

CV Janneke van de Pol

J.e.vandepol@uu.nl

Master's ('doctoraal')

University/College of Higher Education: University of Amsterdam, Faculty of Psychology
Date: 01-09-2006, **graduated bene meritum** ('met genoegen'; scores between 75 and 85%)
Main subject: Developmental Psychology

Doctorate

University/College of Higher Education: University of Amsterdam
Research Institute of Child Development and Education
Completion date: 12-09-2012, **graduated cum laude** (highest distinction in the Netherlands, equivalent to German/USA 'Summa cum Laude')
Title of thesis: Scaffolding in teacher-student interaction: Exploring, measuring, promoting, and evaluating scaffolding. (scaffolding = adaptive support)

Work experience since completing PhD

Position	Period (date-date)	Number of fte	Type of position (fixed term, permanent, tenure track, other)	Institution
Assistant professor	01/07/2014 - current	0.8	Permanent	Utrecht University , Department of Education, Utrecht, The Netherlands
Post-doctoral researcher	20/4/2012 – 30/6/2014	20/4/12 – 1/4/13: 0.6fte 1/4/13 – 30/6/14: 1fte	Fixed term	Utrecht University , Department of Education, Utrecht, The Netherlands
Post-doctoral researcher	1/10/2011- 1/4/2013	0.4fte	Fixed term	University of Cambridge , Faculty of education, Cambridge, United Kingdom

Scientific memberships

- Member of Netherlands Educational Research Association (VOR)
- Member of the European Association of Research in Learning and Instruction (EARLI)
- Member of the American Educational Research Association (AERA)
- Staff member of Interuniversity Centre for Educational Sciences (ICO)

Coordination, organisation, committees and miscellaneous

- **Member expert panel** of PhD-project Sharon Calor (Scaffolding in small-group work), University of Amsterdam 2015 – current
- **Member exam committee**, Master Educational Sciences, Utrecht University 2014 – current
- **Reviewer** for Review of Educational Research, Learning and Instruction, Learning, Culture and Social Interaction, Teaching and Teacher Education 2010 – current
- **Coordinator honours education programme for excellent students** Bachelor Educational Sciences, Utrecht University 2015
- **SIG co-coordinator and newsletter editor** of EARLI's¹ Special Interest Group: Social interaction in learning and instruction (±180 members). (http://www.earli.org/special_interest_groups/social_interaction) 2011 – 2015
- **Organiser/chair** of 10 **symposia** at several national and international conferences (e.g., EARLI^h conference and Dutch Research Days) 2009 – 2015
- **Presenter** of 9 poster and round-table sessions at (inter)national conferences (e.g., EARLI^h conference and the AERA² conference) 2009 – 2015
- **Guest editor** with Prof. Elbers (Utrecht University) and Prof. Rojas-Drummond (University of Mexico) of special issue "Conceptualising and grounding scaffolding in complex educational contexts", in "Learning, Culture, and Social Interaction" 2013
- **Organiser 3-day study trip** for participants (teachers) of the Master Professional Mastership (University of Amsterdam/CNA³) (20 participants) to Cambridge, UK with lectures and school visits 2013
- **Organiser international workshop** on scaffolding/adaptive support at the University of Cambridge, United Kingdom (30 participants) 2012
- **Secretary** PhD department of the VOR⁴ 2011
- **Member** of International Programming Committee EARLI^h 2011
- **Chair** National and international organising committee of the Junior Researchers of the EARLI^h conference, Amsterdam, The Netherlands (±200 visitors) 2009

¹ EARLI=European Association for Research on Learning and Instruction

² AERA=American Educational Research Association

³ CAN=The Centre for Continuing Teacher Education

⁴ VOR=Netherlands Educational Research Association

Scholarships, grants and prizes

Scholarship/Grant/ Prize	Year of award
Main applicant VENI Talent scheme personal grant for the four-year research project: Do I know what you know? Promoting students' learning via accurate teacher judgments and adaptive support. https://www.nwo.nl/en/research-and-results/programmes/Talent+Scheme/awards/veni+awards/veni+awards+2016	2016
Main applicant EARLI Advanced Study Colloquium (ASC) (https://earli.org/sites/default/files/2016-12/ASC_2017.pdf). Grant for organizing the conference: "Bridging the gap: Accuracy of students' and teachers' judgments of students' academic achievement".	2016
Main applicant matching grant at the Education for Learning Society for the ASC.	2016
Formal main applicant of Review Study entitled: "Adaptivity in teacher-student interaction: What are we talking about and what works?" at the NWO division: Netherlands Initiative for Education Research (NRO)	2015
Main applicant personal support research grant from the Utrecht University Research Impulse of the Educational and Learning Sciences	2014
Award best dissertation Netherlands & Flanders 2012 awarded by the VOR ⁵	2013
Cum laude qualification of PhD dissertation (highest distinction in the Netherlands, equivalent to German 'Summa cum Laude')	2012
Nomination (ranking 2 nd out of 27) Outstanding publication award EARLI ⁶	2011
Travel grant Kohnstamm Institute University of Amsterdam – study visit Brighton	2010
Travel grant University fund University of Amsterdam – visiting scholar Cambridge	2010
Nomination best round table session Junior researchers of EARLI ^m conference (ranking 3 rd out of 26)	2009

Output

Summary

# first authorship publications ⁷	13
# second authorship publications ⁿ	3
# last authorship publications ⁿ	2
# paper presentations	26
# invited scientific lectures	8
# invited practitioners' lectures	7

⁵ VOR = Netherlands Educational Research Association

⁶ EARLI=European Association for Research on Learning and Instruction

⁷Including refereed articles, book chapters, practitioners publications, and proceedings

Refereed articles (9)

1. **Van de Pol, J.**, Brindley, S., & Higham, R. (2017). Two secondary teachers' understanding and classroom practice of dialogic teaching: a case study. *Educational Studies*, 1-19.
2. **Van de Pol, J.**, Volman, M., Oort, F. & Beishuizen, J. (2015). The effects of scaffolding in the classroom - Support contingency and student independent working time in relation to student achievement, task effort and appreciation of support. *Instructional Science*, 43(5), 615-641. doi: 10.1007/s11251-015-9351-z
3. **Van de Pol, J.**, Volman, M., Oort, F., & Beishuizen, J. (2014). Teacher scaffolding in small- group work – An intervention study. *Journal of the Learning Sciences*, 23(4), 600-650. doi: 10.1080/10508406.2013.805300
4. Higham, R., Brindley, S., & **van de Pol, J.** (2014). Shifting the primary focus: Assessing the case for dialogic education in secondary classrooms. *Language and Education*, 28(1), 86-99. doi: 10.1080/09500782.2013.771655
5. Elbers, E., Rojas-Drummond, S., & **van de Pol, J.** (2013). Introduction to special issue: Conceptualising and grounding scaffolding in complex educational contexts. *Learning, Culture, and Social Interaction*, 2(1), 1-2. doi: 10.1016/j.lcsi.2012.12.002
6. **Van de Pol, J.**, & Elbers, E. (2013). Scaffolding student learning: A microanalysis of teacher-student Interaction [Special issue]. *Learning, Culture, and Social Interaction*, 2(1), 32-41. doi:10.1016/j.lcsi.2012.12.001
7. **Van de Pol, J.**, Volman, M., & Beishuizen, J. (2012). Promoting teacher scaffolding in small-group work: A contingency perspective. *Teaching and Teacher Education*, 28, 193-205. doi: 10.1016/j.tate.2011.09.009
8. **Van de Pol, J.**, Volman, M., & Beishuizen, J. (2011). Patterns of contingent teaching in teacher-student interaction. *Learning and Instruction*, 21(1), 46-57. doi: 10.1016/j.learninstruc.2009.10.004
9. **Van de Pol, J.**, Volman, M., & Beishuizen, J. (2010). Scaffolding in teacher-student interaction: A decade of research. *Educational Psychology Review*, 22(3),271-297. doi 10.1007/s10648-010-9127-6

Book chapters (2)

1. **Van de Pol, J.**, Volman, M., & Beishuizen, J. (2013). Scaffolding in Teacher–Student Interaction: A Decade of Research, in David Scott (ed.), *Theories of Learning* (Vol. 3: Learning, Curriculum, Pedagogy and Assessment), pp. 305-336. London: SAGE Publications.
2. **Van de Pol, J.**, Volman, M., Elbers, E., & Beishuizen, J. (2012). Measuring scaffolding in teacher – small-group interactions. In R. M. Gillies (Ed.), *Pedagogy: New Developments in the Learning Sciences* (pp. 151-188). Hauppauge: Nova Science Publishers.

Non-refereed national publications for non-scientific practitioner audience (6)

1. Buchner, D., & **van de Pol, J.** (2013). Scaffolding werkt alleen als je er echt achter staat [Scaffolding only works if you believe in it]. *Didactief*, December 2013.
2. Schröder-de Boer, P., & **van de Pol, J.** (2013). Hoe houd je 30 leerlingen aan het werk!? [How to keep 30 students working?!]. *De Cascade*, 10, 28-29.
2. **Van de Pol, J.**, & Passier, M. (2013). Hulp op maat voor de VMBO-leerling: Cognitieve en affectieve scaffolding [Tailored support for the prevocational

student: Cognitive and affective scaffolding]. In M. van Schaik & J. van der Waals (Eds.), *Het vmbo dichterbij. Bewegen tussen theorie en praktijk [VMBO in close up. Moving between theory and practice]*. Amsterdam: SWP.

3. **Van de Pol, J.**, & van den Berg, H. (2013). Scaffolding information movie for teachers. <http://www.leraar24.nl/video/4113>
4. **Van de Pol, J.** (2012). Stem hulp af op kennis leerling [Adapt support to students' understanding]. *Didactief*, september 2012, 28-29.
5. **Van de Pol, J.**, Volman, M., & Beishuizen, J. (2011). Vmbo-leerlingen hebben baat bij 'scaffolding' [Pre-vocational students benefit from scaffolding]. *Van Twaalf tot Achttien*, 10, 16-17.

Invited scientific lectures (8)

1. **Van de Pol, J. (2016)**. Conceptualising and Measuring Support Adaptivity. Invited keynote at the center for Educational Research and Educational Information, Frankfurt, Germany.
2. **Van de Pol, J.** (2014). Alignment in Dyadic Face-to-Face Interaction: Structuring a Myriad of Concepts. Invited keynote lecture at conference "Multimethod access to videobased analyses of the quality and effects of education – A Dialogue", Zürich, Switzerland.
3. **Van de Pol, J.** (2011). Exploring, promoting and evaluating scaffolding. Invited keynote Summer School, Faculty of Education, Hamburg University, Hamburg, Germany.
4. **Van de Pol, J.** (2011). Analysing scaffolding. Invited workshop at Summer School, Faculty of Education, Hamburg university, Hamburg, Germany.
5. **Van de Pol, J.**, Volman, M., & Beishuizen, J. (2011). Scaffolding in teacher-student interaction. Keynote at scaffolding workshop, University of Cambridge, Cambridge, United Kingdom.
6. **Van de Pol, J.** (2013). Scaffolding in teacher-student interaction. Invited lecture, Erasmus University Rotterdam 2013
7. **Van de Pol, J.**, & Schuitema, J. (2013). Coding texts. Invited guest lecture at the Dutch interuniversity research school for educational sciences, Utrecht University, The Netherlands.
8. **Van de Pol, J.**, Volman, M., Oort, F., & Beishuizen, J. (2013). Effects of teacher scaffolding on students' on-task behavior, appreciation of support and task, and achievement. In F. de Jong (chair), Teaching for improved learning in vocational education. Invited symposium of the Association of Educational Research (VOR) at the conference of the American Educational Research Association, San Francisco, USA.

Invited lectures for practitioners (7)

1. **Van de Pol, J.** (2017). Adaptive support for every student. Invited workshop at the teacher conference of the institute for Biology, Lunteren, The Netherlands.
2. **Van de Pol, J.** (2013). Scaffolding in small-group work. Invited workshop at the Master 'Learning and innovating', University of applied sciences Inholland, Amsterdam, The Netherlands.
3. **Van de Pol, J.** (2013). Scaffolding in teacher-student interaction. Invited lecture scaffolding during professional development course at Unic (secondary school), Utrecht, The Netherlands.
4. **Van de Pol, J.**, & Passier, M. (2013). Cognitive and affective scaffolding. Invited workshop, pre-vocational practitioner's conference, Wageningen, The Netherlands.

Netherlands.

5. **Van de Pol, J.** (2012). Scaffolding in pre-vocational education. Invited lecture, pre-vocational practitioner's conference, Wageningen, The Netherlands.
6. **Van de Pol, J.** (2012). Invited lecture master professional mastership University of Amsterdam.
7. **Van de Pol, J.** (2012). Scaffolding in teacher-student interaction. Invited keynote lecture at teacher research symposium, VU University Amsterdam

Other: Conference paper presentations (26)

1. **Van de Pol, J., & Brekelmans, M.** (2015). Alignment in dyadic face-to-face interaction: Structuring a myriad of concepts. Paper presented at the symposium entitled "Capturing Instructional Quality from Different Perspectives: Four Analyses of the Same Math Lessons" held at the conference of the European Association of Research on Learning and Instruction (EARLI), Limassol, Cyprus.
2. **Van de Pol, J., Poorthuis, A., Mainhard, T. & Brekelmans, M.** (2015). Smart students receive more adaptive support. Paper presented at the symposium entitled "Cognitive Aspects of Teaching II: Effects of Teacher Expertise on Teacher-Student Discourse" held at the conference of the European Association of Research on Learning and Instruction (EARLI), Limassol, Cyprus.
3. Poorthuis, A., **van de Pol, J.**, Mainhard, T., & van Aken, M. (2015). Emotional reactions to grades: Effects on students' daily behavioural engagement. Paper presented at the symposium entitled "Emotional, attributional, and physiological reactions to grades" held at the conference of the European Association of Research on Learning and Instruction (EARLI), Limassol, Cyprus.
4. Higham, R., Brindley, S. & **van de Pol, J.** (2014). *What are the distinctive characteristics of dialogue in secondary Religious Education? Paper presented at the BERA conference, London, United Kingdom.*
5. Higham, R., **van de Pol, J.**, & Brindley, S. (2014). Secondary teachers' developing understanding and classroom practice of dialogic teaching. *Paper presented at the BERA conference, London, United Kingdom.*
6. Bijlsma, N., Schaap, H., **van de Pol, J.**, de Bruijn, E. (2014). Wie de bal kaatst moet hem terug verwachten; in hoeverre stemmen CIOS-docenten hun handelen af op de beroepskennis van hun studenten? [To what extent do CIOS-teachers adapt their behaviour to the vocational knowledge of students?]. *Paper presented at the Educational Research Days (ORD), Groningen, The Netherlands.*
7. **Van de Pol, J.**, Poorthuis, A., Mainhard, T., & Brekelmans, M. (2014). Slimme leerlingen krijgen meer passende hulp [Smart students receive more contingent support]. *Paper presented at the Dutch Research Days, Groningen, The Netherlands.*
8. Poorthuis, A.M.G., **van de Pol, J.**, Mainhard, T., & van Aken, M.A.G. (2014). A good grade makes my day: Grades, adolescents' daily levels of school engagement, and the role of peer context. *Paper presented at the Biennial meeting of the Society for the Study of Behavioural Development. Shanghai, China.*
9. Poorthuis, A.M.G., **van de Pol, J.**, Mainhard, T., & van Aken, M.A.G. (2014). A good grade makes my day: Grades, adolescents' daily levels of school engagement, and the role of peer context. *Paper presented at the biennial meeting of the Vereniging Nederlandse Ontwikkelingspsychologie.*

Wageningen, The Netherlands.

10. Jansen, E., Soeters, N., Duijzer, C., Francot, R., Klaasen, F., Kroonenberg, M., van der Laan, N., **van de Pol, J.**, & Leseman, P. (2014). Using online measures to examine the effects of scaffolding and feedback on learning. *Paper presented at the SIG 6/7 meeting of the European Association of Research on Learning and Instruction (EARLI), Rotterdam, The Netherlands.*
11. **Van de Pol, J.**, Poorthuis, A., Mainhard, T., & Brekelmans, M. (2014). Slimme leerlingen krijgen meer passende hulp [Smart students receive more contingent support]. *Paper presented at the Dutch Research Days, Groningen, The Netherlands.*
12. **Van de Pol, J.**, Mercer, N., & Volman, M. (2013). Scaffolding Small-Group Work: Students' Uptake of Support. *Paper presented at the symposium entitled "Interactive instruction: Why it is effective and how it may be improved" held at the conference of the European Association of Research on Learning and Instruction (EARLI), Munich, Germany*
13. **Van de Pol, J.**, Brindley, S., & Higham, R. (2013). Two secondary teachers' developing understanding and classroom practice of dialogic teaching – A case study. *Paper presented at the symposium entitled "Teachers as versatile communicators", held at the conference of the European Association of Research on Learning and Instruction (EARLI), Munich, Germany*
14. **Van de Pol, J.**, Volman, M., Oort, F., & Beishuizen, J. (2013). Effects of teacher scaffolding on students' on-task behavior, appreciation of support and task, and achievement. In F. de Jong (chair), Teaching for improved learning in vocational education. *Invited symposium of the Association of Educational Research (VOR) at the conference of the American Educational Research Association, San Francisco, USA.*
15. **Van de Pol, J.**, & Brekelmans, M. (2013). The paradox of scaffolding in the classroom: Support quality versus support efficiency in relation to student engagement in small-group work. *Paper presented at the conference of the American Educational Research Association (AERA), San Francisco, USA.*
16. **Van de Pol, J.**, & Passier, M. (2013). Hulp op maat: cognitieve en affectieve scaffolding [Cognitive and affective scaffolding in pre-vocational education]. Workshop presented at the Dutch vocational education conference for researchers and practitioners (Het VMBO dichterbij).
17. **Van de Pol, J.**, & Elbers, E. (2012). Challenging students' learning during scaffolding interactions. Paper presented at the symposium 'Conceptualising and grounding scaffolding in complex educational contexts' held at the SIG 10 & 21 meeting of the European Association of Research on Learning and Instruction (EARLI), Belgrade, Serbia.
18. **Van de Pol, J.**, Volman, M., Oort, F., & Beishuizen, J. (2012). Teacher scaffolding in small-group work – An intervention study. Paper presented at the SIG 10 & 21 meeting of the European Association of Research on Learning and Instruction (EARLI), Belgrade, Serbia.
19. Schuitema, J., Radstake, H., **van de Pol, J.**, & Veugelers, W. (2012). Klassikale discussies in het kader van burgerschapsvorming [Whole-class discussions in the context of citizenship education]. Paper presented at the Educational Research Days (ORD), Wageningen, Nederland.
20. **Van de Pol, J.**, Volman, M., & Beishuizen, J. (2012). Effecten van scaffolding op de prestaties en betrokkenheid van leerlingen [Effects of scaffolding on students' achievement and engagement]. Paper presented at the Educational Research Days (ORD), Wageningen, Nederland.
21. **Van de Pol, J.**, Volman, M., Oort, F., & Beishuizen, J. (2011). Effects of

teacher scaffolding on students' engagement. Paper presented at the conference of The International Society for Cultural and Activity Research (ISCAR), Rome, Italy.

22. **Van de Pol, J.**, Elbers, E., Volman, M., & Beishuizen, J. (2011). Measuring teacher scaffolding in classroom situations: A contingency perspective. Paper presented at the symposium entitled "Classroom scaffolding - Conceptualisations and applications" at the conference of the European Association of Research on Learning and Instruction (EARLI), Exeter, United Kingdom.
23. **Van de Pol, J.**, Volman, M., & Beishuizen, J. (2011). Het meten van scaffolding in de klas: Een contingentie perspectief [Measuring scaffolding in the classroom: A contingency perspective]. Paper presented at the Educational Research Days), Maastricht, The Netherlands.
24. **Van de Pol, J.**, Volman, M., & Beishuizen, J. (2010). Scaffolding for engagement. Paper presented at the Junior Researchers of the European Association of Research on Learning and Instruction (EARLI), Frankfurt, Germany.
25. **Van de Pol, J.**, Volman, M., & Beishuizen, J. (2009). Scaffolding in teacher student interactions. Paper presented at the symposium entitled "Scaffolding in the classroom" at the conference of the European Association of Research on Learning and Instruction (EARLI), Amsterdam, The Netherlands.
26. **Van de Pol, J.**, Volman, M., & Beishuizen, J. (2008). Scaffolding in de klas - Een review [Scaffolding in the classroom: A literature review]. Paper presented at the Educational Research Days), Eindhoven, The Netherlands.

Proceedings (1)

1. Crisan, D. R., **Van de Pol, J.**, & Van der Ark, L. A. (accepted and in press). Scalability coefficients for two-level polytomous item scores: An introduction and an application. In L. A. van der Ark, D. M. Bolt, W.-C. Wang, J. A. Douglas, & M. Wiberg (Eds.). *Quantitative psychology research*. New York, NY: Springer.