



UNIVERSITY OF AMSTERDAM
Faculty of Social and Behavioural Sciences
Department of Child Development and Education

RESEARCH MASTER

EDUCATIONAL SCIENCES

PARENTING, EDUCATION, AND CHILD DEVELOPMENT

ACADEMIC YEAR 2010 / 2011



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**RESEARCH MASTER EDUCATIONAL SCIENCES:
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RESEARCH MASTER EDUCATIONAL SCIENCES: PARENTING, EDUCATION, AND CHILD DEVELOPMENT

The University of Amsterdam offers the Research Master “Educational Sciences: Parenting, Education, and Child Development”. This two-year master programme integrates pedagogical research and part of educational research. 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 Educational Sciences trains students to conceive, design, conduct, and report high-quality research in the field of pedagogical and educational sciences. The programme has been developed for excellent students who are motivated to conduct research and who intend to pursue academic research careers in pedagogical or educational sciences. Research Master's 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 overview 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 on bioecological models, courses in methods and statistics, and a supporting course in writing and presentation skills. See Sections 2 and 3 for the programme schedule and Section 10 for course descriptions.

Research practice

Each student carries out two research projects. The topic of the first research project is chosen halfway through the first year of study. Preparations for the more extensive second research project may begin as early as the start of the second year. Students participate in one of the department's research groups, where they contribute to ongoing research, prepare reports, and write a paper that can be submitted to an international peer-reviewed journal. 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 baby lab, and an ERP-research lab equipped with facilities for taking electro-physiological measurements. It is also possible to conduct observational and interventional research in families or classrooms, to participate in large-scale skills-testing research on children and adults, or to conduct educational



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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.

Examination programme

The study load is 120 credits (ECTS). Table 1 shows the examination programme for students who start in September 2010. 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).

Table 1. Examination programme for students who start in September 2009

Research Master Educational Sciences: Parenting, Education, and Child Development	
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 director:	dr F.J. Oort (f.j.oort@uva.nl)
Examination programme 2008/2009/2010	
<i>Introductory course:</i>	Credits
Bioecological models: State-of-the-art (MR106)	6
<i>Disciplinary courses (choose four out of eight):</i>	4 × 6
Childhood education, family support and development (MR026)	
Learning and social-emotional disorders in educational contexts (MR036)	
Developmental and rearing problems: aetiology and intervention (MR016)	
Micro-processes at school and learning (MR046)	
Foundations and philosophy of education (MR146)	
Criminal behaviour of juveniles (MR136)	
Dyslexia (MR126)	
Distal and proximal processes in educational research (MR116)	
<i>Methods, statistics, and skills:</i>	
Methods and statistics in educational research (MR09)	10
Structural equation modelling in educational research (MR07)	10
Multilevel data analysis (MR056)	6
Longitudinal data analysis (MR066)	6
Writing and presenting skills (MR084)	4
<i>Research projects:</i>	
Thesis 1 – first year research project (MR22)	22
Thesis 2 – second year research project (MR32)	32
Total	120



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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 Educational Sciences and the title Master of Science (MSc). A PhD position is the most obvious next step in an academic research career; 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 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.studeren.uva.nl/msc_educational_sciences/
About the Graduate School: <http://www.graduateschoolofeducationalsciences.uva.nl>
About the University: <http://www.uva.nl/start.cfm/la=en/>
About studying in Amsterdam: <http://www.studeren.uva.nl/studyinginenglish/>

2. General programme

The programme takes two full years of study and has a study load of 120 credits (ECTS; European Credit Transfer System). Table 2 gives an overview of all courses in the current standard curriculum (but see “Personal programme”, Section 3). It also shows how courses and research projects are distributed over the months of the two years. In the curriculum we distinguish between (I) disciplinary courses, (II) courses in methods and statistics, (III) skills, and (IV) research projects.

I. Disciplinary courses (30 credits)

The disciplinary courses (6 credits each) provide systematic overview of fundamental, theory-driven research into the nature, development, and explanation of child attributes. All students begin with the introductory course *Bioecological models: State-of-the-art* (6 credits) and additionally they choose four out of the eight other disciplinary courses (6 credits each). The bioecological model serves as an organising principle of all research that is covered by the disciplinary courses.

The first four disciplinary courses are so-called “domain courses”, as they give an overview of all research that is carried out by the research groups that participate in the Educational Sciences programme: (1) *Childhood education, family support and development*, (2) *Learning and social-emotional disorders in educational contexts*, (3) *Developmental and rearing problems: aetiology and intervention*, (4) *Micro-processes at school and learning*. The other disciplinary courses concern specific research topics: (5) *Foundations and philosophy of education*, (6) *Criminal behaviour of juveniles*, (7) *Dyslexia*, and (8) *Distal and proximal processes in educational research*. See Section 10 for descriptions of these courses. For additional courses, and for an explanation of possible study routes, see “Personal programme” below (Section 3).



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Table 2. Schedule of the two-year Research Master programme

FIRST YEAR									
Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Bioecological models (6)*		Micro-processes at school (6) ¹			Learning and social-emot. disorders (6) ²				
		Developmental and rearing problems (6) ¹			Childhood educ. and family support (6) ²				
Methods and statistics in educational research (10)*						Multilevel data analysis (6)*	Extracurricular: Academic English ⁵	Skills (4)*	
							Research project: Thesis 1 (22)		
SECOND YEAR									
Sept	Oct	Nov	Dec	Jan	Febr	March	April	May	June
Foundations and philosophy (6) ³		Dyslexia (6)			Distal and proximal processes (6) ²				
Criminal behaviour of juveniles (6)									
Structural equation modelling (10)*						Longitudinal data analysis (6)*			
Research project: Thesis 2 (32), part-time from September, full-time from March									

*Asterisks denote compulsory courses. Values in parentheses denote European credits (in ECTS; European Credit Transfer System). Note 1: Choose between *Micro-processes* and *Developmental* in the first year, and between *Micro-processes*, *Developmental*, and *Dyslexia* in the second year. Note 2: In both years you can choose between *Learning*, *Childhood*, and *Distal and proximal processes*. Note 3: Choose between *Foundations* and *Criminal behaviour* in the second year. Note 4: Until further notice, the *Criminal behaviour* course is not available in English format, and only open to Dutch speaking students. Note 5: The credits earned with *Academic English* are not included in the 120 EC of the full examination programme (Table 1).

II. Courses in methods and statistics (32 credits)

There are four courses in methods and statistics, covering the statistical techniques that are most commonly used in educational research. Multivariate statistics are treated in (1) *Methods and statistics in educational research* (10 credits), which covers the best known generalised linear models, and (2) *Structural equation modelling in educational research* (10 credits), which covers path models, factor models, and their extensions. The other two courses, (3) *Multilevel data analysis* (6 credits) and (4) *Longitudinal data analysis* (6 credits), go more deeply into the analysis of data that are typical of educational research. See Section 10 for course descriptions.

Be aware that it is not only statistical theory that is taught in these courses. In each of the four courses, through practical assignments, students learn how to use statistical software, and to apply the statistical techniques to real data sets from educational research. Moreover, articles from academic journals are used to illustrate how the statistical techniques are applied and described in published educational research. In this



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way, and through writing assignments, students also learn how to report and interpret statistical results.

III. Supporting courses (4 credits)

In the supporting course *Academic skills* (4 credits) students are trained in writing and presenting. They learn how to report research in accordance with the American Psychological Association (APA) publication manual, for publication in academic journals, and they learn how to present research results in professional meetings. See Chapter 6 for the course description.

For more extensive training in writing English students may want to take a supplementary course, such as the dedicated course *English Academic Writing* (10 EC, offered by “Instituut voor de Leraren-Opleiding” (ILO), University of Amsterdam, see study guide) or the more general course *Academic English* (10 EC, offered by “Onderwijsinstituut Taal- en Letterkunde”, University of Amsterdam, see study guide). Please notice that these supplementary courses are extracurricular, so that the credits do not count in the 120 EC of the examination programme (Table 1).

IV. Research projects (54 credits)

Students carry out two research projects, resulting in *Thesis 1* (22 credits) in the first year and *Thesis 2* (32 credits) in the second year. Students are encouraged, but not required, to choose different objects of study for Thesis 1 and Thesis 2.

Halfway the first year each student chooses the subject of the first thesis. Supervised by the associated staff member, the student participates in the research group of the staff member, and contributes to ongoing research of the research group, by carrying out part of the research, and writing a research report (Thesis 1). In this way, the student gains experience in all aspects of research, including theoretical reflection, hypothesising, designing, data collection, data analysis, reporting, and presentation. Thesis 1 is graded by the supervisor and one other staff member.

Preparations for the second research project may begin as early as the outset of the second study year. The student chooses the 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 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. Both research report and journal article may qualify as Thesis 2, which will be graded by the supervising staff member and two other staff members.

At the end of each study year, both Thesis 1 and Thesis 2 students present their results to an audience of Research Master staff members, other members of the department, and fellow students.



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3. Personal programme

Each student proposes his or her personal programme to the Examination Committee for approval. After checking whether the personal programme complies with the Research Master criteria (i.e., quality and coherence), the Examination Committee establishes the personal programme.

The personal programme may deviate from the general programme and study routes described in Section 2. Of course, the general programme already leaves some freedom of choice, as students may choose four out of the eight disciplinary courses in the current programme. An additional option is to take a course outside the general programme.

Students are allowed to replace a limited number of courses of the general programme with so-called “outside courses”, that is, courses that are offered by other departments of the University of Amsterdam, or by other universities. For each outside course, the Examination Committee consults staff members of the Research Master, 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, possible outside courses also have to match with the time schedule of the general programme (see schedule in Section 2).

Clinical route

Students with specific interest in clinical research, who want to work as clinical researcher or “science-practitioner”, will want to be registered as clinical diagnostician (in Dutch: “Orthopedagoog Generalist” or “Gezondheidszorgpsycholoog”; see study guide). To qualify for the official continuation courses and training for clinical professions, students must (1) have a bachelor degree in Pedagogy or Psychology with a study programme that meets the requirements described elsewhere (see study guide), and (2) follow the clinical route within the research master programme.

In the first year, after the introductory course *Bioecological models* (6 EC), students who pursue the clinical registration take the following disciplinary courses:

- *Developmental and rearing problems: aetiology and intervention* (6 EC), and
- *Learning and social-emotional disorders in educational contexts* (6 EC).

These courses prepare students for the practical in diagnostics and treatment,

- “*Practicum diagnostiek en behandeling*” (6 EC, see study guide: M4056), which can be followed during the first semester of the second year. The language of instruction in this practical is Dutch. After completing the practical, students qualify for doing a so-called clinical practical (“Klinische stage”) with or without clinical cases (“casussen”). This clinical practical might be combined with the Thesis 2 research project, but the combination of a clinical practical and a clinical research project is expected to take some months longer than the regular 32 EC research project.

The clinical route within the research master still leaves room for one other disciplinary course from the research master’s general programme (Table 1). In addition, students take the compulsory courses in methods and statistics (32 EC), writing and presenting skills (4 EC), and carry out two research projects (Thesis 1, 22 EC; Thesis 2, 32 EC). Students are still free in their choice of subjects for the research projects, but they are encouraged to choose clinical subjects of research that are consistent with the



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clinical route. Moreover, as explained, the second research project might be combined with clinical practice. If not, the clinical practical can be carried out subsequently.

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 pedagogical and educational sciences. 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 educational sciences.

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

Knowledge and analytical insight: (1) A broad theoretical knowledge of their discipline and a profound theoretical knowledge in the main field of specialisation and two related fields; (2) thorough command of research methods and techniques in general (compulsory courses in research methodology and statistics) and in a more specific sense (electives), enabling the student to do (PhD) research in the own or in adjacent disciplinary fields.

Abilities: (1) The ability to handle advanced techniques for pedagogical or educational research and to apply advanced software in this field; (2) the ability to independently design, execute and report research, evidenced by reports and presentations, with which the student qualifies for (PhD) research; (3) the ability to report and present research in English to an academic community as well as to a more general public; (4) the ability to evaluate pedagogical or educational research by others and to contribute to improving it theoretically and methodologically; (5) the ability to co-operate with individuals or in teams and to plan, decide and take responsibility in professional situations; (6) the ability to plan, carry out and execute research projects.

Attitudes: (1) The personal characteristics that enable the combination of independent work and co-operation in groups; (2) the willingness to (re)consider arguments and conclusions in light of empirical results or valid counter-argumentation; (3) the awareness of ethical aspects of professional interaction with others (co-researchers, clients and subjects), including the broader consequences of the own research results and the professional practice; (4) the awareness of own restrictions and the timely call for the expertise of others or abstention of action; (5) the awareness of the implications of research results for the practice of education.



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5. Study counselling

The time schedule 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 director. Progress of the activities in the research projects will primarily be guarded by the supervising staff member. In addition, students can appeal to the two study counsellors who are working at the educational institute. Study counsellors may be contacted through the office administration (phone: 020-5251251, e-mail: infopow@uva.nl).

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. Yet the student may of course also call on the programme director, or the study counsellors.

6. Staff members of the Research Master

Only staff members can act as lecturers 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, prof. dr S. Bögels, dr H.M.W. Bos, dr R. Fukkink (ass.), dr A. Huizink, dr P.F. de Jong, prof. dr S. Karsten, dr H.M.Y. Koomen, prof. dr P.H. van der Laan, prof. dr D.A.V. van der Leij, dr R. Ligtoet (ass.), dr A.M. Meijer, prof. dr M.S. Merry (ass.), dr F.J. Oort (dir.), dr T.T.D. Peetsma, dr E. Singer, prof. dr G.J.J.M. Stams, prof. dr L. Tavecchio, prof. dr M.L.L. Volman, dr B.J.H. Zijlstra (ass.).

7. Career prospects

After successful completion of the programme the student will receive a Research Master's degree in Educational Sciences 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, applying for a research grant. 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 SCO-Kohnstamm Institute often result in a PhD as well. Positions in clinical research such as within UvA/Virenze 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.

8. Application requirements and admission criteria

Enrolment into the Research Master programme is restricted to a maximum of 15 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 an bachelor's degree in an adjacent study (e.g., in Psychology, Sociology) who want to specialise in pedagogical or educational research. Both Dutch students and students



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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 degree or equivalent degree 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 of research methods and statistics, research practicals, and theses.
- 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.
- 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.

Application requirements

Students who want to apply for enrolment in the Research Master can obtain an application form at the office administration of the Educational Institute for Pedagogical and Educational Studies. Alternatively, the student may download the application form from the web site: http://www.studeren.uva.nl/msc_educational_sciences . If students have questions about the application procedure, they can contact the administration office of the educational institute by email: infopow@uva.nl.

As early as possible, but no later than June 1st (ask the administration office for exceptions), applicants must submit an application file consisting of the following documents:

1. Application: A completed application form.
2. Identity: A copy of your passport (identity page) or birth certificate.
3. 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).
4. 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, stamped and signed, sent in an envelope, closed and sealed by an authorised employee of the educational institute issuing the transcripts.)
5. 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.
6. Written academic work: Provide an example of written academic work (e.g., a paper or thesis).



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7. Curriculum vitae: A resume of your experience and skills in academic research, clinical work, or other work (if applicable; 2 pages maximum).
8. Letter of reference: One or more letters of reference; at least one letter should be from an academic staff member. We would appreciate the letter to include (a) the referee's name, title, address, telephone, and e-mail address to enable the admissions committee to contact the referee, (b) information on the student's suitability for the research master programme Educational Sciences, and (c) information on the student's motivation, skills, and ambition to become a researcher.

In addition, foreign students should also include:

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 whose application is based on a diploma from a university in a non-EU/EEA country have to pay an application fee of 100 euro (see Section 9). Please include either a copy of the bank draft, or a message stating the bank and the department (or person) responsible for making the money transfer.

If the application file is received before the first day of the month (e.g., May 1), the applicant will be invited to speak with the admissions committee later that month, and the application will be decided before the end of that month (e.g., May 31).

Admission procedure

The admissions committee consists of the programme director and at least two other staff members. For each applicant, the admissions committee studies the application file, interviews the candidate, 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.

9. Information specific for foreign students

Information especially for students from abroad can be found on the web site of the University of Amsterdam: <http://www.studeren.uva.nl/studyinginenglish>. There you can find references to extensive information on financial matters, visas and permits, health insurance, housing, and more. Please notice that for some foreign students tuition fees are higher. Moreover, some foreign students have to pay an application fee, and some have to prove their proficiency in English.

Tuition for students from abroad

The provisional tuition fees for the academic year 2010/2011 are €1672 for European students (EU/EEA students) younger than 30 years, and €12000 for non-European students (non-EU/EEA students). See the website <http://www.studeren.uva.nl/finance> for up-to-date information. Costs of study materials may add up to approximately €600.



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Application fee

Students whose application is based on a diploma from a university in a non-EU/EEA country have to pay an application fee of 100 euro. The application fee is refundable for students who are admitted to the programme, after their arrival in Amsterdam.

You can transfer the application fee via the electronic bank transfer system using the BIC or SWIFT code (quoting (a) your name, (b) “application fee for research master Educational Sciences”, and (c) “code: R.2512. 0006”):

UVA, Afdeling POW/SCO-KI
Address: Nieuwe Prinsengracht 130
Zip code/City: 1018 VZ Amsterdam
Name of the Bank: ABN AMRO bank
P.O. box: 3935
Zip code/City: 1001 AS Amsterdam
Country: The Netherlands
SWIFT CODE /BIC code: ABN AN L 2 A
IBAN (International Bank Account Number): NL 43 ABNA 0471645311
Account number: 47.16.45.311

Please make sure that your name is clearly stated. It is recommended to do a routine check of bank drafts afterwards to see if your money ended up in the right account with the right name attached to it. Please include in your application file a copy of the bank draft, or a hand-written message stating the name of the bank and the department (or person) responsible for making the money transfer.

Proficiency in English

All international applicants who are non-native English speakers are required to demonstrate sufficient proficiency in English to enrol in university-level courses. Students must be able to read textbooks, understand lectures, take part in classroom discussions and undertake written work in English.

Non-native English speakers must prove their proficiency in English by submitting their test results for one of the English language tests listed below. However, non-native English speakers who have successfully finished an English-taught programme at university level are released from this obligation. Dutch students with a “VWO-diploma” do not have to take an English test either.

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 6.5 (on the academic module).
- *Test of English as a Foreign Language (TOEFL)*. Students are required to have a score of at least 237 (computer based test) or 92 (internet based test) or 580 (paper test).
- *Cambridge International Examination*. Students are required to have a minimum score 'A' for the Certificate in Advanced English (CAE) or 'B' for the Certificate of Proficiency in English (CPE).

No other tests are accepted. The IELTS is the recommended test for students from China as this test is required for their visa application. Original test results should be included in



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the application file, or sent by the testing institution to the Admissions Committee directly.

10. Course descriptions

On the next pages, course descriptions are given in the following order:

Introductory course:

- Bioecological models: State-of-the-art

Disciplinary courses:

- Childhood education, family support and development
- Learning and social-emotional disorders in educational contexts
- Developmental and rearing problems: aetiology and intervention
- Micro-processes at school and learning
- Foundations and philosophy of education
- Criminal behaviour of juveniles and the juvenile justice system
- Dyslexia
- Distal and proximal processes in educational research

Courses in methods and statistics:

- Methods and statistics in educational research
- Structural equation modelling
- Multilevel data analysis
- Longitudinal data analysis

Supporting course:

- Academic skills



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Introductory course

MR106

- Name (code):* Bioecological models: State-of-the-art
- Lecturers:* prof. dr M.S. Merry, vacancy
- ECTS, period:* 6 credits, September - October
- Objectives:* Knowledge of (a) recent developments in bioecological models; (b) the findings of relevant examples of studies supporting a model; (c) and the designs and instruments used.
- Content:* Recent developments with respect to models that describe the interaction between individual characteristics, environment and development are discussed. 'Classical' bioecological models are compared to genetic behaviour and dynamic systems models. Attention will be paid to both individual characteristics such as learning (dis)ability, temperament, developmental disorders, and to relevant variables of the proximal and distal environment (parents, peers, teachers, family, class, child care, youth care, school). The contribution of genetic and environmental influences will be illustrated by findings of twin-studies.
- Literature:* Academic journal articles. For example:
- Bronfenbrenner, U., & Ceci, S.J. (1994). Nature-nurture reconceptualized in developmental perspective: A bioecological model. *Psychological Review*, 101, 568-586.
 - Thelen, E., & Smith, L.B. (1994). *A Dynamic Systems Approach to the development of Cognition and Action*. Cambridge, MA: MIT Press.
 - Walker, S.O., Petrill, S.A., & Plomin, R. (2005). A genetically sensitive investigation of the effects of the school environment and socioeconomic status on academic achievement in seven-year-olds. *Educational Psychology*, 25 (1), 55-73.
- Format:* Eight-week tutorial with one meeting each week.
- Examination:* Individual paper



UNIVERSITY OF AMSTERDAM
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Disciplinary course 1

MR026

- Name:* Childhood education, family support and development
- Lecturers:* dr H. Bos, dr R. Fukkink, dr E. Singer, prof. dr Tavecchio
- ECTS, period:* 6 credits, February - March
- Objectives:* Knowledge of (a) recent developments in theories about the interaction between individual development and child rearing, and of (b) interventions and facilities aimed at improvement; (c) the findings of relevant examples of studies supporting a model; (d) and the designs and instruments used.
- Content:* In this course students will get involved into the research-projects of the programme 'Childhood Education and Family Support'. Aims, means, results, and theoretical and social background of various projects will be discussed with the lecturing researchers and PhD-students.
The focus is on child development and child rearing within traditional and non-traditional families, such as patchwork families, lesbian parent families, and "new reproductive technology families". Special attention is given to family relationships (cf. siblings). Besides this, day care centres are considered another setting of proximal environment of the developing young child. Child characteristics discussed are social adjustment, cognitive development, gender orientation and temperament. Also, specific attention is given to the wider social context in which one lives. In this respect cross-cultural differences (cf. parental/day care staff belief systems) are taken into account.
- Literature:* Academic journal articles and research proposals
- Format:* Eight-week tutorial with one meeting each week (Wednesday morning)
- Examination:* Weekly assignments and a final paper



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Disciplinary course 2

MR036

- Name:* Learning and social-emotional disorders in educational contexts
- Lecturers:* dr P.F. de Jong, dr H.M.Y. Koomen
- ECTS, period:* 6 credits, February - March
- Objectives:* Knowledge of (a) recent developments in theories and models of cognitive and social-emotional disorders in a school context, and of (b) prevention and treatment; (c) the findings of relevant examples of studies supporting a model; (d) and the designs and instruments used.
- Content:* (1) The study of specific problems in basic skills: (a) development of basic skills and how learning processes cause individual differences, (b) developmental dyslexia, its precursors (in genetics, neuro-biology and linguistics), and its prevention, intervention, and treatment, (c) differences within and between learning disabilities (dyslexia, arithmetic disability, comprehension problems) and relationships with other developmental disorders (co-morbidity).
(2) The study of specific problems in social-emotional functioning: (a) how young students cope with internal and external threats to emotional security, how teacher support affects social-emotional functioning and learning behaviour, in particular of children with social-emotional problems such as internalising or externalising behaviour, and (b) the relation between social-emotional functioning and school achievement, with focus on motivation, self-confidence, and psycho-social development.
(3) Special educational needs: development and evaluation of instruments and methods for adaptation of instruction and guidance to special educational needs
- Literature:* Academic journal articles. For example:
de Jong, P.F., & van der Leij, A. (1999). *Journal of Educational Psychology*, 91, 450-476; Eden, G., et al. (2004). *Neuron*, 44, 411-412; Gazelle, H. & Ladd, G.W. (2003), *Child Development*, 74, 257-278; Meehan, B.T., Hughes, J.N., & Cavell, T.A. (2003), *Child Development*, 74, 1145-1157; Paracchini et al. (2007), *Annual review of genomics and human genetics*, 8, 57-79; Pualakanaho, A., et al. (2007), *Journal of Child Psychology and Psychiatry*, 48, 923-931; Swanson, H.L. & Hoskyn. M. (1999); *School Psychology Review*, 28, 644-658.
- Format:* Eight-week tutorial with one meeting each week.
- Examination:* Individual paper, classroom presentation



UNIVERSITY OF AMSTERDAM
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Disciplinary course 3

MR016

- Name:** Developmental and rearing problems: Aetiology and intervention
- Lecturers:** dr A.C. Huizink, dr A.M. Meijer, prof. dr S. Bögels
- ECTS, period:** 6 credits, November - December
- Objectives:** Knowledge of (a) current theories and models with respect to the aetiology, secondary prevention and treatment of developmental psychopathology; (b) evidence-based intervention into developmental psychopathology; (c) current developments of research into developmental psychopathology; (d) ability to critically evaluate a research paper and a research proposal into the area of developmental psychopathology.
- Content:** This course focuses on developmental psychopathology, such as anxiety, behavioural disorders, sleep problems, childhood chronic illness, and addiction and its interaction with parenting,. We will focus on recent theoretical developments in this field, such as cognitive developmental models of childhood psychopathology, differential susceptibility for rearing influences, and the specific role of the father in the intergenerational transmission of psychopathology. Furthermore, we will focus on recent trends in gene-environmental interactions in relation to psychopathology. New developments in the intervention of developmental and rearing problems, like Family Cognitive Behaviour Therapy and Mindful Parenting, are outlined. Specific attention will be paid to evidence-based youth care.
- Literature:** **Examples:**
- Belsky, J. (2005). Differential susceptibility to rearing influence: An evolutionary hypothesis and some evidence. In: B.J. Ellis and D.F. Bjorklund (Eds.), *Origins of the social mind: Evolutionary psychology and child development* (pp. 139-163). NY: The Guilford Press.
 - Bögels, S.M. & Brechman-Toussaint, M. (2006). Family factors in the aetiology and maintenance of childhood anxiety: Attachment, family functioning, rearing, and parental cognitive biases. *Clinical Psychology Review*, 26, 834-856.
 - Brown, R.T., Daly, B.P. & Rickel, A.U. (2007). *Chronic illness in children and adolescents*. Cambridge: Hogrefe & –Huber Publishers. ISBN: 978-0-88937-319-8.
 - Rodenburg, R., Meijer, A.M., Dekovic, M. & Aldenkamp, A.P.(2005). Family factors and psychopathology in children with epilepsy: A literature review. –*Epilepsy and behavior*, 6, 488-503.
 - Sternberg, R.J. (2005). *Reviewing scientific works in psychology*. APA-books, ISBN: 1-59147-281-4 (For –sale at Scheltema bookstore, 34 euro).
- Applied and theoretical papers will be made available through Blackboard (as PDF files) or can be downloaded from the Digital Library (Digitale Bibliotheek) of the University of Amsterdam.
- Format:** Eight-week tutorial with one meeting each week.
- Examination:** Individual paper



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Disciplinary course 4

MR046

<i>Name:</i>	Micro-processes at school and learning
<i>Lecturer:</i>	dr Th. Peetsma, prof. dr M.L.L. Volman
<i>ECTS, period:</i>	6 credits, November - December
<i>Objectives:</i>	Knowledge of (a) recent developments in theories and models of the influence of school factors on the micro-level on learning and development, and of (b) interventions aimed at improvement; (c) the findings of relevant examples of studies; (d) and the designs and instruments used.
<i>Content:</i>	Recent developments in studies on student learning and development in the context of the school and the classroom, like (quasi) experimental studies, intervention studies, will be reflected upon. The focus will be on the development of meaningful learning and on the complex interplay of cognitive, social, motivational and emotional development in the context of the school, families and society at large. The role the professionalism of the teacher plays in mediating individual and social-cultural characteristics of students and the characteristics of schools like student population characteristics, pedagogical approaches, curriculum and school climate will be discussed.
<i>Format:</i>	Eight-week tutorial with one meeting each week.
<i>Literature:</i>	A compilation of journal articles on recent developments in the research field.
<i>Examination:</i>	Individual paper



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Disciplinary course 5

MR146

- Name:* Foundations and philosophy of education
- Lecturers:* prof. dr M.S. Merry
- ECTS, period:* 6 credits, September - October
- Objectives:* This module functions to sharpen analytic and philosophical skill, both in close reading of texts and ability to examine claims critically, and also to discuss conflicting ideas intelligently. Students 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.
- Content:* The content for this course will be determined based on student need. Philosophical readings will be assigned based on the research interests of the participants.
- Literature:* To be determined.
- Format:* Classes will be held once a week for the duration; individual supervision by appointment.
- Examination:* Philosophical paper and discussion with professor.



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Disciplinary course 6

MR136

- Name:* Criminal behaviour of juveniles*
- Lecturers:* prof. dr P.H. van der Laan, prof. dr G.J. Stams
- ECTS, period:* 6 credits, September - October
- Objectives:* Knowledge of (a) recent developments in theories and models of the development of criminal behaviour of juveniles, and of (b) prevention and treatment; (c) the findings of relevant examples of studies supporting a model; (d) and the designs and instruments used.
- Content:* The first part of this course focuses on the prevalence and ethology, 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. The second part concentrates on the system of societal reactions to juvenile crime, prevention and intervention programmes in use, and their effectiveness. Special attention will be paid to the so-called What Works-principles.
- Literature:* Examples:
- Loeber, R. & D.P. Farrington (eds.) (1998). Serious & violent juvenile offenders. Risk factors and successful interventions. Thousand Oaks: Sage
 - Loeber, R. & D.P. Farrington (eds.) (2001). Child delinquents. Development, intervention sand service needs. Thousand Oaks: Sage.
- Format:* Classes once a week; individual supervision by appointment
- Examination:* Individual paper
- *Note:* Until further notice, this course is open to Dutch speaking students only, as they will share classes with students of *Forensic Orthopedagogics*.



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Disciplinary course 7

MR126

- Name:* Dyslexia
- Lecturers:* dr P.F. de Jong
- ECTS, period:* 6 credits, November - December
- Objectives:* Knowledge of (a) recent developments in theories and models of developmental dyslexia in a bioecological perspective, and of (b) prevention and treatment; (c) the findings of relevant examples of studies supporting a model; (d) and the designs and instruments used.
- Content:* Current (computational) models of skilled reading will be discussed as well as recent theories about the neurobiological and cognitive foundations of the normal and deviant development of reading. Attention is paid to the influence of genetics, to behavioural manifestations of dyslexia and the possible reasons for its comorbidity with other disorders, such as ADHD and dyscalculia. The extensive research on the prevention and treatment of dyslexia will be critically examined.
- Literature:* Examples:
- Coltheart, M. (2005). Modeling reading: The dual-route approach. In S. J. & C. Hulme (Eds.), *The science of reading: A handbook* (pp. 6-23). Oxford, UK: Blackwell.
 - Torgesen, J. K. (2005). Recent discoveries from research on remedial interventions for children with dyslexia. In M. J. Snowling & H. C. (Eds.), *The science of reading: A handbook*. Oxford, UK: Blackwell.
 - Ziegler, J. C., & Goswami, U. C. (2005). Reading acquisition, developmental dyslexia, and skilled reading across languages: A psycholinguistic grain size theory. *Psychological Bulletin*, 131, 3-29
 - de Jong, P.F, & van der Leij, A. (2003). Developmental changes in the manifestation of a phonological deficit in dyslexic children learning to read a regular orthography. *Journal of Educational Psychology*, 95, 22-40.
- Format:* Classes once a week; individual supervision by appointment
- Examination:* Individual paper



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Disciplinary course 8

MR116

<i>Name:</i>	Distal and proximal processes in educational research
<i>Lecturers:</i>	prof. dr S. Karsten
<i>ECTS, period:</i>	6 credits, February - March
<i>Objectives:</i>	Knowledge of (a) recent developments in theories and models of the influence of school factors at the meso- and macrolevel on learning and development, and of (b) interventions aimed at improvement; (c) the findings of relevant examples of studies supporting a model; (d) and the design and instruments used.
<i>Content:</i>	Not available yet.
<i>Literature:</i>	Not available yet.
<i>Format:</i>	Eight-week tutorial with one meeting each week.
<i>Examination:</i>	Individual paper



UNIVERSITY OF AMSTERDAM
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Course 1 in methods and statistics

MR09

- Name:* Methods and statistics in educational research
- Lecturers:* Vacancy
- ECTS, period:* 10 credits, September - December
- Objectives:* Knowledge of (a) the most commonly used statistical (GLM) techniques in educational research; (b) how to apply these techniques to real data sets with the computer program SPSS; (c) how to report statistical analyses and the results in scientific articles; (d) how to read, understand, and interpret scientific articles in which the techniques are used.
- Content:* The course starts with a short review of common experimental and quasi-experimental research designs, and associated types of analysis of variance (ANOVA). The general linear model is introduced as the general model that subsumes both ANOVA and regression analysis. Multiple regression analysis and MANOVA are treated extensively. Next, the generalised linear model is introduced as the even more general model that also subsumes logistic regression analysis and loglinear modelling, which techniques are also treated extensively. Effect size indices and statistical power will be discussed for all mentioned statistical techniques. Through practical assignments, students not only learn how to apply the statistical techniques, but also how to prepare and screen data, and how to handle commonly encountered problems such as missing values, outliers, non-normality, heteroscedasticity, multicollinearity, inflated family-wise error rates, etc. Articles from educational research journals are used to illustrate how the statistical techniques are applied and described in the scientific literature, and how the results can be reported and interpreted
- Literature:*
- Tabachnick, B.G. & Fidell, L.S. (2007). *Using Multivariate Statistics*, 5th ed. Boston: Allyn & Bacon.
 - Applied papers: Academic journal articles with applications of multivariate statistical techniques to substantive research questions in educational research.
 - Instructive papers: Academic journal articles about methods and statistics in educational research.
- Format:* Twelve-week tutorial with two meetings each week.
- Examination:* Practical assignments and writing assignments



UNIVERSITY OF AMSTERDAM
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Course 2 in methods and statistics

MR07

- Name:* Structural equation modelling in educational research
- Lecturers:* dr F.J. Oort
- ECTS, period:* 10 credits, September - December
- Objectives:* Knowledge of (a) structural equation modelling (SEM) of covariance and mean structures of educational research data; (b) how to apply SEM to real data sets with one of the available computer programs; (c) how to report SEM analyses and SEM results in scientific articles; (d) how to read, understand, and interpret scientific articles in which SEM is applied.
- Content:* The course starts with a historical overview and separate treatment of path analysis and factor analysis of covariance structures. Subsequently, the full structural equation model with latent variables is treated in depth. Next, the model is extended with mean structures, and models for multiple group data and longitudinal data are discussed, with special attention 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 (and handle missing values), and how to use a computer program for structural equation modelling (either LISREL, M-PLUS, or MX). Articles from educational research journals are used to illustrate how structural equation modelling (SEM) is applied and described in the scientific literature, and how to report and interpret the results.
- Literature:*
- Kline, R.B. (2004). *Principles and Practice of Structural Equation Modeling*, 2nd ed. New York: The Guilford Press , €52,95.
 - Applied papers: Academic journal articles with applications of structural equation modelling to substantive research questions in educational research.
 - Instructive papers: Academic journal articles about structural equation modelling.
- Format:* Twelve-week tutorial with two meetings each week.
- Examination:* Practical assignments, individual papers



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Course 3 in methods and statistics

MR056

- Name:* Multilevel Data Analysis
- Lecturers:* dr B.J.H. Zijlstra
- ECTS, period:* 6 credits, February - March
- Objectives:* Knowledge of (a) multilevel regression analysis of educational research data; (b) how to apply multilevel models to real data; (c) how to report multilevel regression analyses and the results in scientific articles; (d) how to read, understand, and interpret scientific articles in which multilevel regression analyses are applied.
- Content:* Data gathered in educational research are often hierarchically structured, as subjects may share the same family, group, classroom, school, childcare centre, etc. 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. Specification searches, the testing of fixed and random slopes, and the testing and interpretation of interaction effects are treated extensively. Finally, attention will be paid to the statistical power of the analysis of data in multilevel designs. Through practical assignments, students learn how to conduct the analyses 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.
- Literature:*
- Snijders, T.A.B. & Bosker R.J. (1999). Multilevel analysis: an introduction to basic and advanced multilevel modeling. London: Sage, € 40,-.
 - Applied papers: Academic journal articles with applications of multilevel regression analysis to substantive research questions in educational research.
 - Instructive papers: Academic journal articles about multilevel modelling in educational research.
- Format:* Eight-week tutorial with two meetings each week.
- Examination:* Practical assignments, individual paper, and a written exam



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Course 4 in methods and statistics

MR066

- Name:* Longitudinal Data Analysis
- Lecturer:* dr R. Ligtoet
- ECTS, period:* 6 credits, February - March
- Objectives:* Knowledge of (a) multilevel modeling and other commonly used statistical techniques for the analysis of longitudinal data; (b) how to apply these techniques to real longitudinal data sets with the available computer programs; (c) how to report the statistical analyses and the results in scientific articles; (d) how to read, understand, and interpret scientific articles in which the techniques for longitudinal data are used.
- Content:* The course starts with a repetition of how longitudinal data are analysed through repeated measures analysis of variance. Next, various longitudinal structures are explained by reviewing structural equation models for longitudinal data (e.g., compound symmetry models, autoregressive models, and latent curve models). For most part, the course focuses on multilevel analysis of longitudinal data. Attention will be divided equally between fixed occasion models and random occasion models (with linear and non-linear latent curves). For both types of models, specification searches are discussed, with and without time-varying covariates, and with different covariance structures. Application of multilevel logistic models to discrete data will also be discussed. Special attention will be paid to attrition of subjects in longitudinal studies and how this problem is addressed in multilevel analysis.
Through practical assignments, students learn how to use computer programs SPSS and MLWIN for the analysis of longitudinal data. Articles from educational research journals are used to illustrate how multilevel models for longitudinal data are described in the scientific literature, and how the results are reported and interpreted.
- Literature:*
- Selected chapters from Tabachnick & Fidell (2007), Kline (2004), and Snijders & Bosker (1999).
 - Applied papers: Academic journal articles with applications of longitudinal data analysis techniques to substantive research questions in educational research.
 - Instructive papers: Academic journal articles about longitudinal data analysis in educational research.
- Format:* Eight-week tutorial with two meetings each week.
- Examination:* Practical assignments, individual paper, and a written exam



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Supporting course

MR084

- Name:* Academic skills: writing and presenting
- Lecturer:* dr H. Bos
- ECTS, period:* 4 credits, May - June
- Objectives:* Skills to write and present scientific papers.
- Content:* The course focuses on practical skills, gives an in-depth overview of the APA publication manual and incorporates a series of concrete tasks (writing and presenting) in small group sessions. Students will also be introduced to multi-media techniques.
The course consists of three parts. In the first part students will learn the basic principle of academic writing. In this part students will also be introduced to the computer programme *Endnote*. The second part will focus on drafting, editing and rewriting of academic texts and papers. In this part students will be given the opportunity to submit their own written work, to receive feedback, and to rewrite and resubmit an improved text. In the third part students will be taught how to present their work through oral presentations and poster presentations.
- Literature:*
- *APA Publication Manual* (fifth edition). Washington: American Psychological Association. ISBN: 1-55798-791-2; \$26.95
 - Gelfand, H. & Walker, C. J. (2001). *Mastering APA Style: Student's Workbook and Training*. Washington: American Psychological Association. ISBN: 1-55798-891-9; \$ 24.95
 - Reader *Critical thinking about research*
 - Reader *Instruction to Endnote*
- Format:* Six-week tutorial with one meeting each week.
- Examination:* Individual classroom presentation

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