelligence, and learning results for different types of tasks and age groups", together with Prof. B.H.A.M. van Hout-Wolters (Graduate School of Teaching and Learning, University of Amsterdam, 2001-2005).

Project leader on the research project "Instructional Learning Episodes: Analyses and implications for learning and instruction of cognitive and metacognitive strategies", together with Prof. B.H.A.M. van Hout-Wolters (Graduate School of Teaching and Learning, University of Amsterdam; Dept. of Developmental & Educational Psychology, Leiden University, 2001-2005).

Project leader on PhD research project “The relation between intellectual and metacognitive skills from a developmental perspective” (Dept. of Developmental & Educational Psychology, Leiden University, 2003-present).

Project co-leader on the research project “High giftedness and metacognitive skills” (ICLON, Dept. of Developmental & Educational Psychology, Leiden University, 2009-2012).

### **International projects:**

Project leader and initiator of an international research project “Teacher’s metacognition instruction in interaction with the classroom”, together with Prof. G. Büttner (Frankfurt University, Germany). International partners come from Cambridge University (UK), Groningen University (The Netherlands), Bar Ilan University (Israel), Cyprus University, Aristotle University of Thessaloniki (Greece), and National Chengchi University (Taiwan). This project seeks funding from ESF. (2008-present).

Participant in the European Educational Research Quality Indicators (EERQI) project on behalf of the European Association for Research on Learning and Instruction (EARLI). The EERQI project is funded by the EU. (2007-2009).

### **Grants:**

Traveling grant by the Dutch government (NWO) for visiting the USA (School of Education, University of Michigan; Learning Research and Development Center, University of Pittsburgh; Psychology Department, Carnegie Mellon; BBN Laboratories, Boston; MIT Media Lab, Boston) in 1991.

PhD research project "Metacognitive skills and Inductive learning" (NWO grant 575-22-003, 1996-2000).

Postdoc project "Metacognitive skills, intelligence, and learning results for different types of tasks and age groups", together with Prof. B.H.A.M. van Hout-Wolters (NWO-PROO grant 411-21-010, 2001-2005).

Traveling grant by the Dutch government PROO/NWO for visiting institutes with research on metacognition (Prof. D. Kuhn, Columbia University, New York; Prof. A. Efklides, Thessaloniki, Greece; Prof. A. Zohar, Jerusalem, Israel; Prof. Z. Mevarech, Tel Aviv, Israel; Prof. D. Leutner, Essen, Germany; Prof. W. Schnotz, Landau, Germany) in 2003 en (Dr. C. Artelt, Berlin, Germany; Prof. M. Vauras and Prof. E. Lehtinen, Turku, Finland; Prof. J. Otero, Madrid, Spain) in 2004.

Prize contest "Onderwijsbewijs" 2009, a three-year evidence-based educational research project on "High giftedness and metacognitive skills", together with Marieke van Haaren (ICLON, Leiden University), funded by the Dutch Ministry of Education (OC&W).

### **Supervision of PhD projects and membership of doctorate committees:**

Drs. F.J. Prins, PhD student on the research project "Metacognitive skills and Inductive learning" (NWO grant 575-22-003, 1996-2000, PhD received on November 21, 2002).

Drs. J. Verheij on the PhD project "The generality of metacognitive skills" of the Dept. of Developmental & Educational Psychology, Leiden University (1999-2000, due to serious illness † jan. 2003).

Drs. H. Jonker, PhD student on the research project "Concrete elaboration during knowledge acquisition" (Educational Research Centre, Free University, 2002-2007, PhD received on February 14, 2008), co-promotor next to promotor Prof. Dr. J.J. Beishuizen.

Drs. M. van der Stel, PhD student on the research project "The development of general metacognitive skills" of the Dept. of Developmental & Educational Psychology, Leiden University (2003-2011). PhD defense Oktober 6, 2011.

### **Editorial activities:**

Veenman, M.V.J., Samarapungavan, A., & Hamaker, Ch. (1992). De relatie tussen cognitieve en metacognitieve vaardigheden. *Tijdschrift voor Onderwijsresearch*, 17, 268-326. (Special issue on the relation between cognitive and metacognitive skills.)

Duinmaijer, A.F., Luit, J.E.H. van, Veenman, M.V.J., & Vendel, P.C.M. (1997-present), *Hulp bij leerproblemen; Rekenen-wiskunde*. Alphen a/d Rijn: Kluwer. (Loose-leaf publication for Remedial Teaching in Math for secondary education.)

Member of the Editorial Board of the *Scientific Annals of the Psychological Society of Northern Greece* (2003 - present).

Member of the Editorial Board of the *Hellenic Journal of Psychology* (HJP) (2003 - present).

Founding Editor-in-Chief of *Metacognition and Learning* (2006 - present). New York / Berlin: Springer. (Journal received a SSCI rating and 2.038 impact factor as per June 2011.)

Desoete, A., & Veenman, M. V. J. (2006). *Metacognition in mathematics*. Hauppauge, NY: Nova Science Publishers.

Shaughnessy, M. F., Veenman, M. V. J., & Kleyn-Kennedy, C. (2008). *Meta-cognition: A recent review of research, theory, and perspectives*. Hauppauge: Nova Science Publishers.

Member of the Advisory board of the E-journal *Directions in English language Teaching and Testing* (2008 - present).

### **Review activities:**

Reviewer of research proposals for the Dutch scientific research organization, NWO, on a regular basis (1996 - present).

Reviewer for the University of Cambridge (UK, 2005-2006), the Swiss National Fund for Scientific Research (FSNRF, Switzerland, 2006), Research awards of the Humboldt Foundation (Germany, 2006), the British Academy (UK, 2007), professorship at Indiana University, USA (2008), and the European Science Foundation (2008).

Reviewer for a variety of journals on a regular basis: *Anxiety, Stress & Coping; Australian Journal of Educational & Developmental Psychology; British Journal of Educational Psychology; Cognition and Instruction, Educational Psychology Review; Educational Research and Evaluation; Educational Research Review; Hellenic Journal of Psychology; Instructional Science; Journal of Advanced Academics; Journal of Computer Assisted Learning; Journal of Educational Psychology; Learning Environments Research; Learning and Individual Differences; Learning and Instruction; Pedagogische Studiën; Perceptual and Motor Skills; Psychological Records*.

Reviewer of book proposals for Pearson (2007-2010) and Routledge (2008-2009).

Member of the Proposal Review Committee, Chamber 1, NWO-PROO (2010).

### **Conference organisation:**

Principal organizer of the 1<sup>st</sup> EARLI SIG (Special Interest Group) meeting on Metacognition in Amsterdam (June 30<sup>th</sup> - July 2<sup>nd</sup>, 2004), together with Prof. Dr.

B.H.A.M. van Hout-Wolters and Dr. H. Broekkamp as members of the Local Organizing Committee.

Co-organizer of the 2<sup>nd</sup> EARLI SIG meeting on Metacognition in Cambridge (UK, July 19<sup>th</sup> - 21<sup>st</sup>, 2006).

Member of the Local Organizing Committee of the 13<sup>th</sup> EARLI conference in Amsterdam (August 2009).

**Organization Symposia, Invited seminars, and Discussants:**

Invited keynote, "Days of Ramiro Bujas" conference, Zagreb, Joegoslavië, 1990.

Colloquium, Dept. of Functional Psychology, Rijksuniversiteit Leiden, 1992.

Colloquium, Dept. of Cognition Sciences, Nijmegen University, 1995.

Discussant of the presentation by Dr. J. Swaak on her dissertation at the VOR-division Learning & Instruction, Utrecht, 1999.

Invited lecture "*Intellectuele en metacognitieve vaardigheden als voorspellers van beginnend leren*" and, subsequently, a seminar "*Het meten van metacognitieve vaardigheden*" at the Catholic University Leuven, 2002.

Invited seminar "*Intelligentie, metacognitieve vaardigheid en leerprestaties*", Workshop for workers in the field of learning deficiencies, Stichting Integratie Gehandicapten, Gent 2002.

Invited lecture "*The nature of metacognitive skills: Their general vs. domain-specific nature, their relation with intelligence, and a developmental perspective*": Columbia University, New York, 2003; Bar Ilan University, Tel Aviv, 2003; Hebrew University, Jerusalem, 2003; Aristotle University, Thessaloniki, 2003; University of Landau, 2003; University of Essen, 2003; Max Planck Institute of Human Development, Berlin, 2004; University of Turku, 2004; University of Alcalá, Madrid, 2004.

Invited seminar "*The assessment of metacognitive skills*": Aristotle University, Thessaloniki, 2003; University of Landau, 2003; University of Aveiro, 2004.

Invited lecture "*The nature of metacognitive skills*": University of Cambridge, 2004.

Invited lecture "*Hoezo meisjes geen beta-knobbel?*" [*Why shouldn't a girl be a science wiz?*] Nescia Damesdispuut exacte wetenschappen; Leiden Universiteit, 2004.

Introduction keynote "*Metacognition. Some considerations.*" First meeting of the EARLI SIG on metacognition. Graduate School of Teaching and Learning, University of Amsterdam, 2004.

- Invited lecture “*Metacognitive skills: Theory, assessment, and intervention.*” VGK Autumn School, University of Münster, October 3, 2006.
- Invited workshop “*Metacognitie in het onderwijs.*” Martinus college Grootebroek, March 2007.
- Invited keynote “*Metacognitive skills: Where are we now?*” Conference on Education and Training 2010, Cyprus Pedagogical Institute, Nicosia, April 20, 2007.
- Invited keynote “*Cognitive and Metacognitive skills in text comprehension: Components, development, and assessment.*” National and Kapodistrian University of Athens, Greece, January 19, 2008.
- Invited keynote “*Metacognitive skills: Where are we now?*” 3<sup>rd</sup> EARLI SIG meeting on metacognition, Ioannina, Greece, May 8-10, 2008.
- Invited lecture “*The role of metacognitive skills in learning: Individual differences in development and instruction.*” Workshop Designing powerful learning environments, Goethe University Frankfurt am Main, Frankfurt, Germany, June 26, 2008.
- Presentation “*Initial prototype EERQI: Research quality indicators.*” EERQI European project meeting, Berlin, Germany, March 18, 2009.
- Invited presentation “*Publishing: There is a world outside the USA...*” at the AERA Professional development and training course “How to get published: Identifying viable international venues for presentation.” AERA, San Diego, 2009.
- Invited presentation *Jongerenbrein en onderwijs.* ZON-2-daagse, Alphen a/d Rijn, December 10, 2009.
- Invited presentation *Metacognitie in natuur- en milieu-educatie.* IVN, Amersfoort, Februari 4, 2010.
- Invited presentation *Wat is metacognitie en hoe kunnen we dit begrip gebruiken in het onderwijs?* Hervormd Lyceum Zuid, Amsterdam, March 11, 2010.
- Invited presentation *Metacognitieve vaardigheden: hebben studenten daar wat aan?* Sirius Carrousel: honoursonderwijs, Leiden, March 23, 2010.
- Invited presentation *Workshop loopbaanorientatie.* ICO Toogdag, Amstelveen, November 4, 2010.
- Invited presentation *Metacognition and Excellence.* Meet the Future, Science and Technology Summit 2010, The Hague, November 18, 2010.
- Invited paper “*Barry J. Zimmerman’s work from a metacognitive perspective.*” In symposium “Honoring Barry J. Zimmerman: His achievements as an educator.” AERA, New Orleans, 2011.

- Invited workshop. *De ontwikkeling van metacognitie in VO-leerlingen: hoe kan een docent daaraan bijdragen?* Hermann Wesselink College, Amstelveen, April 22, 2011.
- Symposium *"The relation between cognitive and metacognitive skills"* at the ECER conference, Enschede, 1992.
- Symposium *"Het aanbieden van structuur bij exploratief leren"* at the ORD conference, Utrecht, 1994.
- Invited symposium *"Metacognition and Learning to learn"*, together with G. Salomon at the 6th EARLI conference, Nijmegen, 1995 (chair and discussant).
- Symposium *"Metacognition and studying expository text"* together with J.J. Beishuizen at the 7th EARLI conference, Athene 1997 (chair and presenter).
- Symposium *"Inductief leren"* at the ORD conference, Nijmegen, 1999 (chair).
- Symposium *"Test anxiety and cognitive performance"* at the 7th Workshop on Achievement and Task Motivation, Leuven, 2000 (chair and presenter).
- Symposium *"The assessment of metacognitive skills"* at the 10<sup>th</sup> EARLI conference, Padova, 2003 (chair and presenter).
- Symposium *"Metacognitive development and training: Conditions, difficulties, and Prospects"*, together with A. Zohar at the 10<sup>th</sup> EARLI conference, Padova, 2003 (organizer and discussant).
- Symposium *"The nature of metacognition"* at the 11<sup>th</sup> EARLI conference, Nicosia, 2005.
- Invited symposium *"The assessment of metacognition: A matter of multi-method designs."* at the 9<sup>th</sup> European Conference of Psychological Assessment, Thessaloniki, Greece, May 3, 2007.
- Invited symposium *"The assessment of metacognitive skills"* at the 12<sup>th</sup> EARLI conference, Budapest, Hungary, August 2007.
- Discussant of a Structured poster session, EARLI conference, Nijmegen, 1995 .
- Discussant of a symposium *"Metacognition and emotions: Metaemotional, emotional competence and education"* at the 10<sup>th</sup> EARLI conference, Padova, 2003.
- Discussant of a symposium *"A better look at intelligence and its applications"* at the 10<sup>th</sup> EARLI conference, Padova, 2003.
- Discussant of a symposium *"The strategic control of learning: Measurements and applications"* at the 10<sup>th</sup> EARLI conference, Padova, 2003.

Discussant of a symposium “*Metacognition in young children*” at the 11<sup>th</sup> EARLI conference, Nicosia, 2005.

Discussant of a symposium “*The identification and assessment of metacognition in young children*” at the 12<sup>th</sup> EARLI conference, Budapest, 2007.

Discussant of a symposium “*Metacognitive skills and self-regulated learning*” at the 3<sup>rd</sup> Biennial meeting of the EARLI Special Interest Group 16 Metacognition, Ioannina, Greece, 2008.

Discussant of a symposium “*Metacognition in social interaction*” at the 3<sup>rd</sup> Biennial meeting of the EARLI Special Interest Group 16 Metacognition, Ioannina, Greece, 2008.

Discussant of paper session “*Measurement and calibration of Self-Regulatory factors.*” AERA, Denver, 2010.

Discussant of a paper session “*Trends and innovations in Self-Regulation assessment.*” AERA, New Orleans, 2011.

Panel member of “*Publishing your work: Editorial panel.*” Division C New Faculty Mentoring Program, AERA, New Orleans, 2011.

### **Scientific positions:**

Board member of the Werkgemeenschap Cognitief Leren en Probleemoplossen, Psychon, NWO (1991-1994).

Initiator and coordinator/chair of the EARLI SIG (Special Interest Group) on "Metacognition" (2003-2007).

Elected member of the Executive Committee of EARLI. Portfolio holder of Project development and funding (2007-2009).

### **Selection of administration functions:**

2000 - 2004 Board member of the Dept. of Developmental & Educational Psychology, Leiden University.

2001 - 2004 Secretary and treasurer of the Dept. of Developmental & Educational Psychology, Leiden University.

2002 - present Member of the Psychology Institute Council and the Psychology Research Council, Leiden University.

2002 - present Chair of the Ethics Committee Psychology, Leiden University.

**Membership scientific organizations:**

- 1989 - present Dutch Organization for Research on Learning (VOR).
- 1989 - present European Association for Research on Learning and Instruction (EARLI), including the Special Interest Group 16 on “Metacognition”.
- 1989 - present American Educational Research Association (AERA), including the Special Interest Group on “Studying and Self-regulation”. Member of the SIG’s PhD-student award committee, 2006-2008.
- 1994 - 2010 Institute for the Study of Education and Human Development (ISED).
- 2003 - 2008 Inter-university Centre for Educational Research (ICO).

**Publications:**

- Blöte, A. W., Otterloo, S. G. van, Stevenson, C. E., & Veenman, M. V. J. (2004). Discovery and maintenance of the many-to-one counting strategy in 4-year-olds: A microgenetic study. *British Journal of Developmental Psychology*, 22, 83-102.
- Busato, V. V., Veenman, M. V. J., & Elshout, J. J. (1993). Metacognitieve instructies in een computer-ondersteunde leeromgeving. *De Psycholoog*, 28, 13-18.
- De Jong, T., Beishuizen, J., Hulshof, C., Prins, F., Van Rijn, H., Van Someren, M., Veenman, M., & Wilhelm, P. (2005). Determinants of discovery learning in a complex simulation learning environment. In P. Gärderfors, & P. Johansson (Eds.), *Cognition, education and communication technology* (pp. 257-283). Mahwah, NJ: Erlbaum.
- Desoete, A. & Veenman, M. V. J. (2006), *Metacognition in mathematics education*. Hauppauge: Nova Science Publishers.
- Desoete, A. & Veenman, M. V. J. (2006). Introduction. In A. Desoete, & M. V. J. Veenman (Eds.), *Metacognition in mathematics education* (pp. 1-10). Hauppauge: Nova Science Publishers.
- Duinmaijer, A. F., Luit, J. E. H. van, Veenman, M. V. J., & Vendel, P. C. M. (1997 - 2011), *Hulp bij leerproblemen; Rekenen-wiskunde*. Zoetermeer: Betelgeuze.
- Elshout, J. J., & Veenman, M. V. J. (1990). Wat doet intelligentie voor studenten? In M. J. Ippel, & J. J. Elshout (Red.), *Training van hogere-orde denkprocessen* (pp. 89-99). Lisse: Swets & Zeitlinger.
- Elshout, J. J., & Veenman, M. V. J. (1992). Relation between intellectual ability and working method as predictors of learning. *Journal of Educational Research*, 85, 134-143.

- Elshout, J. J., Veenman, M. V. J., & van Hell, A. G. (1993). Using the computer as a help tool during learning by doing. *Computers & Education*, *21*, 115-122.
- Meijer, J., Veenman, M. V. J., & van Hout-Wolters, B. H. A. M. (2006). Metacognitive activities in text-studying and problem-solving: Development of a taxonomy. *Educational Research and Evaluation*, *12*, 209-237.
- Meijer, J., Veenman, M. V. J., & van Hout-Wolters, B. H. A. M. (in press). Multi-domain, multi-method measures of metacognitive activity. *Research Papers in Education*.
- Pijls, M., Dekker, R., Van Hout-Wolters, B., & Veenman, M. (2007). Samenwerkend computerondersteund wiskunde leren en de rol van de docent in havo-4. *Pedagogische Studiën*, *84*, 391-406.
- Prins, F. J., Veenman, M. V. J., & Elshout, J. J. (2006). The impact of intellectual ability and metacognition on learning: New support for the threshold of problematicity theory. *Learning and Instruction*, *16*, 374-387.
- Shaughnessy, M. F., Veenman, M. V. J., & Kleyn-Kennedy, C. (2008). *Meta-cognition: A recent review of research, theory, and perspectives*. Hauppauge: Nova Science Publishers.
- Spaans, M., & Veenman, M. (2002). Intelligence and metacognition: Determinants of learning at different ages and different tasks. In N. Garnefski (Ed.), *Coping with psychology, Vol. III* (pp. 81-101). Leiden: Leiden University.
- Van der Stel, M., & Veenman, M.V.J. (2008). Relation between intellectual ability and metacognitive skillfulness as predictors of learning performance of young students performing tasks in different domains. *Learning and Individual Differences*, *18*, 128-134.
- Van der Stel, M., & Veenman, M. V. J. (2010). Development of metacognitive skillfulness: A longitudinal study. *Learning and Individual Differences*, *20*, 220-224.
- Van der Stel, M., Veenman, M. V. J., Deelen, K., & Haenen, J. (2010). Development of metacognitive skills in mathematics. *ZDM International Journal on Mathematics Education*, *42*, 219-229.
- Veenman, M. V. J. (1993). *Intellectual ability and Metacognitive skill: determinants of discovery learning in computerized learning environments*. Dissertation. Amsterdam: University of Amsterdam.
- Veenman, M. V. J. (1994). Intelligentie en probleemaanpak. *Psycholoog*, *29*, 223-228.
- Veenman, M. V. J. (1995). Dat kleine beetje extra. *Psychologie*, *14*, 40-41.
- Veenman, M. V. J. (1996). Kroniek zesde EARLI-conferentie Nijmegen, 26-31 augustus 1995: Metacognitie. *Pedagogische Studiën*, *73*, 60-61.

- Veenman, M. V. J. (1998). Kennis en vaardigheden; Soorten kennis een vaardigheden die relevant zijn voor reken-wiskunde taken. In A. Andeweg, J. E. H. van Luit, M. V. J. Veenman, & P. C. M. Vendel (Red.), *Hulp bij leerproblemen; Rekenen-wiskunde* (pp. G0050.1-13). Alphen a/d Rijn: Samsom H.D. Tjeenk Willink.
- Veenman, M. V. J. (1999). It takes two to tango: over het samenspel van intellectuele en metacognitieve vaardigheden. In R. Hamel, M. Elshout-Mohr, & M. Milikowski (Red.), *Meesterschap; Zestien stukken over intelligentie, leren, denken en probleemoplossen voor Jan J. Elshout* (pp. 187-196). Amsterdam: Vossiuspers AUP.
- Veenman, M. V. J. (2000). Materiaal voor leerlingen, algemeen: metacognitieve werkkaarten. In A. Andeweg, J. E. H. van Luit, M. V. J. Veenman, & P. C. M. Vendel (Red.), *Hulp bij leerproblemen; Rekenen-wiskunde* (pp. G0500.1-6). Alphen a/d Rijn: Samsom H.D. Tjeenk Willink.
- Veenman, M. V. J. (2002). Conferentieverslag 9<sup>th</sup> Conference of the European Association for Research on Learning and Instruction (EARLI), August 28<sup>th</sup> – September 1<sup>st</sup> 2001, Fribourg (Zwitserland): Learning and Cognition. *Pedagogische Studiën*, 79, 64-65.
- Veenman, M. V. J. (2003). Problemen bij bevraging van metacognitieve activiteiten. In A. F. Duinmaijer, J. E. H. van Luit, M. V. J. Veenman, & P. C. M. Vendel (Red.), *Hulp bij leerproblemen: Rekenen-wiskunde* (pp. G0051.1-5). Alphen a/d Rijn: Kluwer.
- Veenman, M. V. J. (2004). Faalangst, een dobbelsteen met zes zijden. *Remediaal*, 4(5), 3-9.
- Veenman, M. V. J. (2004). Metacognitieve vaardigheid aan het roer van leerprocessen [Metacognitive skillfulness at the helm of learning processes]. *Toolkit*, Update 4. Alphen a/d Rijn: Kluwer.
- Veenman, M. V. J. (2005). Thurstone's scales of primary abilities. In K. Kempf-Leonard (Ed.), *Encyclopedia of social measurement. Volume 3* (pp. 811-815). San Diego: Academic Press.
- Veenman, M. V. J. (2005). The assessment of metacognitive skills: What can be learned from multi-method designs? In C. Artelt, & B. Moschner (Eds), *Lernstrategien und Metakognition: Implikationen für Forschung und Praxis* (pp. 77-99). Münster: Waxmann.
- Veenman, M. V. J. (2006). The role of intellectual and metacognitive skills in math problem solving. In A. Desoete, & M. V. J. Veenman (Eds.), *Metacognition in mathematics education* (pp. 35-50). Hauppauge: Nova Science Publishers.
- Veenman, M. V. J. (2006). Self-questioning as a metacognitive skill. In H. Pedrosa de Jesus, & H. van der Meij (Eds.), *Research on questioning*. Aveiro: University of Aveiro.

- Veenman, M. V. J. (2007). The assessment of metacognition: A matter of multi-method designs. *EAPA Newsletter of the European Association of Psychological Assessment, 1*, 8-9.
- Veenman, M. V. J. (2007). The assessment and instruction of self-regulation in computer-based environments: A discussion. *Metacognition and Learning, 2*, 177-183.
- Veenman, M. V. J. (2008). Giftedness: Predicting the speed of expertise acquisition by intellectual ability and metacognitive skillfulness of novices. In M. F. Shaughnessy, M. V. J. Veenman, & C. Kleyn-Kennedy (Eds.), *Meta-cognition: A recent review of research, theory, and perspectives* (pp. 207-220). Hauppauge: Nova Science Publishers.
- Veenman, M. V. J. (2009). Editorial 2009. *Metacognition and Learning, 4*, 1-2.
- Veenman, M. V. J. (2011). Learning to self-monitor and self-regulate. In R. Mayer, & P. Alexander (Eds.), *Handbook of research on learning and instruction* (pp. 197-218). New York: Routledge.
- Veenman, M. V. J. (2011). Alternative Assessment of Strategy Use with Self-report Instruments: A discussion. *Metacognition and Learning, 6*(2).
- Veenman, M. V. J. (in press). Metacognition in science education: Definitions, constituents, and their intricate relationship with cognition. In A. Zohar, & Y. J. Dori (Eds.), *Metacognition in science education: Trends in current research*. New York/Berlin: Springer.
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