



UNIVERSITY OF AMSTERDAM

**Faculty of Social and Behavioural Sciences**  
Graduate School of Child Development and Education

RESEARCH MASTER

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# CHILD DEVELOPMENT AND EDUCATION

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ACADEMIC YEAR 2022 / 2023



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## **RESEARCH MASTER CHILD DEVELOPMENT AND EDUCATION**

The University of Amsterdam offers the Research Master “Child Development and Education”. This two-year master programme integrates research in the areas of child development and education. Both disciplines are characterised by empirical research into learning and development processes in various settings. The programme is meant for students with a bachelor's degree in pedagogical sciences, educational sciences, or with a bachelor's degree in an adjacent field (e.g., psychology, sociology), who want to specialise in this specific field of research. Both Dutch students and students from abroad can apply.

### **1. Introduction**

The Research Master Child Development and Education trains students to conceive, design, conduct and report high-quality research in the field of child development and education. The programme has been developed for excellent students who are motivated to conduct research and who intend to pursue academic research careers in child development and education. Research Master students acquire in-depth disciplinary knowledge, familiarity with relevant research methodology and practical experience in carrying out research. The programme takes two years to complete. In both years students take courses and gain experience in conducting research.

#### *Courses*

Students choose from disciplinary courses that give systematic overviews of fundamental, theory-driven research into the nature, development and explanation of child attributes. Research topics vary, but share the bioecological model as a common theoretical framework. In addition to a selection of disciplinary courses, students take an introductory course, courses in methods and statistics and a supporting course in academic skills. See Sections 2 and 3 for the programme schedule, and Section 10 for course descriptions.

#### *Research practice*

During the research master programme students gain experience in doing research. Students participate in one of the department's research groups, where they contribute to ongoing research, and write a report in the form of an academic paper. These activities are designed to strengthen every area of the student's research skills, including theoretical reflection, the formation of hypotheses, planning, data collection and analysis, report writing and presentation.

The department has extensive experimental research facilities, including video-monitored observation rooms, a family lab and an ERP-research lab equipped with facilities for taking electrophysiological measurements. It is also possible to conduct observational and interventional research in families or classrooms, to participate in large-scale skills-testing research of children and adults, or to conduct educational surveys using questionnaires for different target groups. Alternatively, students may choose to do their research at another department, possibly at another university, possibly abroad, taking advantage of the national and international contacts of the research master staff members.



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*Examination programme*

Table 1 shows the examination programme for students who start in September 2022. The programme already leaves some freedom of choice, but students may opt to replace a limited number of courses by courses that are offered by other departments of the University of Amsterdam, or by other universities (Section 3). The study load for the regular route is 120 credits. There is also a possibility to take a clinical route, which prepares the student for a career as science practitioner. See section 2 for more information.

*Table 1. Examination programme for students who start in September 2022 (subject to changes)*

Research Master Child Development and Education	
Study load:	120 EC
Degree to be awarded:	Master of Science
Format:	Fulltime
Admission:	Bachelor's degree in Pedagogical Sciences, Educational Sciences, or an adjacent bachelor's degree, or equivalent university education
Selection criteria:	Grades, motivation, prior education
Programme manager:	Dr. A. van Maanen
<b>Examination programme</b>	<b>Credits</b>
<i>Introductory course:</i>	
<ul style="list-style-type: none"> <li>Intervention Research</li> </ul>	6
<i>Disciplinary elective courses</i>	5 X
<ul style="list-style-type: none"> <li>Criminal behaviour of juveniles</li> <li>Critical debates on children and education in a comparative perspective</li> <li>Developmental and parenting problems</li> <li>Educational innovation: improving the quality of teaching and learning (only in 2022/2023)</li> <li>Family systems</li> <li>Learning and social-emotional disorders in educational contexts</li> <li>Micro-processes at school and learning (only in 2023/2024)</li> <li>Philosophy of education</li> </ul>	6 each
<i>Methods, statistics, and skills:</i>	
<ul style="list-style-type: none"> <li>Methods and statistics in educational research</li> </ul>	12
<ul style="list-style-type: none"> <li>Structural equation modelling</li> </ul>	12
<ul style="list-style-type: none"> <li>Multilevel data analysis</li> </ul>	9
<ul style="list-style-type: none"> <li>Academic skills</li> </ul>	3
<i>Research projects:</i>	
<ul style="list-style-type: none"> <li>Research Internship</li> </ul>	18
<ul style="list-style-type: none"> <li>Thesis</li> </ul>	30
<b>Total</b>	<b>120</b>

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The final attainment level of the programme is described in Section 4. To reach this level, students will be continuously supported by supervising staff members; see Section 5. All staff members themselves are experienced researchers; see Section 6 for a full list of Research Master staff members. After successful completion of the programme the student will receive a Research Master's degree in Child Development and Education, and the title Master of Science (MSc). A PhD position is the most evident next step in an academic research career, but there are many other options; see Section 7.

Please notice that the Research Master is selective. To ensure intensive instruction, support, supervision and counselling, enrolment is restricted to a maximum of 15-20 students per year. This means that students must apply to be admitted to the Research Master. Application requirements and admission criteria are given in Section 8, and tuition in Section 9. Of course, much more information can be found on the internet:

About the Research Master: <http://www.uva.nl/rmsc-cde>

About the Graduate School: [gscde.uva.nl](http://gscde.uva.nl)

About the University: <http://www.uva.nl/en/home>

About studying in Amsterdam: <https://www.uva.nl/en/education/practical-information/practical-information.html>

## 2. Programme

Within the research master programme, students can follow three separate routes: a 'regular route' (in either the education or child development direction), a clinical route with an 'Orthopedagogiek' direction, and a clinical route with a 'Forensische Orthopedagogiek' direction, see Tables 2-5 below for schematic overviews of the different routes.

### *Regular route*

The regular route is open to all research master students. In the regular route, students take the introductory course, three courses in methods and statistics, and a supporting course, and they choose five disciplinary courses. The disciplinary courses can be chosen in such a way that an 'education' or a 'child development' direction can be followed, or a combination of both. In addition, students conduct a research internship in the first year, and a thesis in the second year. The programme takes two full years of study and has a study load of 120 credits (ECTS; European Credit Transfer System).

### *Clinical route: general information*

The clinical route is meant for students who want to work as a clinical researcher or "science-practitioner" in the Dutch practice and want to be registered as a clinical diagnostician (in Dutch: "Orthopedagoog Generalist" or "Gezondheidszorgpsycholoog"). To qualify for the official continuation courses and training for clinical professions in the Netherlands, students must (1) have a bachelor's degree in pedagogy or psychology with a study programme that meets the requirements described elsewhere (see study guide master programme "Orthopedagogiek or Forensische orthopedagogiek Registraties voor klinisch orthopedagoog en GZ-opleiding"), and (2) follow the clinical route within the research master programme.

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Please note that the clinical route is only open to Dutch-speaking students, as this route contains courses taught in Dutch and qualifies for the continuation courses for clinical professions in the Netherlands. In other countries other requirements apply. However, international students can of course follow the clinical research master courses *Developmental and parenting problems*, *Learning and social-emotional disorders in educational contexts*, and *Criminal behaviour of juveniles*, and can choose clinical subjects for their thesis work.

Students in the clinical route can choose either the ‘Orthopedagogiek’ direction, or the ‘Forensische Orthopedagogiek’ direction.

*Clinical route: Orthopedagogiek direction*

Similar to the students taking the regular route, students in the clinical route take the introductory course, three courses in methods and statistics, a supporting course, and carry out the *Research Internship* in the first year and the *Research Master Thesis* in the second year.

In addition, in the clinical route ‘Orthopedagogiek’ direction, students take the disciplinary courses *Developmental and parenting problems* and *Learning and social-emotional disorders in educational contexts* in the first year, the courses *Van diagnostiek naar behandeling deel 1* and *Van diagnostiek naar behandeling deel 2* from the master’s programme *Orthopedagogiek in the second year*, and one additional disciplinary course. After completion of the research master programme, they carry out a clinical internship in the third year to finish the Orthopedagogiek track.

*Clinical route: Forensische Orthopedagogiek direction*

Similar to the students taking the regular route and the clinical route ‘Orthopedagogiek direction’, students in this route take the introductory course, three courses in methods and statistics, a supporting course, and carry out the *Research Internship* in the first year and the *Research Master Thesis* in the second year.

In addition, in the clinical route ‘Forensische Orthopedagogiek’ direction, students take the course *Criminal behaviour of juveniles*, and at least one of the other two clinical courses (*Developmental and parenting problems* or *Learning and social-emotional disorders in educational contexts*) in the first year, the courses *Forensische diagnostiek* and *Forensische behandeling* from the master’s programme *Forensische Orthopedagogiek* in the second year, and one additional disciplinary course. After completion of the research master programme, they take the course *Forensische orthopedagogiek en recht* and they carry out the clinical internship in the third year, to finish the Forensische Orthopedagogiek track.

Table 2 provides an overview of courses in the education direction of the regular route, Table 3 gives an overview of the child development direction of the regular route, Table 4 gives an overview of courses in the clinical route Orthopedagogiek direction, and Table 5 gives an overview of courses in the clinical route Forensische Orthopedagogiek direction (but see “Personal programme”, Section 3). The tables also show how courses and research projects are distributed over the months of the two years. In the curriculum we distinguish between (I) an introductory course, (II) disciplinary courses, (III) courses in methods and statistics, (IV) supporting courses and (V) research projects. For more detailed information about the content of the courses, see Section 10.



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*I. Disciplinary courses*

The disciplinary courses (6 credits each) provide systematic overviews of fundamental, theory-driven research into the nature, development and explanation of child attributes and education. All students begin with the introductory course *Intervention research* and then they choose from the other disciplinary courses. The bioecological model serves as an organising principle for all research that is covered by the disciplinary courses. The disciplinary courses give an overview of all research that is carried out by the research groups that participate in the Child Development and Education programme: (1) *Criminal behaviour of juveniles*; (2) *Critical debates on children and education in a comparative perspective*; (3) *Developmental and parenting problems*; (4) *Educational innovation: improving the quality of teaching and learning*; (5) *Family systems*; (6) *Learning and social-emotional disorders in educational contexts*; (7) *Micro-processes at school and learning*, and (8) *Philosophy of education*. For additional courses, see “Personal programme” below (Section 3). For course descriptions, see Section 10.

**Table 2. Schedule of the Research Master programme – regular route (education)**

FIRST YEAR									
Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Intervention research (6)*		Critical debates on children and education (6)					Educational innovation (6)		
Methods and statistics in educational research (12)*				Multilevel data analysis (9)*					
Academic skills (3)*									
				Research internship (18)*					
SECOND YEAR									
Sept	Oct	Nov	Dec	Jan	Febr	March	April	May	June
Philosophy of education (6)				Learning and social-emot. disorders (6)		Micro-processes at school and learning (6)			
Structural equation modelling (12)*									
Research Master Thesis (30)*									

\*Asterisks denote compulsory courses. Values in parentheses denote European credits (in ECTS; European Credit Transfer System). Students choose five out of eight disciplinary courses. Some disciplinary courses can be chosen in both years.



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## *II. Courses in methods and statistics*

There are three courses in methods and statistics, covering the statistical techniques that are most commonly used in research in child development and education. Multivariate statistics are examined in (1) *Methods and statistics in educational research* (12 credits), which covers the best known generalised linear models; and (2) *Structural equation modelling* (12 credits), which covers path models, factor models, and their extensions. *Multilevel data analysis* (9 credits) goes more deeply into the analysis of data that are typical of research in child development and education. For course descriptions, see Section 10.

Please note that it is not only statistical theory that is taught in these courses. Students learn how to use statistical software and to apply statistical techniques to real data sets from research in child development and education through practical assignments in each of the three courses. Articles from academic journals are used to illustrate how the statistical techniques are applied and described in published research in child development and education. In this way, and through writing assignments, students also learn how to report and interpret statistical results.

Research master students may also follow the course *Meta-Analysis* from the Research Master Psychology, or the qualitative statistics courses *Interpreting Qualitative Data* or *Intensive interviewing and focus groups* of the Research Master Communication Science. This may particularly be relevant for students who will perform a meta-analysis or qualitative analyses for their Research Internship or Thesis. Please note that students should contact the Examinations Board for permission to include these courses in their programme (see Section 3). For information about how to register for these courses, please contact the research master's programme manager.

## *III. Supporting courses*

In the supporting course *Academic skills* (3 credits) students are trained in developing an academic attitude, process management, presenting, as well as in critically evaluating the work of others.

For more extensive training in writing English students may want to take a supplementary course in Academic Writing. Please notice that supplementary courses are extracurricular, so that the credits do not count in the 120 EC of the examination programme (Table 1).

## *IV. Research projects*

Students carry out a research internship in the first year and a thesis in the second year. For the *Research Internship*, the student participates in the research group of the supervising staff member, and contributes to ongoing research of the research group, by carrying out part of the research and writing a research report. In this way, the student gains experience in all aspects of research, including theoretical reflection, hypothesising, designing, data collection, data analysis, reporting and presentation. The research internship report is graded by the supervisor and one other staff member.

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For the thesis, the student chooses a subject of research and a supervising staff member, and writes a research proposal. This proposal must be approved by two other staff members, before the student can continue the research activities. The proposed research project can be carried out in one of the research groups of the department or outside the department, possibly at another university. The student works autonomously, consults the supervisor and other staff members when appropriate, and participates in the research group of the supervising staff member. The full research project may be described in an internal research report, but the student must also present the research results in a paper that can be submitted to an international, peer-reviewed academic journal. Both research report and journal article may qualify as Thesis, which is graded by the supervising staff member and two other staff members.

Students present the results of their research internship at the introductory meeting for new students in September. After completion of the thesis, students present the results of their thesis to an audience of research master staff members, other members of the department, and fellow students at one of the Graduate School Colloquia.

**Table 3. Schedule of the Research Master programme – regular route (child development)**

FIRST YEAR									
Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Intervention research (6)*		Developmental and parenting problems (6)			Family systems (6) OR:				
					Learning and social-emot. disorders (6)				
Methods and statistics in educational research (12)*				Multilevel data analysis (9)*					
Academic skills (3)*									
				Research internship (18)*					
SECOND YEAR									
Sept	Oct	Nov	Dec	Jan	Febr	March	April	May	June
Philosophy of education (6)		Developmental & parenting probl. (6) OR			Family systems (6) OR:		Criminal behaviour of juveniles (6)		
					Learning and social-emot. disorders (6)				
Structural equation modelling (12)*									
Research Master Thesis (30)*									

\*Asterisks denote compulsory courses. Values in parentheses denote European credits (in ECTS; European Credit Transfer System). Students choose five out of eight disciplinary courses. All these disciplinary courses can be chosen in both years.



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**Table 4. Schedule of the Research Master programme – clinical route Orthopedagogiek direction**

FIRST YEAR									
Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Intervention research (6)*		Developmental and parenting problems (6)*			Learning and social-emot. disorders (6)*				
Methods and statistics in educational research (12)*				Multilevel data analysis (9)*					
Academic skills (3)*									
				Research Internship (18)*					
SECOND YEAR									
Sept	Oct	Nov	Dec	Jan	Febr	March	April	May	June
Van diagnostiek naar behandeling 1 (6)*		Van diagnostiek naar behandeling 2 (6)*			Family systems (6) OR:		Criminal behaviour of juveniles (6)		
Structural equation modelling (12)*									
Research Master Thesis (30)*									
THIRD YEAR									
Sept	Oct	Nov	Dec	Jan	Febr	March	April	May	June
Klinische stage (21)*									

Values in parentheses denote European credits (in ECTS; European Credit Transfer System).

\*Asterisks denote compulsory courses. In addition to the compulsory courses, students choose one other disciplinary course (e.g., *Family systems* or *Criminal behaviour of juveniles*).

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**Table 5. Schedule of the Research Master programme – clinical route Forensische Orthopedagogiek direction**

FIRST YEAR									
Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Intervention research (6)*		Developmental and parenting problems (6)* OR:			Learning and social-emot. disorders (6)*		Criminal behaviour of juveniles (6)*		
Methods and statistics in educational research (12)*				Multilevel data analysis (9)*					
Academic skills (3)*									
Research Internship (18)*									
SECOND YEAR									
Sept	Oct	Nov	Dec	Jan	Febr	March	April	May	June
Forensische diagnostiek (6)*		Forensische behandeling (6)*			Family systems (6) OR:				
Structural equation modelling (12)*				Learning and social-emot. disorders (6)					
Research Master Thesis (30)*									
THIRD YEAR									
Sept	Oct	Nov	Dec	Jan	Febr	March	April	May	June
Klinische stage (21)*									
For. orthopedagogiek en recht (3)*									

Values in parentheses denote European credits (in ECTS; European Credit Transfer System).

\*Asterisks denote compulsory courses. In the clinical route Forensische Orthopedagogiek direction, the course *Criminal behaviour of juveniles* is obligatory, AND students should choose at least one of the other two clinical courses (*Developmental and parenting problems* OR *Learning and social-emotional disorders in educational contexts*). In addition to the compulsory courses, students choose one other disciplinary course (e.g., *Family systems* or *Learning and social-emotional disorders*).

### Graduate School Colloquia

Research master students are expected to attend the Graduate School Colloquium meetings that are organised monthly. During the Graduate School Colloquia, research master and PhD students present their research to an audience of students and researchers from the department. Research master students receive colloquium credits for attending the colloquia. Students have to collect at least 18 colloquium credits during the research master programme (see for more information the *Teaching and Examination Regulations (OER)*).

### **3. Personal programme**

The regular route allows for freedom of choice in courses as students may choose from the disciplinary courses in the current programme and/or take a course outside the general programme. It is also possible to construct a personal programme, deviating from the general programme and study routes described in Section 2.

Students are allowed to replace a limited number of courses (max. 12 ECTS) of the general programme with external courses, that is, courses that are offered by other departments of the University of Amsterdam, or by other universities. If students want to include outside courses in their research master programme, they have to ask for permission from the Examinations Board. For each outside course, the Examinations Board consults staff members of the Research Master, the course description and if necessary the lecturer of the outside course and the study materials to verify whether the course meets the requirements of quality and coherence of the Research Master programme. Of course, outside courses also have to fit within the time schedule of the general programme to be considered (see schedule in Section 2).

### **4. Final attainment level of the programme**

The Research Master's programme aims at delivering students who are able to autonomously design, carry out and report high quality research in the field of child development and education. The programme is developed for excellent students with a proven motivation for carrying out research and with the ambition to qualify for an academic research career in child development and education.

After graduating, students will have profound knowledge (disciplinary and methodological) of a large variety of research in child development and education and specialised expertise in carrying out research. They will have the ability to read and understand advanced publications in their field of specialisation and related areas and they will also be able to participate in and contribute to the further development of their disciplinary terrain. They will have the knowledge, insight and skills to carry out research autonomously. More specifically, graduates demonstrate the following knowledge, abilities and attitudes.

#### *Knowledge and understanding*

The graduate has

1. theoretical knowledge of the field of child development and/or education, more specifically either:
  - a. knowledge and understanding of traditional and novel theoretical models on the interplay between factors and processes in various contexts (e.g., family, peers, school) and (a)typical cognitive, emotional and behavioural development of children, or
  - b. knowledge and understanding of the interplay between factors and processes at the level of the student, the classroom, the school organisation and education policy, and how these influence learning and development of children and adolescents;
2. a thorough command of (1) research methods and techniques to observe bidirectional and transformative interactions between children's development and their environment; and (2) experimental research methods and techniques to test causal pathways underlying child development and learning, and effects of intervention strategies to optimise child development and learning processes; and

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3. knowledge and understanding of the guidelines of scientific integrity and good data management.

*Applying knowledge and understanding*

The graduate has the ability to

4. synthesise the literature on topics related to child development and education;
5. develop novel research questions and hypotheses based on state of the art theory and empirical findings related to children's emotional, cognitive, and behavioural development and developmental context;
6. plan and carry out research in the field of child development or education independently, according to principles of scientific integrity and responsible data management;
7. analyse quantitative data on children's development and learning processes using advanced techniques that account for the often complex (i.e. multilevel) nature of children's environment;
8. report research independently, as testified by reports and presentations, with which the student qualifies for (PhD) research;
9. adopt a critical, constructive, and collaborative attitude towards child development and education research of others; and
10. critically appraise evidence on the effectiveness of intervention strategies to optimise child development and learning.

*Making judgements*

The graduate is able to

11. infer the appropriate conclusions that can be drawn from research in child development and/or education;
12. evaluate how one's own and others' personal values and potential conflicts of interest might influence the nature of inferences that can be drawn from child development and/or education research;
13. assess and determine what constitutes a solid and reliable research project (proposal, published study) and what does not;
14. think critically about the issues concerning scientific integrity and ethical issues related to research;
15. understand the responsibility of the graduate as a child development or education researcher to engage in professional discussions with the wider academic community and society; and
16. see the limitations of the graduate's current knowledge and skills and the need to act accordingly, such as asking for help to relevant experts when needed.

*Communication*

The graduate has the ability to

17. write academic papers in English that are in line with the publication criteria of relevant journals on child development and education;
18. present research findings to an academic audience, relevant stakeholders (e.g., parents, teachers, health care professionals, policy makers), and the general public; and
19. work independently as well as collaborate with relevant others (e.g., other researchers, parents, teachers, health care professionals, policy makers).

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### *Learning skills*

The graduate

20. develops an attitude that shows the pursuit to continuously refine the general understanding of child development and education based on new empirical findings, including those that call for reconsideration of current theoretical models and practice;
21. is able to continue developing knowledge and skills;
22. knows what the professional possibilities are after graduation (for further career).

For students following the clinical route, the exit qualifications of the master's programme Orthopedagogiek or Forensische Orthopedagogiek additionally apply (see the Teaching and Examination Regulations (OER) of the master's programme *Pedagogische Wetenschappen*).

## **5. Study counselling**

The timetable of the general programme (Section 2) guarantees an even distribution of study load over the two years of study. General study progress will be carefully watched by the programme manager. Progress of the activities in the research projects will primarily be guarded by the supervising staff member and thesis coordinator. In addition, students can appeal to the study advisers who are working at the educational institute (see: <https://student.uva.nl/rmcde/contact/study-advisers/study-advisers.html>).

Besides supervision of study progress, students may also need counselling with respect to study content: the choice of courses for the personal programme, the choice of subjects for the research projects, and ultimately the choice for an academic career in research. For advice on this matter, the student does best to call on the staff members who teach the subjects that the student takes most interest in. The student may of course also call on the programme manager or the study advisers.

## **6. Staff members of the Research Master**

Only staff members can act as coordinators of Research Master courses or as supervisors of research projects. All staff members themselves are researchers with experience and expertise in their field of research. Current Research Master staff members are, in alphabetical order, dr O. Agirdag, dr A.L. van den Akker, prof. dr L.A. van der Ark, prof. dr J.J. Asscher, dr M. Assink, dr M. van den Boer, prof. dr H.M.W. Bos, dr R.J. Bosman, prof. dr C.A.M. van Boxtel, dr E.I. de Bruin, dr E. Brummelman, dr C. Colonesi, dr L.J.F. Cornelissen, dr H.E. Creemers, dr R.J.M. Daas, dr I.N. Defoe, dr A. van Dijk, prof. dr A.B. Dijkstra, dr J.P. van Drie, prof. dr R.G. Fukkink, dr L. Gaikhorst, dr D. van der Giessen, dr M. van de Guchte, dr M. Hoeve, dr S. Jak, dr J. Jansen in de Wal, dr T.M. Janssen, prof. dr P.F. de Jong, dr T.D. Jorgensen, dr K.J. Kan, dr H.M.Y. Koomen, dr H. Kosar-Altinyelken, dr P.H.O. Leijten, dr A. van Maanen, dr M. Majdandžić, prof. dr M.S. Merry, dr A. Munniksma, dr M. Nikolic, dr M.J. Noom, prof. dr F.J. Oort, prof. dr B Orobio de Castro, prof. dr G. Overbeek, dr C.E. van der Put, dr L. van Rijn-van Gelderen, dr F.B. van Rooij, dr D.L. Roorda, dr T.J.P. van Schijndel, dr G.M. Savenije, dr J.A. Schuitema, dr N. Smits, prof. dr G.J.J.M. Stams, dr F.J.A. van Steensel, dr W. de Vente, prof. dr M.L.L. Volman, dr E.S. van Vugt, dr D. van Weijen, dr I.B. Wissink, dr M. Zee, dr B.J.H. Zijlstra.

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## **7. Career prospects**

After successful completion of the programme the student will receive a Research Master's degree in Child Development and Education, and the title Master of Science (MSc). Students are then qualified to apply for a vacant PhD project, to create their own PhD project by submitting a PhD project proposal, or to apply for a research grant, if these opportunities occur. Students can also apply for a position in applied research, either in the public or the private sector. Research positions in, for example, the former division of Applied Research of the Kohnstamm Institute often result in a PhD as well. Positions in clinical research such as within UvA minds combine clinical practice with PhD research. Research positions outside the university can be found with commercial research bureaus, research departments of large companies and in government institutions. Students are invited to join the LinkedIn group of the Research Master to be updated on available job opportunities. There is also an 'alumni booklet' available with information about job positions of research master alumni.

## **8. Application requirements and admission criteria**

Enrolment into the Research Master programme is restricted to a maximum of 15-20 students per year. The programme is meant for students with a bachelor's degree in pedagogical sciences or in educational sciences, but the programme is also accessible for students with a bachelor's degree in an adjacent study (e.g., in psychology, sociology) who want to specialise in research in child development and education. Both Dutch students and students from abroad can apply. All study materials are in English, and the language of instruction will be English as well.

### *Admission criteria*

The following criteria are set for admission:

- A bachelor's degree or equivalent degree (e.g., pre-master's) in pedagogical sciences, educational sciences, developmental psychology, or a related field (e.g., psychology, sociology).
- Basic knowledge of research methods and applied statistics in social and behavioural science research.
- Excellent study results, with marks in the top segment of graduation. Special importance is attached to the study results for research methods and statistics, research practicals and theses. In general, the admission committee admits students with a grade point average of at least 7.5 on a scale from 1 to 10. Applicants who can demonstrate academic excellence in other ways, for example with participation in research projects, following additional courses or extracurricular activities, are also encouraged to apply.
- Good writing skills, as indicated by written academic work (e.g., a paper or thesis).
- Sufficient active and passive proficiency in English, as indicated by a letter of motivation and the application interview. Non-native English speakers are required to take a test (but see Section 9 for exceptions).
- An active interest in research, as indicated by earlier study results, a letter of motivation and the application interview.
- The ambition to become a researcher, as indicated by a letter of motivation and the application interview.

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### *Application requirements*

Students who want to apply for enrolment in the Research Master Child Development and Education should go to the following website: [www.uva.nl/rmsc-cde](http://www.uva.nl/rmsc-cde).

As early as possible, but no later than May 1<sup>st</sup> (March 1<sup>st</sup> for applicants with a non-EU/EEA nationality<sup>1</sup>), applicants must submit an application file consisting of the following documents:

1. Application: A completed web application form.
2. Statement of purpose: A letter of motivation (about 500 words, in English) in which you explain why you wish to attend the programme and what your specific interests are (i.e., in what field(s) you want to specialise).
3. Academic transcript: A list of all university courses and examinations that you completed, with credits and grades. (For final admission, the applicant must submit *certified* transcripts.)
4. List of courses in research methods and statistics: provide a description of the courses (content, literature) that you took as part of your former studies (this is not necessary for students who followed a bachelor Pedagogical sciences or Psychology at a University in The Netherlands).
5. Written academic work: Provide an example of written academic work (e.g., a paper or thesis).
6. Curriculum vitae: A resume of your experience and skills in academic research, clinical work, or other work (if applicable; 2 pages maximum).
7. Letters of reference: Two letters of reference; at least one letter should be from an academic staff member. Referees will be asked to send the letter of reference directly to the admissions committee.

In addition, international students should also include:

8. Diploma of secondary education (high school) with academic transcript.
9. English test results: Non-native English speakers must submit their test results of either the *International English Language Testing System* (IELTS), or the *Test of English as a Foreign Language* (TOEFL), or the *Cambridge International Examination* (see Section 9).
10. Application fee: Students from a non-EU/EEA country have to pay an application fee of 100 euro (see Section 9).

If the application file is received before the first day of the month (e.g., May 1), the Admissions Committee will decide whether the applicant will be invited for an interview later that month, and the application will be decided before the end of the next month (e.g., June 30).

### *Admission procedure*

The admissions committee consists of the programme manager and other staff members. For each applicant, the admissions committee studies the application file, decides whether the applicant will be invited for an interview, and decides on the admission. The decision will be based on the above-mentioned criteria, and on the programme content of the applicant's preceding study or studies. In case of doubt, in particular with respect to knowledge of research methodology and statistics, or to the command of the English language, the admission committee may opt to apply relevant tests.

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<sup>1</sup> Please note that to enroll in September 2022, we need to have received official, certified copies of your degree certificate and transcripts before 1 May 2022. These documents should be sent by post. This means that you should have finished your bachelor's degree before this date.



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## 9. Information for international students

Information especially for students from abroad can be found on the web site of the University of Amsterdam: <https://www.uva.nl/en/education/practical-information/practical-information>. There you can find references to extensive information on financial matters, visas and permits, health insurance, housing, and more. Please notice that for some international students tuition fees are higher. Moreover, some international students have to pay an application fee, and some have to prove their proficiency in English. International students can contact the international office co-ordinator for assistance ([international-office-cde-fmg@uva.nl](mailto:international-office-cde-fmg@uva.nl)).

### *Tuition for students from abroad*

For information about tuition fees, we refer to the following website:

<https://www.uva.nl/en/education/fees-and-funding/masters-scholarships-and-loans/scholarships-and-loans>.

### *Application fee*

Students from a non-EU/EEA country have to pay an application fee of 100 euro.

### *Proficiency in English*

All non-native speakers of English applying to our English taught programmes are required to demonstrate sufficient proficiency in English. All students must be able to read textbooks, understand lectures, take part in classroom discussions and undertake written work in English. An exception is made for:

- Dutch students who have obtained the “VWO diploma”;
- Native English speakers;
- All applicants who can prove to have successfully finished an English-taught programme at university level.

Applicants should submit the results on one of the following tests:

- International English Language Testing System (IELTS). Students are required to have a score of at least 7.0 on the academic module, with a minimum score of 6.5 for the separate components of the test.
- Test of English as a Foreign Language (TOEFL). Students are required to have a score of at least 100 (internet based test) with the following minimum subscores:
  - Reading: 24
  - Listening: 22
  - Speaking: 25
  - Writing: 24
- Cambridge International Examination. Students are required to have a C1 Advanced score of at least 190.

## 10. Course descriptions

Below short descriptions are provided for the courses in the research master’s programme. More information about the courses can be found in the course catalogue (available through [coursecatalogue.uva.nl](http://coursecatalogue.uva.nl)).

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*Introductory course*

Intervention research

The course presents an overview of recent theoretical models that integrate biological and environmental factors in an interwoven, transactional perspective of child development. In addition to general developmental dynamics, attention is paid to individual differences and person (temperament, gene)-environment interactions, the role of neuropsychological factors in child development, and how interventions can be used to steer child development away from risk and adversity and towards healthier, adequate functioning and increased well-being. Different intervention models will be explicitly discussed, both with regard to child and adolescent social-emotional and behavioural functioning, but also their academic functioning and cognitive functioning.

*Disciplinary courses*

Criminal behaviour of juveniles

This course focuses on the prevalence and aetiology, and the measurement of criminal behaviour of children and juveniles. Also, various explanatory theories and models of crime will be discussed with a special emphasis on developmental and life-course approaches. From a developmental perspective, various staff members will present recent research in the field of forensic child and youth care. Topics such as attachment, substance (ab)use, risk assessment, and effective interventions will be covered.

Critical debates on children and education in a comparative perspective

This course explores how in recent decades education systems have been transformed around the world, by whom and with what consequences. It starts with a global and historical view of how educational systems have been reformed around the world since the 1980s with advent of neo-liberalism. After a global overview, the course will engage with some topical issues, including the education of children and youth with migration background in Europe, the so-called mosque education and its impact on social integration, citizenship and identity, internationalisation of higher education in the Netherlands with a focus on the academic and social integration of Chinese students, and mindfulness in education.

These issues will be debated from a comparative perspective. Where relevant, the case of the Netherlands will be specifically debated, e.g. in relation to test-based accountability, school segregation, mosque education and internationalisation of higher education. Various debates focus on different levels of formal education (primary, secondary and tertiary) as well as non-formal education (mosque education). An important approach of the course is to avoid trying to understand the developments in the field of education by focusing only on schools and children, but analysing how broader societal, political and economic developments impinge upon educational systems.

Developmental and parenting problems

Developmental psychopathology refers to the study of the origins, nature, and development of problems in youth, such as anxiety, aggression, and personality pathology. The course will focus on how many such problems can be understood as derailments of normal development. We will focus on how problems can arise from a dynamic interplay between biologically-based traits and socialization experiences, both inside and outside the family context. We will discuss recent advances in the field, such as social-cognitive models of abnormal development, differential susceptibility to socialization influences, and the role that parents play in their offspring's mental health. We will discuss how diverse research methods (e.g., laboratory experiments, field experiments, observational-longitudinal studies) can reveal how problems arise and persist. We will address how theory-based interventions, such as mindfulness-based interventions, can help prevent and reduce problems in youth.

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Educational innovation: improving the quality of teaching and learning

The course focuses on empirical research into the impact of educational innovation on the quality of teaching and learning. Topics that will be addressed include: educational innovation, educational quality, the role of organizations and governments in educational innovation and educational quality, how to study (the relationship between) educational innovation and educational quality, and factors (micro, meso, macro) that impact educational innovation and educational quality.

Family systems

This course provides an overview of state of the art research on how family structures and parenting practices affect children's development. Topics include studying complex interactions between parenting and child development, the role of family structures in child development, and the effectiveness of family support programs. Students develop knowledge and critical analysis of theory, empirical research, and application of findings in these and related research fields.

Philosophy of education

This module aims to sharpen analytic philosophical skill. Students will engage in close reading of philosophical texts related to educational issues, develop the ability to examine claims critically, and also to discuss conflicting ideas intelligently. Research Master students also will become well acquainted with their research interests by examining in detail the epistemological and ethical questions posed, or needing to be posed, by that research. The seminar is meant to be discussion-based.

Learning and social-emotional disorders in educational contexts

School is an important context in which children acquire and develop cognitive and social-emotional abilities. To foster learning and development it is important that instruction is adequate and that teachers develop optimal relationships with their students. Instruction and teacher-student relationships are even more important for students with learning disorders and/or social-emotional problems, i.e. special educational needs. The current course is meant for research master students with a clinical interest. The first part of the course is concerned with learning disorders, especially with regard to language, reading, and math. In the second part of the course the focus is on teacher-student relationships, and more specifically measuring relationships, attachment theory and self-determination theory. Both theoretical and practical issues are discussed.

Micro-processes at school and learning

In this course recent research into the themes micro-processes in school and in learning is discussed. More specifically, the course focusses on inquiry based learning and motivation for learning. Questions concerning both learning processes of students and the learning contexts in which these processes occur (including the teacher role) will be addressed. The focus will be on empirical research in order to prepare students for a critical reading of research done by others, and ultimately, performing research in these domains themselves. The course is intended to provide students a solid base for further study in Educational Sciences

Recent developments in studies on student learning and development in the context of the school and the classroom, like (quasi) experimental studies, intervention studies, and review studies will be reflected upon. The theoretical and methodological qualities of the various studies will be discussed.

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Also implications of research results for the research on education and for the practice of education will be discussed.

*Courses in methods and statistics*

Methods and statistics in educational research

The course starts with lab sessions to acquire the basic skills necessary for understanding and applying multivariate statistics. The following topics are briefly reviewed: common experimental and quasi-experimental research designs, the most important univariate statistical techniques, elementary matrix algebra, writing syntax files for statistical software (R and SPSS). The remainder of the course is devoted to techniques that subsume under the Generalized Linear Model: multiple regression, analysis of (co)variance (AN(C)OVA), repeated-measures ANOVA, and logistic regression. The principles and assumptions of these techniques are treated extensively. Parameter estimates, fit measures, effect sizes, and statistical power are discussed. The course concludes with discussion and demonstration of how to handle missing data (using multiple imputation) and outliers (using robust estimation routines). By means of practical assignments, students learn to apply the discussed statistical techniques to real data. The practical assignments also include the handling of practical problems such as data screening, diagnosing violations of assumptions (e.g., nonnormality, heteroscedasticity), testing moderating effects, and preventing inflation of familywise error rates. Articles from educational research journals are used to illustrate how the multivariate statistical techniques are typically applied, reported, and interpreted in educational research.

Multilevel data analysis

After explaining clustered data, multilevel models are introduced with random intercept models. Subsequently, the specification of more complicated models is discussed, with and without random slopes, and with and without interaction effects. Next, the course focuses on multilevel analysis of longitudinal data. Attention will be divided equally between fixed occasion models and varying occasion models (with linear and non-linear latent curves). For all types of models, specification searches, the testing of fixed and random slopes, and the testing and interpretation of interaction effects are treated extensively. Attention will also be paid to checking assumptions in multilevel models. Through practical assignments, students learn how to use software (SPSS and R) for the analysis of multilevel data. Articles from educational research journals are used to illustrate how multilevel modelling is applied and described in the scientific literature, and how the results can be reported and interpreted.

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Structural equation modelling in educational research

The course starts with a separate treatment of path analysis and factor analysis of covariance structures. Subsequently, the full structural equation model with latent variables is treated in depth. This includes modelling mean structures, and models for multiple group data and longitudinal data. Special attention is given to the topic of measurement invariance. Model specification, identification, estimation, goodness of fit, and interpretation will be discussed. In addition, sample size considerations, effect size indices, and statistical power are discussed for testing hypotheses of overall goodness of fit, as well as for testing hypotheses regarding specific model parameters. Through practical assignments, students learn how to prepare their data, how to handle missing data, and how to use a computer program for structural equation modelling (lavaan). Articles from educational and psychology research journals are used to illustrate how SEM is applied and described in the scientific literature, and how to reported and interpret the results.

*Supporting course*

Academic skills

The course “Academic Skills” is divided in three sections: (1) Process management for the internship, (2) Presenting your own work: written, oral and poster presentation, (3) Critically evaluating the work of others: reviewing an article and formulating critical questions concerning work of others.

*Research projects*

Research internship

The student conducts research on a self-chosen subject in the field of child development and education. The student participates in the research group of the supervising staff member, and contributes to ongoing research of the research group. As a rule, the student does not collect own data for the Research Internship, but uses data that are already available at the research institute.

Research master thesis

The student writes a research proposal and conducts research on a subject of own choice in the field of child development and education. The proposed research project can be carried out within one of the research groups of the department, but it can also be carried out outside the department, possibly at another university. The student works autonomously, consults the supervisor and other staff members when appropriate, and participates in the research group of the supervising staff member. The full research project may be described in an internal research report, but the student must also present the research results in a paper that can be submitted to an international, peer-reviewed academic journal.

*Courses in the clinical route*

Van diagnostiek naar behandeling 1

Deze module volgt het diagnostisch proces van intake tot en met aanbevelingen voor behandeling (hulpverlening en onderwijsaanbod). Het diagnosticeren op basis van hypothesetoetsing staat centraal, maar ook interventie komt aan bod, voornamelijk op het gebied van het onderwijs. De module vormt onderdeel van de klinische leerlijn die toegang geeft tot postmaster opleidingen. De opzet behelst een wekelijks inleidend college over een diagnostisch of interventiethema en/of een specifieke diagnostische fase, gevolgd door oefening, ofwel toepassing van deze kennis, in aansluitende practicumgroepen.

### Van diagnostiek naar behandeling 2

Deze module bestaat uit thematische colleges, inleidende colleges en een practicum. In het collegegedeelte wordt in themacolleges ingegaan op het werken volgens de N = 1 methodologie, op non-specifieke behandelfactoren zoals de therapeut-client relatie, therapietrouw en motiveringstechnieken, de evidentie voor orthopedagogische behandeling in het algemeen en de toepassing daarvan op individuele kinderen en hun ouders. Deze thematische principes komen eveneens aan bod in het practicum. In de inleidende colleges tot het practicum worden cognitief gedragstherapeutische principes in relatie tot de gehanteerde N = 1 methodologie in het practicum belicht, met behulp van voorbeelden uit de casuïstiek. In het practicumgedeelte wordt een cognitief/gedragstherapeutisch uitgangspunt gehanteerd. Na een verkenning van het probleem worden hypothesen opgesteld op basis van functie- en betekenisanalyse om de causale relaties met betrekking tot veroorzaking en instandhouding van probleemgedrag van de individuele cliënt te toetsen. Op basis van de toetsingsuitkomsten wordt dan een behandelstrategie uitgezet en worden behandeldoelen geformuleerd. Deze verklarende hypothesen uit de behandelingsfase sluiten goed aan bij de veranderingsgerichte hypothesen uit de NVO-richtlijnen binnen de diagnostiekfase.

### Klinische stage orthopedagogiek

Als student loop je stage bij een instelling in de integratieve leerlingzorg (m.b.t. Onderwijsleerproblemen) of integratieve jeugdzorg (m.b.t. Ontwikkelings- en opvoedingsproblemen). Studenten nemen deel aan tweewekelijkse werkgroepen in het kader van intervisie, en krijgen individuele begeleiding.

### Forensische diagnostiek

Deze module gaat in op diagnostiek bij kinderen, jeugdigen en gezinnen waarbij justitieel ingrijpen dreigt of reeds plaatsvindt binnen civielrechtelijk of strafrechtelijk kader. In de colleges wordt onder andere ingegaan op de plaats van de forensisch orthopedagoog in het werkveld. Ook worden verschillen tussen het traditionele en het forensisch orthopedagogische werkveld behandeld, zoals het werken binnen een gedwongen kader en het werken met cliënten die vaak weinig intrinsiek gemotiveerd zijn. Ten tweede ligt de nadruk op risicotaxatie instrumenten die gebruikt worden binnen het civielrechtelijke- en strafrechtelijke kader en zal studenten geleerd worden hoe deze instrumenten te hanteren. Ten derde zal ingegaan worden op veel voorkomende psychopathologie en persoonlijkheidsstoornissen bij de forensische doelgroep. Verder zal er specifiek aandacht zijn voor de diagnostiek van gehechtheid, diagnostiek bij jongeren met een licht verstandelijke beperking, diagnostiek bij middelenmisbruik en diagnostiek bij jongeren met een andere culturele achtergrond. Naast de colleges zijn er wekelijks werkgroepen (met aanwezigheidsverplichting). De focus van de werkgroepen ligt op het doorlopen van de diagnostische besluitvorming bij een forensische casus, ter voorbereiding van hieraan gekoppelde opdrachten.

### Forensische behandeling

In deze cursus wordt ingegaan op algemene en specifieke factoren in behandeling. We zullen o.a. ingaan op de kenmerken van de behandelaar die de therapeutische relatie kunnen versterken als ook op specifieke methode en technieken waaronder motivational interviewing en oplossingsgericht werken. Daarnaast zal in deze cursus kennis worden opgedaan over een aantal (evidence-based) interventies die in de forensisch-klinische praktijk in Nederland worden ingezet. Hierbij zullen we ook de kenmerken van de forensische doelgroep bespreken in relatie tot de interventies; te denken valt aan trauma, persoonlijkheidsproblematiek en verslaving. Interventies en methodieken die voorbij zullen komen zijn: het Viervenstermodel (Samenwerken aan veiligheid), het Sociaal-Competentiemodel, Signs of Safety, Cognitieve Gedragstherapie, EMDR, Schematherapie, Psychomotore Therapie en



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Muziektherapie. De colleges zijn interactief van aard en worden ondersteund door videofragmenten, casuïstiek en ervaringsdeskundigen.

Forensische orthopedagogiek en recht

Deze module richt zich op de groep jongeren en diens gezinnen die vanwege de ernst en persistentie van problemen voor maatschappelijke overlast zorgen en autoriteiten en hulpverleners voor het probleem plaatsen hoe te reageren. Het gaat zowel om minderjarigen die met civielrechtelijke (kinderbescherming) als om minderjarigen die met strafrechtelijke (na delicten) interventies te maken krijgen. De aandacht gaat uit naar de verschillende interventies die kunnen worden opgelegd (bv. ondertoezichtstelling, uithuisplaatsing, plaatsing in JJI, PIJ-maatregel), de betrokken instanties (o.a. Raad voor de Kinderbescherming, Gemeenten, Jeugdzorg), en geldende wet- en regelgeving (bijvoorbeeld de Wet herziening kindbeschermingsmaatregelen en de Jeugdwet) binnen dit justitiële, oftewel gedwongen, kader.

Klinische stage forensische orthopedagogiek

Als student loop je stage bij een instelling op het gebied van de forensische orthopedagogiek. Studenten nemen deel aan tweewekelijkse werkgroepen in het kader van intervisie, en krijgen individuele begeleiding.