

# Curriculum Vitae February 2023

## Personal details

Title(s), initial(s), first name, surname: Prof. dr. M.E.J. (Maartje) Raijmakers  
Male/female: Female  
Date and place of birth: 16/03/1967 Vessem CA, NL  
Nationality: Dutch  
Children: 3 children (1999, 2001, 2005).

## Education

### PhD.

1996, *Magna Cum Laude*. Department of Psychology, University of Amsterdam. Supervisor (*Copromotor & Promotor*): Prof. dr. P. C. M. Molenaar & Prof. dr. M.W. van der Molen.  
Dissertation Title: Epigenesis in neural network models of cognitive development.

### Master

1992, *Magna Cum Laude*: Department of Philosophy, University of Amsterdam. Major: Philosophical Logic and Artificial Intelligence. Suppl. courses in Biology and Psychology.

## Current appointments

- Full professor Educational Sciences and Ortho-Pedagogics, Dept. of Educational and Family Studies, Faculty of Movement and Behavioral Sciences, Free University Amsterdam. (01/05/2018 – fixed term, presently 0.62 fte)
- Endowed Professor (Bijzonder hoogleraar), Dept. of Psychology, University of Amsterdam (01/01/2008 – present, fixed term, presently 0,2 fte). Bijzonder hoogleraar (01/09/2011-01/09/2026). Affiliated to National Center for Science and Technology/science center NEMO.

## Work experience since graduating

- Associate Professor, Inst. of Pedagogics, Dept. Education Sciences, Leiden University (0.8 fte 01/08/2015 – 01/01/2018)
- Assistant Professor (01/04/2007 – 01/01/2008; fte = 0.8, fixed term)
- Postdoc at several personal grants (1997 - 2007), Dept. of Psychology, University of Amsterdam
- PhD., Dept. of Psychology, University of Amsterdam (01/09/1992 until 31/08/1996), fte = 1.0, fixed term: *Epigenesis in neural network models of cognitive development*.

## Teaching in Academics (limited overview)

SKO kwalificatie, assessment 24/03/2021, VU

BKO kwalificatie UvA

*Free University Amsterdam*

- MA – courses (Dutch) Educational Master Primary Education: Recenseren van Onderwijs, Basistheorie.
- MA- courses (Dutch) + BA – courses (Dutch) Leerling Onderwijs Begeleiding (Passend Onderwijs), Academic Teacher Professionalization PA<sup>2</sup> steering committee.

*Leiden University, Education & Child Studies*

- BA – courses (Dutch) + MA- courses (English)

*University of Amsterdam, Psychology*

- BA-courses (Dutch) + (Research-) MA-courses (English).
- ISPA accreditation School Psychology Program
- Summer school of the Amsterdam Brain & Cognition: *Developmental Disorders* (2006). Visiting prof. A. Karmiloff-Smith. Design, coordination, teaching.

*University of Amsterdam, Artificial Intelligence*

- BA-course Introduction Cognitive Psychology (Dutch).

Numerous BA – theses, MA – theses, ResMA-theses

### **Supervisory responsibilities, PhD and Postdocs**

#### *Postdocs*

- At Free University Amsterdam: J. van Schaik (2018 – 2019), I. van Schooten-Zweers (2018-2019), E. Ponzoni (2018 – 2021).
- At Leiden University: J. van Schaik (Postdoc at Leiden University, 2017 – 2019). K. Wanrooij, (Postdoc at Leiden University, 2016 – 2019).
- At University of Amsterdam: Dr. P. Kriengwatana (Amsterdam Brain & Cognition – September 2014 – February 2016). Dr. C. Junge (program Brain & Cognition – October 2012 – October 2014). Dr. T. van Schijndel (*Talentenkracht* February 2012 - December 2015). Dr. B. van Bers (January 2014 – December 2014). Dr. D. Mandell (VIDI-project October 2007 – October 2011; priority program Brain & Cognition – October 2012). Dr. M. Counihan/Dr. N. Gierasimczuk (January 2009 – December 2010). Dr. I. Visser with personal NWO-grant VENI (2003 – 2005).

#### *PhD-students (6 PhD's graduated, 7 PhD's in progress)*

- At Free University Amsterdam: T. Slim, E. Wynberg (i.s.m. iPABO, 2019 - 2024), E. van Rossum (2018 – 2022), JiaJia Li (2021 - 2025).
- In progress at the University of Amsterdam: S. **Kucharsky** (NRO-Talent, 2018 - 2022).
- Completed: M. Sachisthal (Yield, November 2016 – 2021, S. **Mooij** (co-supervision Birkbeck college London, D. van **Renswoude** (Yield 2015 –2019). R. **Franse** (Museumbeurs, partime January 2012 – February 2021), Dr. B. **van Bers** (VIDI-project October 2007 – November 2013). Dr. T. **van Schijndel** (October 2007 – October 2011), Dr. E. **Aktar**, 2<sup>nd</sup> promotor S. Bögels (Interdisciplinary project October 2010 – March 2015). Dr. V. A. **Schmittmann** (2003 – December 2009, cum laude) Dr. A. **Ploeger** (2004 – December 2008). Dr. I. **Visser** (1997 – 2002)

### **Management (2007 – present)**

- Free University Amsterdam: Graduate school director EMPO (Educational Master Primary Education, January 2022 - present). Initiator of this education program.
- Free University Amsterdam: Faculty board FGB, PhD-director, June 2019 – January 2022.
- Free University Amsterdam: Chair of the department of Educational Studies, May 2018 – September 2021).
- Leiden University: Chair of the department of Educational Sciences. Member of the Management Team, Institute of Education & Child Studies, January 2016 – December 2017.
- University of Amsterdam: Chair of the research master thesis & internship board, Dept. of Psychology, UvA (2013-2015). Member of the board of Section Developmental Psychology, UvA (2006 – 2015).

### **Scholarships and prizes (2006 – present)**

*In total > € 4M euros from which € 1.500.000 euros in person-based grants (SGW-postdoc, VENI, KNAW-fellowship, VIDI, ASPASIA from the Dutch NWO, Netherlands foundation of Scientific Research).*

- 2021 Kortekaas & Raijmakers (2021-2023). Bestuursakkoord MOCW/VH/UNL 392k.
- 2021 Franse, R.K. & Raijmakers, M.E.J. (2021). Museumbeurs, NWO. €50k.
- 2018 Raijmakers, M.E.J., Denessen, E., & Huizinga, M. (2017/toegekend 2018). De opbrengst van onderzoekend leren (OL) voor kinderen met een speciale onderwijsbehoefte. *NRO - Praktijkgerichte thematische overzichtsartikelen*. €47k.
- 2016 Van Schaik, J. & Raijmakers, M.E.J. (2016). The Element of Surprise: Variability as the trigger of science conceptualization and transfer in kindergartners. NRO – Postdoc Educational Sciences. €150k
- 2016 Sachisthal, M., Peetsma, T., van der Maas, L.J. & Raijmakers, M.E.J. (2016). ASAP Science – Motivation in Science Video Watching: The Role of Individual Differences and

Video Characteristics. PhD-grant awarded by the Yield Research Priority Area, University of Amsterdam. €200k.

- 2015 van Renswoude, D, Visser, I. & Raijmakers, M.E.J. (2015). Gaze-Patterns Tell the Tale: A Model-Based Approach to Free- Scene Viewing in Infancy. PhD-grant awarded by the Yield Research Priority Area, University of Amsterdam (€200k).
- 2015 Franse, R.K. & Raijmakers, M.E.J. (2015). Museumbeurs, NWO. €50k
- 2014 Raijmakers M.E.J. & Boersma, P. (2014). ABC - Talent. Postdoc Grant from *Priority Program Brain & Cognition*. June 2014. € 125k
- 2012 Raijmakers M.E.J. (2012). Guided Discovery Learning Adapted to the Individual Child. Grant from *Platform Bèta Techniek* -program *TalentenKracht*. January 2012. € 400k
- 2009 Raijmakers M.E.J., vanderMaas, H.L.J. & vanBenthen, J.F.A.K. (2009). Causaal redeneren en experimenteren door kinderen van 3 tot 5 jaar; *Kwartetten en Kinderlogica*. Grant from *Platform Bèta Techniek* -program *TalentenKracht*. January 2009. € 170k
- 2009 Boersma, P., Raijmakers, M.E.J., Bögels, S. (2009). Models and tests of early category formation: interactions between cognitive, emotional, and neural mechanisms. Subsidie in het kader van het Cognition Program, Cognitive Science Center Amsterdam. December 2009. € 350k.
- 2007 *Talentenkracht (Platform Bèta Techniek)* - Grant for research on the scientific reasoning of preschoolers € 100.000 + € 220k + € 60.000.
- 2006 NWO – VIDI grant 2007-2012: The dynamics of simple rule learning in infants and preschoolers + ASPASIA. € 600.000 + €100.000 (€ 500.000 from NWO).

### International Collaborations

*(Only the most important, active collaborations are listed)*

- Christopher Osterhaus. Ludwig-Maximilians-Universität München.
- Prof. Scott Johnson, University of California, LA. (Infant research).
- Dr. Natasha Kirkham, Prof. dr. Fred Dick, Prof. dr. D. Mareschal et al., Birkbeck college University of London. (Development of category learning and science education). INTERLEARN project. 2016 – 2020 (Marie Curie, European Industrial Doctorate funding for Early Stage Researchers).
- Copernicus Science Centre. Warsaw, Poland.

### List of Publications

*(H-index Google-Scholar: 30; Before 2019, only a selected number of peer-refereed international journal articles are listed:*

*<https://scholar.google.nl/citations?user=wR6vfCIAAAAJ&hl=nl&oi=sra>).*

#### Geselecteerde artikelen (2014 – present)

- Franse RK, Sachisthal MSM and Raijmakers MEJ (2023) Presenting wicked problems in a science museum: A methodology to study interest from a dynamic perspective. *Front. Psychol.* 14:1113019. doi: 10.3389/fpsyg.2023.1113019
- Lichtenberg, L., Visser, I., & Raijmakers, M. E. J. (2023). Latent Markov Models to Test the Strategy Use of 3-Year-Olds in a Rule-Based Feedback-Learning Task. *Multivariate Behavioral Research*, 1-14.
- Kucharský, Š., Zaharieva, M., Raijmakers, M., & Visser, I. (2022). Habituation, part II. Rethinking the habituation paradigm. *Infant and Child Development*, e2383.
- Roelofs, E., Wammes, D., Emons, W., & Raijmakers, M. (2022). Dynamisch toetsen van onderzoeksvaardigheden op het terrein van Natuur en Techniek bij leerlingen van groep 8 van het basisonderwijs. *Pedagogische Studien*, 98(5), 369-387.
- Slim, T., van Schaik, J. E., Dobber, M., Hotze, A. C., & Raijmakers, M. E. J. (2022). Struggling or succeeding in science and technology education: Elementary school students' individual differences during inquiry-and design-based learning. *Frontiers in Education*, 7,

- Wynberg, E. R., van der Wilt, F., Boland, A., Raijmakers, M. E., & van der Veen, C. (2022). How young children explore, follow and impose rules during object-oriented play: a multiple case study. *International Journal of Early Years Education*, 30(3), 577-594.
- de Mooij, S. M., Dumontheil, I., Kirkham, N. Z., Raijmakers, M. E., & van der Maas, H. L. (2022). Post-error slowing: Large scale study in an online learning environment for practising mathematics and language. *Developmental science*, 25(2), e13174.
- Aktar, E., Nimphy, C. A., Kret, M. E., Pérez-Edgar, K., Raijmakers, M. E., & Bögels, S. M. (2022). Attention biases to threat in infants and parents: links to parental and infant anxiety dispositions. *Research on Child and Adolescent Psychopathology*, 50(3), 387-402.
- Vu, T., Magis-Weinberg, L., Jansen, B. R., van Atteveldt, N., Janssen, T. W., Lee, N. C., van der Maas, H.L.J., Raijmakers, M.E.J., Sachisthal, M.S.M & Meeter, M. (2022). Motivation-achievement cycles in learning: A literature review and research agenda. *Educational Psychology Review*, 34(1), 39-71.
- Sachisthal, M. S., Raijmakers, M. E., & Jansen, B. R. (2021). Trait and state math EAP (emotion, appraisals and performance) profiles of Dutch teenagers. *Learning and Individual Differences*, 89, 102029.
- Wanrooij, K., & **Raijmakers**, M. E. J. (2021). “Hama”? Reduced pronunciations in non-native natural speech obstruct high-school students’ comprehension at lower processing levels. *Journal of Phonetics* 88, p. 1-23.
- Kucharský, Š., van Renswoude, D., Raijmakers, M., & Visser, I. (2021). WALD-EM: Wald accumulation for locations and durations of eye movements. *Psychological Review*, 128(4), 667. (\*shared last author)
- Kucharský, Š., Tran, N., Veldkamp, K., Raijmakers, M., & Visser, I. (2021). Hidden Markov models of evidence accumulation in speeded decision tasks. *Computational Brain & Behavior*, 4(4), 416-441.
- Franse, R. K., van Schijndel, T. J., Plankman, T. I., & **Raijmakers**, M. E. (2021). Families' experiments and conversations at an open-ended exhibit in a science museum: Individual characteristics and the influence of minimal guidance strategies. *Science Education*, 105(4), 707-742.
- Wynberg, E. R., Boland, A., Raijmakers, M. E., & van der Veen, C. (2021). Towards a comprehensive view of object-oriented play. *Educational Psychology Review*, 1-32.
- Deserno, M., Sachisthal, M., Epskamp, S., & **Raijmakers**, M. (preprint). A magnifying glass for the study of coupled developmental changes: Combining psychological networks and latent growth models. PsyArxiv.com. DOI: 10.31234/osf.io/ngfxq
- Sachisthal, M. S., Jansen, B. R., Dalege, J., & **Raijmakers**, M. E. (2020). Relating teenagers’ science interest network characteristics to later science course enrolment: An analysis of Australian PISA 2006 and Longitudinal Surveys of Australian Youth data. *Australian Journal of Education*, 64(3), 264-281.
- De Mooij, S., **Raijmakers**, M. E. J., Dumontheil, I., Kirkham, N., & van der Maas, H. L. J. (2021). Error detection through mouse movement in an online adaptive learning environment. *Journal of Computer Assisted Learning*, 37(1). <http://dx.doi.org/10.1111/jcal.12483>
- Franse, R. K., Van Schijndel, T. J., & **Raijmakers**, M. E. (2020). Parental Pre-knowledge Enhances Guidance During Inquiry-Based Family Learning in a Museum Context: An Individual Differences Perspective. *Frontiers in Psychology*, 11.
- Kucharský, Š., Visser, I., Trușescu, G. O., Laurence, P. G., Zaharieva, M., & **Raijmakers**, M. E. J. (2020). Cognitive strategies revealed by clustering eye movement transitions. *Journal of Eye Movement Research*, 13(1).
- Aktar, E., Nimphy, C. A., Kret, M. E., Pérez-Edgar, K., Bögels, S. M., & Raijmakers, M. E. (2021). Pupil responses to dynamic negative facial expressions of emotion in infants and parents. *Developmental psychobiology*, 63(7), e22190.
- Wanrooij, K., & **Raijmakers**, M. E. (2020). Evidence for immature perception in adolescents: Adults process reduced speech better and faster than 16-year olds. *Language Acquisition*,

27(4), 434-459.

- Aktar, E., Raijmakers, M. E., & Kret, M. E. (2020). Pupil mimicry in infants and parents. *Cognition and Emotion*, 34(6), 1160-1170.
- van Schaik, J. E., Slim, T., Franse, R. K., & **Raijmakers**, M. E. (2020). Hands-On Exploration of Cubes' Floating and Sinking Benefits Children's Subsequent Buoyancy Predictions. *Frontiers in psychology*, 11, 1665.
- Van Renswoude, D., Visser, I., **Raijmakers**, M.E.J. (shared last author) (2020). Looking (for) patterns. *Journal of Eye-Movement Research*, 13(1).
- van Bers, BMCW, van Schijndel, TJP, Visser, I., **Raijmakers**, MEJ (2020). Cognitive flexibility training has direct and near transfer effects, but no far transfer effects, in preschoolers. *Journal of Experimental Child Psychology*, 193, 104809.
- de Mooij, SMM, Kirkham, NZ, **Raijmakers**, MEJ, van der Maas, HLJ (2020). Should online math learning environments be tailored to individuals' cognitive profiles? *Journal of experimental child psychology* 191, 104730.
- Zweers, I., Huizinga, M., Denessen, E., & **Raijmakers**, M. E. J. (2019, September 25). Inquiry-Based Learning For All: A Systematic Review of the Effects of Inquiry-Based Learning on Knowledge, Skills, Attitudes and Behavior of Students with Social-Emotional and Behavioral Difficulties in Primary and Secondary Education. <https://doi.org/10.31219/osf.io/z45jt>
- Cong, Y.Q., Junge, C., Aktar, E., **Raijmakers**, M.E.J., Franklin, A., Sauter, D. (2019). Pre-verbal infants perceive emotional facial expressions categorically. *Cognition and Emotion* 33 (3), 391-403.
- van Renswoude, D. R., Visser, I., **Raijmakers**, M. E., Tsang, T., & Johnson, S. P. (2019). Real-world scene perception in infants: What factors guide attention allocation?. *Infancy*, 24(5), 693-717.
- Sachisthal, M. S., Jansen, B. R., Peetsma, T. T., Dalege, J., van der Maas, H. L., & **Raijmakers**, M. E. (2019). Introducing a science interest network model to reveal country differences. *Journal of Educational Psychology*, 111(6), 1063.
- van Renswoude, D. R., vd Berg, L., **Raijmakers**, M. E. J., & Visser, I. (2019). Infants' center bias in free viewing of real-world scenes. *Vision Research*, 154, 44-53.
- Cong, Y. Q., Junge, C., Aktar, E., **Raijmakers**, M., Franklin, A., & Sauter, D. (2019). Pre-verbal infants perceive emotional facial expressions categorically. *Cognition and Emotion*, 33(3), 391-403.
- van Schijndel, T., van Es, S., Franse, R., Van Bers, B., & **Raijmakers**, M. E. J. (2018). Children's Mental Models of Prenatal Development. *Frontiers in Psychology*, 9, 1835.
- Aktar, E., Mandell, D. J., de Vente, W., Majdandžić, M., Oort, F. J., van Renswoude, D. R., **Raijmakers**, M.E.J. & Bögels, S. M. (2018). Parental negative emotions are related to behavioral and pupillary correlates of infants' attention to facial expressions of emotion. *Infant Behavior and Development*, 53, 101-111.
- Junge, C., van Rooijen, R., & **Raijmakers**, M. (2018). Distributional information shapes infants' categorization of objects. *Infancy*, 23(6), 917-926.
- van Schijndel, T. J., Jansen, B. R., & **Raijmakers**, M. E. (2018). Do individual differences in children's curiosity relate to their inquiry-based learning?. *International Journal of Science Education*, 40(9), 996-1015.
- van Schijndel, T. J., Huijpen, K., Visser, I., & **Raijmakers**, M. E. (2018). Investigating the development of causal inference by studying variability in 2-to 5-year-olds' behavior. *PloS one*, 13(4).
- van Renswoude, D. R., **Raijmakers**, M. E., Koornneef, A., Johnson, S. P., Hunnius, S., & Visser, I. (2018). Gazepath: An eye-tracking analysis tool that accounts for individual differences and data quality. *Behavior Research Methods*, 50 (2) pp 834–852.
- Vander Heyden, K. M., Huizinga, M., **Raijmakers**, M. E., & Jolles, J. (2017). Children's representations of another person's spatial perspective: Different strategies for different viewpoints?. *Journal of Experimental Child Psychology*, 153, 57-73.

- Van Renswoude, D. R., Johnson, S. P., **Raijmakers**, M. E. J., & Visser, I. (2016). Do infants have the horizontal bias?. *Infant Behavior and Development*, 44, 38-48.
- Van Schijndel, T. J., & **Raijmakers**, M. E. (2016). Parent explanation and preschoolers' exploratory behavior and learning in a shadow exhibition. *Science Education*, 100(1), 153-178.
- van Schijndel, T. J., Visser, I., van Bers, B. M., & **Raijmakers**, M. E. (2015). Preschoolers perform more informative experiments after observing theory-violating evidence. *Journal of experimental child psychology*, 131, 104-119.
- van Bers, B. M., Visser, I., & **Raijmakers**, M. (2014). Preschoolers can form abstract rule representations regardless of cognitive flexibility. *Journal of experimental child psychology*, 124, 50-66.
- van Bers, B. M., Visser, I., & **Raijmakers**, M. (2014). Preschoolers learn to switch with causally related feedback. *Journal of experimental child psychology*, 126, 91-102.
- Peters, S., Koolschijn, P. C. M., Crone, E. A., Van Duijvenvoorde, A. C., & **Raijmakers**, M. E. (2014). Strategies influence neural activity for feedback learning across child and adolescent development. *Neuropsychologia*, 62, 365-374.
- Raijmakers**, M. E. J., Schmittmann, & V. D., Visser, I. (2014). Costs and benefits of automatization in category learning of ill-defined rules. *Cognitive Psychology*, 69, p. 1-24.
- Frappart, S., **Raijmakers**, M. E. J. & Frède, V. (2014). What do Children Know and Understand about Universal Gravitation? Structural and Developmental Aspects. *Journal of Experimental Child Psychology*, 120, p. 17 – 38.
- Jansen, B., Hofman, A., Straatemeier, M., van Bers, B., **Raijmakers**, M. E. J., & van der Maas, H. L. J. (2014). The role of pattern recognition in children's exact enumeration of small numbers. *British Journal of Developmental Psychology*, 32, 178–194.
- Raijmakers**, M. E., Mandell, D. J., van Es, S. E., & Counihan, M. (2014). Children's strategy use when playing strategic games. *Synthese*, 191(3), 355-370.

## Dutch publications

*Selected Book chapters and Dutch Publications 2014 – present.*

- Kuiper, R., Ağirdağ, O., Biesta, G., Bosker, R., Nieveen, M., **Raijmakers**, M., van Tartwijk, J. (2022). Structuur en regelmaat: Naar een systeem voor periodiek curriculumonderhoud van het funderend onderwijs OC&W. Tussenadvies 4 Wetenschappelijke Curriculumcommissie.
- Kuiper, R., Ağirdağ, O., Biesta, G., Bosker, R., Nieveen, M., **Raijmakers**, M., van Tartwijk, J. (2022). Verdiepende studie: Kaders voor kansen.
- Kuiper, R., Ağirdağ, O., Biesta, G., Bosker, R., Nieveen, M., **Raijmakers**, M., van Tartwijk, J. (2022). Verdiepende studie: Samenhang in het curriculum.
- Agirdag, O., Biesta, G., Bosker, R., Kuiper, R., Nieveen, N., **Raijmakers**, M., & van Tartwijk, J. (2021). Examenprogramma's in perspectief. Tussenadvies 3 Wetenschappelijke Curriculumcommissie.
- Agirdag, O., Biesta, G., Bosker, R., Kuiper, R., Nieveen, N., **Raijmakers**, M., & van Tartwijk, J. (2021). Doel en ruimte. Tussenadvies 2 Wetenschappelijke Curriculumcommissie.
- Ağirdağ, O., Biesta, G., Bosker, R., Kuiper, R., Nieveen, N., **Raijmakers**, M., & van Tartwijk, J. (2020). Kaders voor de toekomst. Tussenadvies 1 Wetenschappelijke Curriculumcommissie.
- van der Maas, H.L.J. & **Raijmakers**, M. E. J. (2019). Optimaal onderwijs voor iedereen. In: van de Werfhorst, H., & van Hest, E. (2019). Gelijke kansen in de stad. In H. van de Werfhorst, & E. van Hest(editors), *Gelijke kansen in de stad* (blz. 9-20). Amsterdam: Amsterdam University Press. <https://doi.org/10.5117/9789463728829>
- Raijmakers**, M. E. J. & Jansen, B. R J. (2019). Cognitieve ontwikkeling in de adolescentie. In: W. Slot & M. van Aken (2019). *Psychologie van de adolescentie*, 26ste druk. Amersfoort, ThiemeMeulenhoff.
- Van Schaik, J., Slim, T. & **Raijmakers**, M.E.J. (2020). Onderzoekend leren over drijven en zinken. *Het Jonge Kind*, 23-04-2020.
- Raijmakers**, M.E.J. (2019). Past onderzoekend leren elke leerling? *Didactief*, 01-10-2019.

- Raijmakers, M.E.J., Franse, R.K. & van Schijndel, T.J.P. (2016).** Creativiteit in Onderzoekend leren. Didactief, 06-09-2016.
- Gerbrandy, P., **Raijmakers, M.E.J., Kruijer, M., Castricum, J. en Wildeboer, P. (2015).** Janus: een etymologisch wiki-woordenboek Latijn voor leerlingen. *Lampas. Tijdschrift voor classici*, 48(3), 78-285. <https://www.slo.nl/?ActLbl=janus-etymologisch&ActItmIdt=8662>
- Raijmakers, M.E.J. (2012-2020). Bijdragen aan jaarrapporten science museum NEMO.

### **Advisory panels**

- 2023: NVAO lid visitatiecommissie voor PWPO (Bachelor Pedagogische Wetenschappen voor het Primair Onderwijs) Radboud Universiteit Nijmegen.
- 2019 – 2024: Wetenschappelijke Curriculumcie. lidmaatschap ingesteld door OC&W. curriculumcommissie.nl. .1 fte
- 2019 – present: Member of the VU study group initiating a Alfa-Gamma network for VO-WO collaborations to improve education.
- 2019: Humania, exhibition science museum NEMO.
- 2019: Rapport: Achterlopende ontwikkeling; het begrip 'onvoltooide ontwikkeling' in de toepassing van het adolescentenstrafrecht. Han J.M. Spanjaard, LucyL.Filé, Marc J. Noom, Wendy H. Buysse in opdracht van het Wetenschappelijk Onderzoek- en Documentatiecentrum (WODC). <https://www.wodc.nl/onderzoeksdatabase/3039-onvoltooide-ontwikkeling-binnen-de-toepassing-van-het-adolescentenstrafrecht.aspx>
- 2017: Peil.Natuur en Techniek. Inspectie van het Onderwijs. Ministerie van Onderwijs, Cultuur en Wetenschappen.
- 2017 – present: Associated Researcher Oefenweb/Rekentuin/Prowise. <https://www.oefenweb.nl/adaptieve-werking/onderzoek/>
- 2015: CITO: Natuur en Techniek Opzet toetsplan en toetsmatrijs. Extern expert.
- 2015: Bijeenkomst Leren waar nieuwsgierigheid ontstaat. Economische Zaken.
- 2013: Wetenschap en technologie bij het leergebied Oriëntatie op jezelf en de wereld. Een richtinggevend leerplankader Door: SLO: M. van Graft, M. Klein Tank, T. Beker, A. Bakker.