

Curriculum Vitae

Prof. dr. Anna M. T. Bosman

Hilversum, the Netherlands

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PERSONAL PARTICULARS

<i>Surname</i>	Bosman
<i>Given names</i>	Anna Maria Theodora
<i>Date/Place of birth</i>	October, 17 th 1956; Beneden Leeuwen (Wamel)
<i>Nationality</i>	Dutch
<i>Gender</i>	woman
<i>Websites</i>	www.annabosman.eu www.ru.nl/dsg

ACADEMIC EDUCATION

Bachelor degrees ('Kandidaats')

1981 October 20th

Pedagogy (pedagogische en andragogische wetenschappen), KUN

1983 March 7th

Philosophy (wijsbegeerte), KUN

1984 December 10th

Psychology (psychologie), KUN

Master degree ('Doctoraal')

1987 October 9th

Cognitive psychology: psycholinguistics,

Master's thesis: Facilitation and inhibition effects of sentence contexts in good and poor comprehending children and adults

Minor subjects: Mathematical psychology and special education (orthopedagogiek)

Doctorate degree

1994 June 22nd

Social sciences, 1994 June 22nd, Universiteit van Amsterdam, the Netherlands

Supervisors ('Promotores'): Dr. A.M.B de Groot and Prof. Dr. J.J. Elshout

Title of thesis: Reading and spelling in children and adults: Evidence for a single-route model

Post-doctorate training

1996 May 20th – June 7th

Summer school "Nonlinear Dynamics in Biology and Medicine". McGill University, Montreal, Center of nonlinear dynamics, Canada.

1997 May 19-30

Seminar "Nonlinear time-series analysis". Department of psychology, Arizona State University, Tempe AZ, U.S.A.

2001 July 16-27

Summer school "Connectionist Modeling". Department of psychology, Oxford University, Oxford, United Kingdom.

ACADEMIC CAREER: RESEARCH

History, area, and future focus

Special education, the domain I chose to work in, combines a strong scientific approach with relevant practical and societal issues, and important philosophical aspects. Although my Ph.D.-work and my post-doc training were not on practical matters of cognitive processing, my training in cognitive psychology has clearly presented me with tools necessary for conducting research in the area of special education. Moreover, my bachelor degree in pedagogy provided me with additional tools to meet the questions and problems raised by professionals in the field, who express a dire need for knowledge to improve their educational effectiveness (in schools as well as in institutes for children with special needs). My bachelor degree in philosophy helps my thinking about issues concerning the development of behavioral attitude towards children and adolescents with learning and developmental disabilities, and supports a scientific attitude towards research and its applications.

After entering the field of special education, I noticed its strong national characteristics. To boost my knowledge of and to give myself some exposure to the Dutch professional field of special education, I decided to do an internship at a school for special education and give priority to publishing in Dutch journals. Professionals in the field do not read international journals written in English, which entails that reaching out to them is to publish in Dutch. In return, my exposure to professionals in the field presents me with various opportunities to meet their views and questions, which in turn provides me with issues relevant to study. Many issues in the domain of special education, however, transcend national characteristics.

Initially, my research focus in special education was limited to aspects of reading and spelling, and reading and spelling disabilities. Although many (if not most) questions involved are still unsolved, I found that merely improving didactics is not sufficient to help children with learning disabilities. The attitude of teachers and educators and the interaction between teachers and students also play an important role in effective teaching. The importance of teachers' attitude became clear after I started collaborating with dr. Bakker, who is an expert on teachers' perceptions. My meeting dr. Rutten-Saris, who developed a therapeutic treatment during her 30-year professional career as a creative art therapist and teacher, made me aware of the role of body language in interactions. Her analysis of interaction structures in children and adults with developmental disabilities has convinced me of the importance of body language in cognitive processing. Interestingly, from a philosophical point of view, her analysis coincides with my philosophical view that human cognition is principally embodied, and from a scientific point of view, her interaction analysis is best characterized by a dynamic systems approach.

Future research will encompass the continuation of my work on reading and spelling and reading and spelling disabilities, extending research in the domain of embodied cognition, that is, studying body language within therapeutic treatment sessions, and attempting to apply dynamic systems theory in all of my research.

Appointments and affiliations

1983 September - 1984 June

Research assistant with dr. H. Buffart, dr. E. Leeuwenberg, and drs. C. van Leeuwen at the department of psychonomics, KUN. Topic: Local en global aspects of visual perception.

1985 January - June

Research assistant with dr. A. Smitsman at the department of developmental psychology, KUN. Topic: Cognitive development of and tool use by 4-year-old children.

1985 September – 1986 June

Research assistant with dr. A. Smitsman and drs. E. van Loosbroek at the department of developmental psychology, KUN. Topic: Number perception in babies.

1985 September 1985 – 1987 June

Various research assistantships with Prof. dr. A. Thomassen and dr. F. Boselie (department of psychonomics), drs. F. Keser and drs. R. Jansen (department of mathematical psychology), and Prof. dr. F. Mönks (department of developmental psychology), KUN.

1988 April - October

Full-time investigator at RESCON, a research institute for social-scientific research. Assignment: Evaluation of the effectiveness of the "Way of Life" campaign of the Dutch Heart Association.

1988 October – 2004 June

Ph.D.-student at the department of psychonomics at the University of Amsterdam, the Netherlands. Topic: Beginning reading and spelling and the role of phonology.

1994 September - 1994 December

Post-doc; 1.0 fte, temporary. Laboratoire de Psychologie Expérimentale, Université Libre de Bruxelles, Belgium; Supervisor: Prof. Dr. B. de Gelder.
Topic: Dyslexia and first-letter naming.

1994 December – 1995 December

Post-doc; 1.0 fte, temporary. Department of psychology: Cognitive systems group. Arizona State University, USA; Supervisor: Prof. Dr. G.C. Van Orden
Topic: Connectionism, dynamic systems theory, and visual-word perception

1996 January – 1997 January

Post-doc. Department of pedagogy and education: Special education, KUN; Supervisor: Dr. W.H.J van Bon
Topic: An investigation of variables that determine consonant difficulty in spelling

1997 January – 1999 January

Assistant Professor (UD) and parttime post-doc. KUN, member of NUOVO (Research school) & member of the Department of Pedagogy and Education, Section: Special Education.

1999 January – 2000 July

Assistant Professor (UD). KUN, member of NUOVO (Research school) & member of the Department of Pedagogy and Education, Section: Special Education.

2000 July – 2004 September

Associate Professor (UHD). Radboud University Nijmegen (formerly known as KUN), member of NUOVO (Research school) & member of the Department of Pedagogy and Education, Section: Special Education.

2004 September – 2007 October

Associate Professor (UHD). Radboud University Nijmegen, member of Behavioral Science Institute (BSI, Research school) & member of the Department of Pedagogy and Education, Section: Special Education.

2007 November – present

Full Professor. Radboud University Nijmegen, member of Behavioral Science Institute (BSI, Research school) & department of pedagogy and education, Section: Special education.

2001-present

I started weekly meetings of 1.5 hours with four PhD-students of the special-education department, and dr. Rutten-Saris, who is an academically schooled creative art therapist to formalize discussions on issues directly or indirectly related to their projects based on principles of non-linear dynamics. Dr. P. van der Helm, a mathematician who is appointed at the NICI-institute, attended regularly to elucidate the mathematical aspects of some of our dynamic systems topics.

2003-present

The weekly meetings with the PhD-students extended and got more formalized when other members of the department of special education, and the expert on ecological psychology and dynamic systems dr. A. Smitsman, associate professor at the department of developmental psychology and his associates, joined the group. This resulted in the establishment of the Dynamic Systems Group (DSG). Website: www.ru.nl/dsg

Scholarships, prizes, and grants

1994

Talent-Stipend (NATO-Grant; personal) for a one-year post-doc project with Prof. Dr. G. C. Van Orden at the Department of psychology, Arizona State University, Tempe, AZ.

Topic: Connectionist modeling and empirical studies of visual word perception.

1997

SIR-Grant (NWO; personal) to participate in a seminar nonlinear time-series analysis, Dr S. Sial; Department of Psychology, Arizona State University, Tempe AZ, USA

1998

SGW-Grant (post-doc assistant: dr. Noud van Kruysbergen) in Materiaal Krediet-program. Topic: The development of an objective measure for spelling errors.

1999

PhD-project (AIO; Saskia de Graaff) in PROO-program. Title: Fostering beginning literacy in an ICT learning environment. A constructivist approach towards stimulating phonological awareness and the role and structure of written language. Principal investigators: Dr. A.M.T. Bosman & Prof. dr. L. Verhoeven.

2000

PhD-project (AIO: Martine Gijssel) in Aspasia-program. Title: Complex systems theory in psycholinguistics. Principal investigator: Dr. A. Bosman

2002

Nijmegen-Council Grant within GOA-policy (Gemeentelijk Onderwijs en Achterstanden beleid). Title: A longitudinal study into determinants of long-term effects of the Nijmegen Stimulating Language Development Program of toddlers. Principal

investigators: Dr. A.M.T Bosman (project manager), Dr. J.G. van Hell, and Dr. J.T.A. Bakker.

2008

Subsidy to De La Salle (researcher S. van Veen-Graafstal) to enable research by the Radboud University Nijmegen to evidence base a therapeutic treatment that has been implemented in several houses in the De La Salle: “Emerging Body Language; A therapeutic treatment for children with mild mental retardation and behavioural problems” Principal investigators: Prof. dr. A.M.T. Bosman and dr. P. Embregts.

2008

PhD-project (AIO: Kim Cordewener) of the department program. Title: Implicit and explicit learning: The case of spelling acquisition. Principal investigators: Prof. dr. A.M.T. Bosman and prof. dr. K. Cordewener.

National and international collaborations

1993 – present

Numerous research visits of dr. Bosman to professor, dr. Van Orden and vice versa. 2003 January 12 –17 Bosman visits Arizona State University; 1994 May 6 – August 15 sabbatical leave Van Orden at University of Amsterdam; 1994 December 1 – 1995 December 15 post-doc fellowship Bosman; Arizona State University; 1996 May 5 –19 Bosman visits Arizona State University; 1996 August 1 – 5 Van Orden visits KUN; 1997 May 10 –31 research visit and seminar non-linear time-series analysis Bosman at Arizona State University; 1997 November 17 – December 7 Bosman and Van Orden visit professor. M.T. Turvey at University of Connecticut; 1998 August 20 – 26 Bosman visits Arizona State University; 2001 August 14 – 16 Van Orden visits KUN; 2005 July 9 – 23 Van Orden’s 2-day seminar and visit RU Nijmegen; 2006 October 9 –12 Van Orden visits RU Nijmegen. Bosman visits Van Orden in September 2007.

1999-2001

In collaboration with Prof. dr. W. Vonk from the Faculty of Arts and IWTS in Nijmegen, I supervised the master's research work of drs. M. van Zwam. Her research topic was inspired by my collaboration with Prof. Dr. G.C. Van Orden. The editor professor C. K. Leong invited us to submit this work to *Annals of Dyslexia*, and was published in the final issue of 2006.

1999 – present

Drs. T. Braams (MA), director of Braams & Partners in Deventer and Apeldoorn (the Netherlands), a treatment practice for children and adolescents with learning disabilities in general and dyslexia in particular. Drs. Braams sought contact with me, because he appreciated my scientific view on reading, and felt the need to investigate his ideas, that sprung directly from his experience working with and treating children with dyslexia. Topics that we investigated scientifically are the nature of reading errors in dyslexia (drs. Rutjens, MA, 1999), predicting reading difficulties (Braams & Bosman, 2000a, 2000b, 2005), dyslexia and depression (2004), and reading and memory (drs. IJntema-Kok, MA, 2004; drs. T. Schukkink, MA, 2005, drs. S. Velnor, 2006). The participation of master students in the research proved to be highly beneficial.

2001 - present

Dr. M. Rutten-Saris, director of EBL-centre in Nijmegen, who developed a therapeutic treatment called “Emerging Body language”, during her professional career as a creative art therapist and teacher at the Hogeschool Arnhem Nijmegen (HAN). Dr.

Rutten-Saris, Carine Heijligers (see next), and myself are currently writing a book regarding Emerging Body Language. The essence of this method is to establish healthy interaction structures by means of bodily interventions rather than through talking. My part in this process is a description of the theoretical background of the method.

2003 – present.

Carine Heijligers (Orthopedagogisch behandelcentrum De La Salle, part of de Koraalgroep in Boxtel, the Netherlands), a therapist and pedagogue at De La Salle, an institute for children with mild mental retardation and behavioral problems. In collaboration with De La Salle and dr. Rutten-Saris, we wrote a research proposal to test the effectiveness of the therapeutic treatment ‘Emerging Body Language’ in children with a mild mental retardation, who also exhibit behavioral problems. In September 2006, the grant was appointed to us. During a period of two years, which started November 2008, we will compare the effects of EBL-treatment with the standard treatment at De La Salle. The focus of our study will be the effects as well as the process of EBL-treatment.

2005 - present

drs. Marije Janssen investigates the effects of a toddler compensation program for children from a linguistically deprived background (both ethnic Dutch and ethnic minorities, subsidized by the Nijmegen City Council. This longitudinal study started in 2003 with the help of research assistant. Marije took over in 2005, and is now the principal investigator under my guidance.

2008 - present

Maarten Wijnants, MSc works voluntarily at projects at Radboud University Nijmegen, which emerged out of the collaboration with prof. Van Orden.

2008 - present

Sietke Walda, MSc., a former master student, who now works at Braams & Partners, an institute for children with learning disabilities, and who is also Ph.D. student under my guidance. Her employer drs. T. Braams provides time and money to enable her to conduct research on “treatment resisters”.

Consultant

- NWO referent for research proposals
- Expert for the FP7 Expert group on the humanities, Brussels European Commission (January – October 2006)

Thesis committees

- 1997, Wim van den Broeck, Leiden University (member)
- 1997, Angelique Hendriks, University of Nijmegen (member)
- 1998, Bob Boelhouwer, University of Nijmegen (member)
- 2001, Meike Martensen, University of Nijmegen (member)
- 2004, Gwen Wolters, Leiden University (member)
- 2005, David Omtzigt, University of Nijmegen (member)
- 2007, Mieke van Diepen, University of Nijmegen (member)
- 2008, Lianne Hoogeveen, University of Nijmegen (chair)
- 2008, John van Daal, University of Nijmegen (member)
- 2008, Ellen Ormel, University of Nijmegen (member)
- 2008, Jos Keuning, University of Nijmegen (member)
- 2009, Judith Kleine Staarman, University of Nijmegen (member)

- 2009, Truus Schijf, University of Amsterdam (member)
- 2009, Mariëk Peeters, University of Nijmegen (chair)
- 2009, Dorothee Horstkötter, University of Nijmegen (member)
- 2009, Marco van Leeuwen, University of Nijmegen (member)

Reviewed for

- Memory & Cognition
- Journal of Experimental Child Psychology
- Philosophical Psychology
- Bilingualism
- Reading and Writing
- International Journal of Psychology
- Learning and Instruction
- Annals of Dyslexia
- Written Language and Literacy
- Etc.

Editor

- Tijdschrift voor Orthopedagogiek (eindredacteur)

Memberships

- NVP, Nederlandse Vereniging voor Psychonomie
- SSSR, Society for the Scientific Study of Reading (voting member)
- ESCOP, European Society for Cognitive Psychology (full member)
- NVO, Nederlandse Vereniging van Pedagogen en Onderwijskundigen (BBR-aantekening)
- Onderwijsinstituut Pedagogische Wetenschappen en Onderwijskunde (facultair onderwijsinstituut)
- Vereniging voor Ortho-Agogische Activiteiten
- Behavioral Science Institute of the Radboud Universiteit Nijmegen
- Society of Chaos Theory in Psychology and the Life Sciences

Publications

Written presentations

In international refereed journals

- van Oorsouw, W.M.W.J., Embregts, P.J.C.M., Bosman, A.M.T., & Jahoda, A. (in press). Training staff to manage challenging behaviour (provisional title). *Journal of Applied Research in Intellectual Disabilities*, *, *-*
- van Weerdenburg, M., Verhoeven, L., van Balkom, H., & Bosman, A.M.T. (in press). Cognitive and linguistic precursors to early literacy achievement in children with specific language impairment. *Scientific Studies of Reading*, *, *-*
- de Graaff, S., Hasselman, F., Verhoeven, L., & Bosman, A. M. T. (in press). Benefits of systematic phonics instruction. *Scientific Studies of Reading*, 13, 318-333.
- van Oorsouw, W.M.W.J., Embregts, P.J.C.M., Bosman, A.M.T., & Jahoda, A. (2009). Training staff serving clients with intellectual disabilities: A meta-analysis of aspects determining effectiveness. *Research in Developmental Disabilities*, 30, 503-511.

- Wijnants, M.L., Bosman, A.M.T., Hasselman, F., Cox, R.F.A., & Van Orden, G.C. (2009). 1/f scaling in movement time changes with practice in precision aiming. *Nonlinear Dynamics, Psychology and Life Sciences*, 13, 75-94.
- de Graaff, S., Hasselman, F., Bosman, A. M T., & Verhoeven, L. (2008). Cognitive and linguistic constraints on phonemic isolation in Dutch kindergartners. *Learning & Instruction*, 18, 391-403.
- Bosman, A. M. T., van Huygevoort, M., Bakker, J. T. A., & Verhoeven, L. (2007). Learning to spell in second grade using the spelling checker. *Written Language & Literacy*, 10, 83-103.
- de Graaff, S., Verhoeven, L., Bosman, A. M T., & Hasselman, F. (2007). Integrated pictorial mnemonics and stimulus fading: Teaching kindergartners letter sounds. *British Journal of Educational Psychology*, 7, 519-539.
- van Diepen, M., Verhoeven, L., Aarnoutse, C., & Bosman, A. M. T. (2007). Validation of the international reading literacy test: Evidence from Dutch. *Written Language and Literacy*, 10, 1-23.
- Bakker, J. T. A., Denessen, E. & Bosman, A. M. T., Krijger, E., & Bouts, L. (2007). Sociometric status and self-image of children with specific and general learning difficulties in Dutch mainstream and special education. *Learning Disability Quarterly*, 30, 47-62.
- Bosman, A. M. T. van Huygevoort, M., & Verhoeven, L. (2006). Spelling Feedback in an ICT-learning environment: Issues of proficiency, training efficiency, and transfer. *International Journal of Educational Research*, 45, 341-361.
- Gijssel, M. A. R., Bosman, A. M. T., & Verhoeven, L. (2006). Kindergarten risk factors, cognitive factors and teacher judgments as predictors of early reading in Dutch. *Journal of Learning Disabilities*, 39, 558-571.
- Bosman, A. M. T., van Hell, J. G., & Verhoeven, L. (2006). Learning the spelling of strange words in Dutch benefits from regularized reading. *Journal of Educational Psychology*, 98, 879-890.
- Bakker, J. T. A., & Bosman, A. M. T. (2006). Teachers' perception of remediation possibilities of Dutch students in special education. *British Journal of Educational Psychology*, 76, 745-759.
- Bosman, A. M. T., Vonk, W., & van Zwam, M. (2006). Spelling consistency affects reading in students with and without dyslexia. *Annals of Dyslexia*, 56, 271-300.
- Bosman, A. M. T., Gompel, M., Vervloed, M. P. J., & van Bon, W. H. J. (2006). Low vision affects the reading process quantitatively but not qualitatively. *Journal of Special Education*, 39, 208 -219.
- Bosman, A. M. T. (2005). Development of rule-based verb spelling in Dutch students. *Written Language & Literacy*, 8, 1-18.
- Vermaes, I., Janssens, J. M. A. M., Bosman, A. M. T., & Gerris, J. R. M. (2005). Parents' psychological adjustment in families of children with spina bifida: A meta-analysis. *BMC-Pediatrics*, 5, 32.
- Gijssel, M. A. R., van Bon, W. H. J., & Bosman, A. M. T. (2004) Assessing reading skill by means of paper-and-pencil lexical-decision: Issues of reliability, repetition, and word-pseudoword ratio. *Reading and Writing*, 17, 517-536.
- van Hell, J. G., Bosman, A. M. T., Wiggers, I., & Stoit, J. (2003). Children's cultural background knowledge and story telling performance. *International Journal of Bilingualism*, 7, 283-303.
- van Hell, J. G., Bosman, A. M. T., & Bartelings, M. G. C. (2003). Visual dictation improves spelling performance in three groups of Dutch students with spelling disabilities. *Learning Disability Quarterly*, 26, 239-255.

- Bakker, J. T. A., & Bosman, A. M. T. (2003). Self-image and peer acceptance of Dutch students in regular and special education. *Learning Disability Quarterly*, 26, 5-14.
- Bosman, A. M. T., van Leerdam, M., & de Gelder, B. (2000). The /O/ in OVER is different from the /O/ in OTTER: Phonological effects in Dutch children with and without dyslexia. *Developmental Psychology*, 36, 817-825.
- Van Orden, G. C., Jansen op de Haar, M. A., & Bosman, A. M. T. (1997). Complex dynamic systems also predict dissociations, but they do not reduce to autonomous components. *Cognitive Neuropsychology*, 14, 131-165.
- Kruysbergen, A. W. H., Bosman, A. M. T., & de Weert, Ch. M. M. (1997). Universal colour perception versus contingent colour naming: A paradox? *Behavioral and Brain Sciences*, 20, 209-210.
- Bosman, A. M. T., & de Groot, A. M. B. (1996). Phonologic mediation is fundamental to reading: Evidence from beginning readers. *The Quarterly Journal of Experimental Psychology*, 49A, 715-744.
- Bosman, A. M. T., & de Groot, A. M. B. (1995). Evidence for assembled phonology in beginning and fluent readers as assessed with the first-letter-naming task. *Journal of Experimental Child Psychology*, 59, 234-259.
- Bosman, A. M. T., & de Groot, A. M. B. (1989). Sentential priming of semantic information in good and poor young readers and in adults. *Perceptual and Motor Skills*, 68, 343-353.

In Dutch (refereed) journals¹

- Zijlmans, L., Embregts, P., Gerits, L., Bosman, A.M.T., & Derksen, J. (2009). Begeleiders in Beeld: Een onderzoek naar de effectiviteit van een training voor begeleiders van cliënten met een lichte verstandelijke beperking en gedragsproblemen. *Onderzoek & Praktijk*, 7(1), 5-10.
- Bosman, A.M.T., van Huygevoort, M., & Noten, F. (2009). Expliciete spellinginstructie en de rol van de spellingchecker. *Tijdschrift voor Orthopedagogiek*, 48, 47-55.
- Lankhorst, W., Bosman, A.M.T., & Didden, R. (2008). Het effect van twee instructiemethoden op lees en spellingvaardigheden bij kinderen met een lichte tot matige verstandelijke beperking. *Nederlands Tijdschrift voor de Zorg aan Verstandelijk Gehandicapten*, 34, 181-193.
- Bosman, A.M.T. (2008). Pedagogische wetenschap: koorddans tussen kunst en kunde. *Tijdschrift voor Orthopedagogiek*, 47, 499-522.
- Sap, M., & Bosman, A. M. T. (2008). De ontwikkeling van het spellingbewustzijn van inheemse en uitheemse woorden. *Tijdschrift voor Orthopedagogiek*, 47, 231-242.
- Bosman, A. M. T. (2007). Zo leer je kinderen lezen en spellen. *Tijdschrift voor Orthopedagogiek*, 46, 451-465.
- Bakker, J. T. A., Denessen, E. J. P. G., Bosman, A. M. T., Krijger, E. M., & Bouts, L. A. (2006). Zelfbeeld en sociometrische status van kinderen met specifieke en algemene leerproblemen in regulier en speciaal basisonderwijs. [Self image and sociometric status in children with specific and general learning disabilities in regular and special education] *Tijdschrift voor Orthopedagogiek*. 45, 385-405.
- Paffen, R., & Bosman, A. M. T. (2005). Spellingbewustzijn kan met een korte training gestimuleerd worden [Spelling awareness can be improved with a short training]. *Tijdschrift voor Orthopedagogiek*. 44, 388-397.
- Kieboom, P. M., Hasselman, F., Verhoeven, L. T. W., & Bosman, A. M. T. (2005). Leesinterventies verbeteren de leesprestaties en spellinginterventies verbeteren de

¹ Publications of which I am not the first author, except the one with Braams and the one by Kieboom et al., are based on master's theses of undergraduates (scriptieonderzoek).

- spellingprestaties bij kinderen met lees- en spellingproblemen [Reading interventions enhance reading skills and spelling interventions enhance spelling skills in children with learning disabilities]. *Tijdschrift voor Orthopedagogiek*, 44, 250-258.
- Bosman, A. M. T., & Braams, T. (2005) Depressie en angst bij basisschoolleerlingen met dyslexie [Depression and anxiety in primary school children with dyslexia]. *Tijdschrift voor Orthopedagogiek*, 44, 213-223.
- Weekers, A., van Huygevoort, M., Bosman, A. M. T., & Verhoeven, L. (2005). Leren spellen met de computer: "Spellingchecker" versus "Visuele feedback" [Learning to spell with the computer: "Spelling checker" versus "Visual feedback"]. *Tijdschrift voor Orthopedagogiek*, 44, 28-36.
- Bakker, J. T. A., Bosman, A. M. T., & Jacobs, M. H. A. (2004). Oordeelsvorming van leerkrachten in het speciaal onderwijs over de remediëringmogelijkheden van hun leerlingen [Teachers' judgments regarding remediation possibilities of Dutch students in special education]. *Tijdschrift voor Orthopedagogiek*, 43, 423-432.
- Bosman, A. M. T., & Van Orden, G. C. (2003). Het fonologisch coherentiemodel voor lezen en spellen [The phonologic coherence model of reading and spelling]. *Pedagogische Studiën*, 80, 391-406.
- de Jong, R. J., Bosman, A. M. T., & Bakker, J. T. A. (2003). Sport en sociaal-emotionele ontwikkeling. Een exploratieve studie bij leerlingen in het basisonderwijs [Relation between sport, kind of sport, and social-emotional development]. *Tijdschrift voor Orthopedagogiek*, 42, 231-240.
- Jansen-Donderwinkel, E. M. B., Bosman, A. M. T., & van Hell, J. G. (2002). Stabiele en instabiele spellingen in een vrije stelopdracht en een dictee [Stable and unstable spellings in a free -writing assignment and a formal-dictation task]. *Tijdschrift voor Orthopedagogiek*, 41, 515-524.
- Schiffelers, I., Bosman, A. M. T., & van Hell, J. G. (2002). Uitspreken-wat-er-staat: een effectieve spellingtraining voor woorden met inconsistente foneem-grafeem relaties [Overpronunciation: An effective spelling training for words with inconsistent phoneme-grapheme relations]. *Tijdschrift voor Orthopedagogiek*, 41, 320-331.
- Leenders, M. J. M., Bosman, A. M. T., & Voeten, M. J. M. (2001). "Wet ondersteuning onderwijs aan zieke leerlingen". Differentiële gevolgen voor academische en regionale ziekenhuizen [The law support for education to sick children'. Differential effects in academic and regional hospitals]. *Tijdschrift voor Orthopedagogiek*, 40, 364-373.
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- Bosman, A. M. T., van Hell, J. G., Harbers, W., & Voorzee, M. (2000). Visueel dictee: Een effectieve spellingmethode voor woorden met ambigue foneem-grafeem relaties [Visual dictation: An effective spelling method for words with ambiguous phoneme-grapheme relations]. *Tijdschrift voor Orthopedagogiek*, 39, 442-451.
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- Bosman, A.M.T (2008, July) How to teach children reading and spelling. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Asheville, NC.
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- Bosman, A. M. T. (1993, January). *Lezen beginners kwalitatief anders dan gevorderden?* [Do beginning readers read qualitatively differently than experienced readers?] Paper presented at the symposium Perspectieven op Cognitieve Ontwikkeling en Veroudering, Vakgroep ontwikkelingspsychologie, Universiteit van Amsterdam. Amsterdam, the Netherlands.
- Bosman, A. M. T. (1993, January). *First-letter-naming paradigm: Evidence for non-lexical reading in beginning and fluent readers*. Paper presented at the colloquium of the Department of Psychology, New Mexico State University, Las Cruces, NM.
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- Bosman, A. M. T., & de Groot, A. M. B. (1991, May). *Kwantitatieve en kwalitatieve verschillen tussen het leesgedrag van beginnende en ervaren lezers* [Quantitative and qualitative differences in the reading behavior of beginning and experienced readers]. Paper presented at the 15e Minisymposium Lezen, KUN, Nijmegen, the Netherlands.
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- Bosman, A. M. T., & de Groot, A. M. B. (1991, October). *Ontwikkeling en gebruik van woordbeelden bij lezen en spellen* [Development and use of orthographic images in reading and spelling]. Paper presented at the werkgroep voor Cognitief Leren en Probleem Oplossen. Universiteit van Amsterdam, Amsterdam, the Netherlands.
- Bosman, A. M. T., & de Groot, A. M. B. (1991, July). *Differential effectiveness of reading and non-reading tasks in learning to spell*. Paper presented at the 7th European and 28th United Kingdom Reading Association Annual Conference, Heriot-Watt University, Edinburgh, Scotland.

- Bosman, A. M. T., & de Groot, A. M. B. (1991, April). *Ontwikkeling en gebruik van woordbeelden bij lezen en spellen 3* [Development and use of orthographic images in reading and spelling 3]. Paper presented at the 14e Minisymposium Lezen, KUN, Nijmegen, the Netherlands.
- Bosman, A. M. T., & de Groot, A. M. B. (1990, April). *Ontwikkeling en gebruik van woordbeelden bij lezen en spellen 2* [Development and use of orthographic images in reading and spelling 2]. Paper presented at the 13e Minisymposium Lezen, KUN, Nijmegen, the Netherlands.
- Bosman, A. M. T., & de Groot, A. M. B. (1989, December). *Ontwikkeling en gebruik van woordbeelden bij lezen en spellen 1* [Development and use of orthographic images in reading and spelling 1]. Paper presented at the 2e Congres van de Nederlandse Vereniging van Psychonomie. Noordwijkerhout, the Netherlands.
- Smitsman, A. W., & Bosman, A. M. T. (1985, June). *Some consequences of Gibson's affordance concept to the study of meaning and its development in children*. Paper presented at the Third International Conference on Event Perception and Action, University of Uppsala, Uppsala, Sweden.

Presentations for professionals in the field

- Bosman, A. M. T. (2006, April). *Waarom is er geen systematische spellinginstructiemethode?* [Why does not a systematic spelling instruction method not exist]. Paper presented at the Siméa conference "Samen werken of samenwerken", Lunteren, the Netherlands.
- Bosman, A. M. T. (2004, October). *Lezen gaat (bijna) voor alles in Groep 3: Dyslexie geen kans geven* [Reading (almost always) takes precedence in Grade 1: Do not give dyslexia the opportunity]. Paper presented at the colloquium of Expertise Centrum Nederlands, Nijmegen, the Netherlands.
- Bosman, A. M. T. (2004, April & June). *Leren spellen. Aanbieden van slimme oefeningen en het bevorderen van een spellingbewustzijn* [Learning to spell. Present smart exercises and enhance spelling awareness]. Paper presented at the Giralis Congres "On gestoord voort", Ede, the Netherlands.
- Bosman, A. M. T. (2004, May). *Lezen gaat (bijna) voor alles in Groep 3: Dyslexie geen kans geven* [Reading (almost always) takes precedence in Grade 1: Do not give dyslexia the opportunity]. Paper presented at the colloquium of the Department of Special Education of the KUN, Nijmegen, the Netherlands.
- Bosman, A. M. T. (2004, March). *Lezen gaat (bijna) voor alles in Groep 3: Dyslexie geen kans geven* [Reading (almost always) takes precedence in Grade 1: Do not give dyslexia the opportunity]. Paper presented at the CPS - Conferentie "Zorg in de onderwijsbegeleiding", Amersfoort, the Netherlands.
- Bosman, A. M. T. (2003, June). *Aanpak van lees en spellingproblemen in de school* [How to treat reading and spelling problems in school]. Paper presented at the Dyslexie Congres, Groningen, the Netherlands.
- Bosman, A. M. T. (2003, May). *Spellinginstructie is geen kwestie van "One-size fits all"* [Spelling instruction is not a "one-size-fits-all" matter]. Paper presented at a colloquium of the Department of Special Education of the KUN, Nijmegen, the Netherlands.
- Bosman, A. M. T. (2002, May). *The phonological coherence model for reading and spelling*. Paper presented at the workshop van de Vereniging voor Klinisch Linguïsten, Rotterdam, the Netherlands.
- Bosman, A. M. T. (2002, May). *De implicaties voor de praktijk van het fonologisch coherentiemodel* [The phonologic coherence model and its practical implications]. Paper presented at the workshop van de Vereniging voor Klinisch Linguïsten, Rotterdam, the Netherlands.

- Bosman, A. M. T. (2001, November). *Leesproblemen voorspellen: Mogelijk of onmogelijk, wenselijk of onwenselijk?* [Predicting reading problems: Possible or impossible, desirable or undesirable?] Paper presented at the terugkomdag of the Department of Special Education, Nijmegen, the Netherlands.
- Bosman, A. M. T. (2000, May). *Het fonologisch coherentie model voor lezen en spellen: Een introductie* [The phonologic coherence model of reading and spelling: An introduction]. Paper presented at the colloquium of the Department of Special Education of the KUN, Nijmegen, the Netherlands.
- Bosman, A. M. T. (2000, April). *Leren spellen. Geen "one-size-fits-al l" oplossing* [Learning to spell: Not a "one-size-fits-all" solution]. Paper presented at a seminar of Kwaliteitscirkel TAAL/LEZEN, Hilversum, the Netherlands.
- Bosman, A. M. T. (2000, February). *Lezen en spellen volgens het fonologisch coherentiemodel* [Reading and spelling according to the phonologic coherence model]. Paper presented at the symposium 'On gestoord voort', Wageningen, the Netherlands.

ACADEMIC CAREER: TEACHING

History, area, and future focus

My teaching career started when I was a master's student at the KUN in Nijmegen. I have had teaching assignments ever since (see below for an overview). Since 1997, my contract with the KUN obliges me to spend 50% of my full-time position to teaching and supervision at bachelor's, master's, and Ph.D. level. The fact that I earned bachelor's degrees in pedagogy and philosophy as well as in psychology is reflected in the type of courses I am involved in. The emphasis in my teaching has been and still is on conducting empirical research and writing a scientifically sound paper. More recently, I started two new courses. The first one 'Basic principles of educational theory and research' is mostly a philosophical course at master's level. My contribution is to teach students about dynamic systems theory. The second course is developmental psychology at bachelor's level (second-year undergraduates). During my appointment at the department of special education, we have had three major curriculum changes. Although each change improved the curriculum significantly, it also meant that new courses had to be developed or old ones had to be adapted. I believe that I have made a significant contribution to the improvement of the curriculum by means of emphasizing the importance of teaching students in special education about the principles of developmental psychology as well as informing them about the latest theories on development.

My future focus in teaching is to develop an entire course on dynamic systems theory at both bachelor's and master's level and extend dynamic systems theory within developmental psychology.

Appointments and affiliations

1986-1987

Teaching assistant with Prof. dr. T. Bezembinder, department of mathematical psychology, KUN.

Course: Statistics (seminars en 1 lecture)

Level: first year undergraduate students of psychology

1989-1991

Lecturer at the department of psychonomics, KUN.

Course: Psychology of reading (lectures)

Level: master's students of psychology

1989-1993

Lecturer at the department of psychonomics, KUN.

Course: Experimental psycholinguistics (lectures)

Level: third year undergraduate students of psychology

1989-1992

Teaching assistant at the department of psychonomics, University of Amsterdam.

Course: Experimental methods and research (seminars)

Level: second year undergraduate students of psychology

1990-1993

Lecturer at the department of psychonomics, University of Amsterdam.
 Course: Psychology of reading (lectures)
 Level: master's students of psychology

1996 August 19-23

Teacher at the First European Graduate School on Literacy Acquisition, Free University, Amsterdam, the Netherlands.

1999 August 23-27

Teacher at the Second European Graduate School on Literacy Acquisition, KUN, the Netherlands.

1997 January – 1999 January

Assistant Professor (UD) and Lecturer. KUN, Department of pedagogy and education, Section: Special education

1999 January – 2000 July

Assistant Professor (UD). KUN, Department of pedagogy and education, Section: Special education

2000 July – 2007 October

Associate Professor (UHD). KUN/Radboud University Nijmegen, Department of pedagogy and education, Section: Special education & Research Master 'Behavioral Science Institute' since 2004.

2007 October – present

Full Professor. Radboud University Nijmegen, Department of pedagogy and education, Section: Special education & Research Master 'Behavioral Science Institute'.

Courses*1997-2003*

Tutor group, a course I developed, involving the acquisition of writing, presentation, and conducting research for second-year undergraduates at the department of pedagogy and education. This course was compulsory for students in special education (ca. 250 per year) and constituted a substantial part of students' second year (20% of total course program). Students were taught and tutored in small groups (ca. 14 students per group). Each year, the course was improved, based on students' and teachers' evaluations. Research by two of the groups I taught led to publications (de Jong, Bakker, & Bosman, 2003; Vogels, Roerink, de Graaff, & Bosman, 1999).

1999-present

Research Seminar (i.e., "Onderzoekseminar") for third-year undergraduates in special education. This course aims at teaching students in small groups (ca. 15 students per group) to conduct research in preparation of their master's thesis. This course is compulsory for students in special education (ca. 80 per year). I am also the coordinator of this course.

2000-2008

Academic Writing (i.e., "Wetenschappelijk publiceren") for Ph.D.-students. Over a period of four months, I teach graduate students (ca. 10 per year) how to write a paper according to APA-guidelines with the goal to have a manuscript ready for submission at completion of the course. Many students (from anthropology, various disciplines in

psychology, and pedagogy and education) manage to finish a manuscript based on their research ready to be submitted.

2003-present

Academic Skills (i.e., “Practicum Academische Vaardigheden) for pedagogy and education to first-year undergraduates pedagogy and education. This course emerged from a successful development of the “tutor group” and merged with instruction in and conducting of empirical research. This course is compulsory for all students in pedagogy and education receive (ca. 350 to 400) training and instruction in small groups (ca. 14 students per group).

2004-present

Developmental psychology for pedagogy and education (i.e., ontwikkelingspsychologie voor opvoeding en onderwijs”) to second-year undergraduates pedagogy and education ($n=350$). It is a series of 16 formal lectures on the main issues of development, in which great thinkers of development as well as the three major psychological scientific paradigms are discussed (i.e., learning theory, information processing theory, and dynamic systems theory).

2004-present

Basic principles of educational theory and research to research-master students of pedagogy and education. Together with dr. J. Bransen (who is a professor of philosophy of education) and dr. G. Overbeek, I teach this class, of about 10-15 students, fundamental issues in pedagogy and education. My contribution is teaching them about the principles of dynamic systems theory.

Supervision

1992-present

Ph.D. students

- In collaboration with dr. J. Dubowski at the University of Hertfordshire, I supervised the Ph.D.-work of M.J. Rutten-Saris, MA (creative art therapist) who was a Dutch, overseas graduate student at the Faculty of Art and Design, Department of Arts and Arts Therapies of the University of Hertfordshire in the UK. On April 22nd, 2002, she successfully defended her dissertation “The RS-index: A diagnostic instrument for the assessment of interaction structures in drawing”.
- In collaboration with dr. A.M.B de Groot at the University of Amsterdam, I supervised the Ph.D.-work of drs Martin van Leerdam (psychology major), who was a graduate student at the department of psychonomics of the University of Amsterdam. On February 9th, 2005, he successfully defended his dissertation “Dynamics of phonological coding in bilingual visual word perception”.
- In collaboration with professor dr. L. Verhoeven at the Radboud University Nijmegen, I supervised the Ph.D.-work of drs Martine Gijzel (speech pathology major) at the department of Special Education. On January 9th, 2007, she successfully defended her dissertation on “The role of semantics in early reading”.
- In collaboration with professor dr. L. Verhoeven at the Radboud University Nijmegen, I supervised the Ph.D.-work of drs Martijn van Huygevoort (psychology major) at the department of Special Education. On January 24th, he successfully defended his dissertation on “Learning to write in a interactive computer environment” satisfactorily.
- In collaboration with professor dr. L. Verhoeven at the Radboud University Nijmegen, I supervised the Ph.D.-work of drs. Saskia de Graaff (pedagogy major) at

the department of Special Education. Her dissertation on “Fostering literacy in an ICT learning environment” is due to be finished December 2008.

- In collaboration with dr. Bakker and dr. van Hell at the Radboud University Nijmegen and dr. P. Leseman of Utrecht University, I am currently supervising the Ph.D.-work of drs. Marije Janssen (pedagogy major) at the department of Special Education. Her work on “The effects of a toddler compensation program for children from a linguistically deprived background” moves along rather satisfactorily, and her dedication and approach towards the work is such that it is more than reasonable to expect that she will have her dissertation ready mid 2009.
- In collaboration with dr. P. Embregts, associate professor at the Radboud University, I supervise the work of drs. Wietske van Oorsouw on staff skills with respect to behavioral problems in people with mental retardation.
- In collaboration with dr. P. Embregts and dr. J. Derksen at the Radboud University, I supervise the work of Linda Zijlmans, MSc. on effective interventions for clients with mild intellectual disabilities and behavioural problems.
- In collaboration with prof. dr. L. Verhoeven, I supervise the work of Kim Cordewener, MSc on Implicit and explicit learning: The case of spelling acquisition.

Master students

Eight of my master students went on to do a Ph.D. and a substantial number (about 25%) resulted in a publication in one way or another.

1992 February: drs. R. Irausquin

M.A.-thesis: Ontwikkelingsdyslexie bij cognitief normaal functionerende kinderen: Een probleem van mentale instelling? [Developmental dyslexia in children with normal cognitive functions: A problem of mental attitude?]

1994 December: drs A. Goutbeek-Kuijper

M.A.-thesis: De rol van de fonologie bij visuele woordherkenning [The role of phonology in visual word perception]

1995 July: drs. M. van Leerdam

M.A.-thesis: Recognition of word-component letters is subject to whole-stimulus processing: A response-competition account of first-letter naming performance. (Scriptieprijs. UVA)

1996 August: drs. K. Ottevanger

M.A.-thesis: De invloed van zelfgemaakte spelfouten in stelopdrachten op de spelprestaties van zwakke lezers/spellers [The effect of spelling errors in essays on the spelling skills of poor readers/spellers]

Publication: Bosman, A. M. T., van Bon, W. H. J., & Schep-Ottevanger, K. (1997).

1997 August: drs. H. Ensink

M.A.-thesis: Wetstreit, wedstreid, of wedstrijd: Het spel tussen fonologie en orthografie [Metsch, Matsch, or Match: The game between phonology and orthography].

1997 August: drs. W. Exterkate & drs. A. Rosink

M.A.-thesis: Uitspreken wat er staat. Een goede spellinginstructiemethode? [Pronounce it as it written. An effective spelling-instruction method?]

Publication: Bosman, A. M. T. & van Hell, J. G. (2001) en Bosman, A. M. T., van Hell, J. G., & Verhoeven, L. (2006).

1997 August: drs. M. van Diepen

- M.A.-thesis:** Hoe spel jij gespelt? Werkwoordspelling door leerlingen van de basisschool en de middelbare school [How do you spell spelled? Verb spelling of students in primary and secondary education].
Publication: van Diepen, M., & Bosman, A. M. T. (1999).
- 1998 July: drs. M. Bartelings
M.A.-thesis: Learning to spell: An alternative situated view.
Publication: van Hell, J. G., Bosman, A. M. T., & Bartelings, M. G. C. (2003).
- 1998 July: drs. W. Harbers
M.A.-thesis: Zijn spellingvaardigheden gesitueerd? [Are spelling skills situated?]
Publication: Bosman, A. M. T., van Hell, J. G., Harbers, W., & Voorzee, M. (2000).
- 1998 July: drs. M. Voorzee
M.A.-thesis: Spelling en de rol van context. [Spelling and the role of context]
Publication: Bosman, A. M. T., van Hell, J. G., Harbers, W., & Voorzee, M. (2000).
- 1998 August: drs. M. Willemen
M.A.-thesis: Beter spellen tijdens het stellen. Kan dit? Een trainingsonderzoek ter verbetering van spellingvaardigheid in informele schrijfsituaties [Improving spelling while writing essays. Possible? A training study for the improvement of spelling skills in informal writing].
Publications: Willemen, M., Bosman, A. M. T., & van Hell, J. G. (2000. 2002).
- 1998 August: drs. M. Koenen
M.A.-thesis: Kijk eens hoe ik lees! De overeenkomst in leesstrategie tussen slechtziende kinderen en normaalziende kinderen [Watch me reading! The similarities in reading strategies of children with low vision and children with normal vision].
Publication: Koenen, M., Bosman, A. M. T., & Gompel, M. (2000).
- 2000 August: drs. E. Rutjens
M.A.-thesis: Onderzoek naar het pseudowoord-deficiet en het type leesfouten bij dyslectische kinderen [An investigation of the pseudoword deficit and the nature of reading errors in children with dyslexia].
- 2000 September: drs. I. Schiffelers
M.A.-thesis: De effectiviteit van de ‘Uitspreken-wat-er-staat’ spellingmethode. [The effectiveness of the ‘reading-what-it-says’ method].
Publication: Schiffelers, I., Bosman, A. M. T., & van Hell, J. G. (2002).
- 2000 December: drs. M. van Zwam
M.A.-thesis: The interactive nature of spelling and sound: Evidence from children with reading difficulties.
Publication: Bosman, A. M. T., Vonk, W., & van Zwam, M. (2006).
- 2001 February: drs. M. Leenders
M.A.-thesis: De ziekenhuisschool en het WSNS-beleid. Hoe ervaren kinderen de nieuwe onderwijsverandering? [The hospital school and mainstream policy. How do children experience the new educational change?].
Publications: Leenders, M. J. M., Bosman, A. M. T., & Voeten, M. J. M. (2001);
 Leenders, M. J. M., & Bosman, A. M. T. (2001).
- 2001 June: drs. I. Roerink
M.A.-thesis: “De-op-zijn-kop-van-McDonalds” Een onderzoek naar vroegtijdige predictie van lezen en spellen in Groep 3 [“The-on-its-head-of-McDonalds”. An investigation into early prediction of reading and spelling in Grade 1].

2001 August: *drs. B. Schouten*

M.A.-thesis: De rol van semantiek bij het remediëren van leesproblemen bij kinderen in Groep 3. Een pilot-studie [The role of semantics in the remediation of reading difficulties of children in Grade 1].

2001 August: *drs. A. van der Touw*

M.A.-thesis: Onderzoek naar de aard van de leidster-peuter interactie in allochtone taalgroepjes op interactieve peuterspeelzalen [An investigation into the nature of the interaction between preschooler and day-care teacher in ethnic minority's interactive language lessons].

2001 October: *drs. M. van Lith*

M.A.-thesis: Wel moeite, maar geen sprake van een probleem, met de laatste consonantcluster van CCVCC-woorden [A little difficult, but not a real problem with the last consonant cluster of CCVCC-words].

2001 November: *drs. M. Jansen-Donderwinkel*

M.A.-thesis: Klooej of Chloë: spelling in vrije stelopdracht versus formeel dictee, een inventarisatie [Klooej or Chloë; Spelling in a free-writing assignment versus a formal dictation: An exploration].

Publication: Jansen-Donderwinkel, E.M.B., Bosman, A.M.T., van Hell, J.G (2002).

2002 September: *drs. R. Stellaard*

M.A.-thesis: Ontwikkeling en beoordeling van scoringswijzen en categorieën voor het in beeld brengen van de leidster-peuter interactie [Development and evaluation of scoring methods and categories for the assessment of the interaction between preschooler and the day-care teacher].

2003 May: *drs. G. Weeren*

M.A.-thesis: Oordeelsvorming van leerkrachten en leerlingen. Zelfbeeld en sociometrische status, waargenomen door leerkrachten en leerlingen [Judgment formation of teachers and students. Self-image and sociometric status as perceived by teachers and students].

2003 September: *drs. C. Speelman*

M.A.-thesis: De rol van motivatie bij het leren lezen [The role of motivation in learning to read].

2003 April: *drs. L. Wouters*

M.A.-thesis: ABC in beeld. Een onderzoek naar de effectiviteit van een letter-klinktraining en een spellingtraining met de computer [A study of the effectiveness of a letter-sound training and a spelling training with the computer].

2003 September: *drs. S. Zwart*

M.A.-thesis: Inzicht in het alfabetisch principe: de rol van letter-klinkkennis, fonemisch bewustzijn en klankkenmerken [Insight in the alphabetic principle; The role of letter-sound knowledge, phonemic awareness and sound properties].

2003 June: *drs. A. Weekers*

M.A.-thesis: De computer als spellingmedium: 'Spellingchecker' versus 'Visuele feedback' [The computer as spelling medium: 'Spelling checker' versus 'Visual feedback'].

Publication: Weekers, A., Huygevoort, M., Bosman, A. M. T., & Verhoeven, L. (2005).

2003 July: *drs. F. Noten*

- M.A.-thesis:** De invloed van verschillende feedbackprocessen op de PC op de spellingresultaten in groep 4 [The effect of different PC-feedback processes on the spelling performances in Grade 2].
- 2003 September: *drs. H. Bilman*
M.A.-thesis: Leren lezen: De rol van kind- en schoolkenmerken [Learning to read: The role of child and school characteristics].
- 2004 September: *drs. M. Jntema-de Kok*
M.A.-thesis: De relatie tussen leesproblemen en geheugenproblemen [The relationship between reading problems and memory problems].
- 2004 August: *drs. M. Buster*
M.A.-thesis: De rol van factoren bij het aanvankelijk lezen [The role of family factors in beginning reading].
- 2004 July: *drs. S. Engelbregt*
M.A.-thesis: Het effect van context in een leestraining bij allochtone kinderen [The effect of context in a reading training for children from ethnic minorities].
- 2004 July: *M. Janssen*
M.A.-thesis: Taalontwikkeling en taalstimulering. Een onderzoek naar het effect van taalstimulering bij Nederlandse en tweetalige kinderen [Language development and language encouragement. A study of the effect of language encouragement in Dutch and bilingual children].
- 2004 August: *drs. D. Lanfers*
M.A.-thesis: Inzicht in het alfabetisch principe: En de relatie met lezen en spellen [Insight in the alphabetic principle and the relations with reading and spelling].
- 2004 August: *drs. E. van de Brink*
M.A.-thesis: Lezen en spellen en het inzicht in het alfabetisch principe [Reading and spelling and the insight in the alphabetic principle].
- 2004 September: *drs. A. Gillissen*
M.A.-thesis: Emerging body language bij jongeren met een motorische beperking [Emerging body language in adolescents with a physical impairment].
- 2004 September: *drs. W. Smulders*
M.A.-thesis: Emerging body language bij kinderen met een lichte verstandelijke beperking en gedragsproblemen [Emerging body language in children with a mild mental retardation and behavioral problems].
- 2005 February: *drs. T. van der Dungen*
M.A.-thesis: Het effect van zinnentraining op de stel- en spelvaardigheid van kinderen uit groep vier van het reguliere basisonderwijs [The effect of sentence training on the essay-writing and spelling skills of children in Grade 2 of regular primary school].
- 2005 April: *drs. J. Leeuwenkuijl*
M.A.-thesis: Het effect van het computerprogramma ‘Verhaalwerf’ op de spellingvaardigheid en stelvaardigheid [Effects of a computer program “Story Wharf” on spelling and composition skills].
- 2005 June: *drs. T. Schukink*
M.A.-thesis: Geheugenproblemen en dyslexie: De relatie tussen het korte en lange duur geheugen en de lees- en spellingontwikkeling van Nederlandse kinderen met dyslexie

[Memory probleem and dyslexie: The relationship between short and long term memory and the development of reading and spelling skills in Dutch children with dyslexia].

2005 July: *drs. J. van der Steen*

M.A.-thesis: Laat ze maar kletsen. Interactieve Taalstimulering binnen het Nijmeegs Taalstimuleringsprogramma [Let them talk. Interactive language ???].

2005 October: *drs. C. Michielsen*

M.A.-thesis: Categorische kennis in relatie met technisch en begrijpend lezen [The relationship between category knolletje and reading decoding and reading comprehension].

2005 October: *drs. A. Leechburch Auwers*

M.A.-thesis: De ontwikkeling van taxonomische kennis van kinderen in de leeftijd van vier tot en met twaalf jaar [The development of taxonomic knolletje of children between four and twelve years of age].

2005 November: *drs. L. Ketelaars*

M.A.-thesis: De gevolgen van een taalprobleem voor probleemgedrag [The effects of a language problem on behaviour problems].

2006 March: *drs. A. Kleijn*

M.A.-thesis: An indirect measure of association in spider-anxious children. The approach-avoidance task.

2006 July: *drs. R. Paffen*

M.A.-thesis: Spellingbewustzijn: Weten wat je weet en weten wat je niet weet. [Spelling awareness: Knowing what you know and what you do not know].

Publication: Paffen, R., & Bosman, A.M.T. (2005).

2006 October: *drs. S. Velner*

M.A.-thesis: Het werkgeheugen van Nederlandse dyslectische kinderen en de relatie met leesniveau, lange duurgeheugen en intelligentie. [Working memory of Dutch children with dyslexia and the relationship with reading level, long-term memory and intelligence].

2007 March: *drs. M. Sap*

M.A.-thesis: Leenwoorden en woordbewustzijn. Wanneer realiseren kinderen in het basisonderwijs het verschil tussen inheemse en uitheemse woorden [Loan words and word consciousness. When do children in primary education know the difference between loan words and indigenous words].

2007 May: *drs. W. Lankhorst*

M.A.-thesis: ‘Zo leer je kinderen lezen en spellen’. Een gestructureerde en preventieve methodiek voor lees- en spellinginstructie van klankzuivere woorden is ook effectief voor kinderen met een lichte tot matige verstandelijke beperking [‘How to teach children reading and spelling’. A structured and preventive methodology for reading and spelling instruction of regular words is also effective for children with mild or moderate learning disabilities].

2007 May: *drs. R. Steunebrink*

M.A.-thesis: Beginnende geletterdheid bij kinderen met cerebrale parese (CO) [Beginning literacy in children with cerebral palsy (CP)].

2007 June: *drs. J. Evers*

- M.A.-thesis:** Methodiek ‘Zo leer je kinderen lezen en spellen’: effectiviteit in het speciaal basisonderwijs [Methodology ‘How to teach children reading and spelling’: effectiveness in special education].
- 2007 June: *drs. M. Vermeulen*
M.A.-thesis: Hebben kinderen met een leer- of taalachterstand ook een werkgeheugenachterstand? [Do children with a learning- or language delay also have working-memory delay].
- 2007 July: *drs. L. Zijlmans*
M.A.-thesis: Fonologische leesvoorwaarden binnen het onderwijs voor zeer moeilijk lerende kinderen [Phonological prerequisites in children with moderate learning disabilities].
- 2007 July: *drs. E. Blom*
M.A.-thesis: Woordenschatontwikkeling. Na deelname aan het Nijmeegs Taalstimuleringsprogramma ‘Horen, zien en... zeggen’ [Vocabulary development. After participation in the Nijmegen Language Encouragement Program “Hear, see and... say].
- 2007 August: *drs. S.A.E. Walda*
M.A.-thesis: Hoogsensitiviteit bij kinderen in basisonderwijs [High sensitivity in children attending primary education].
- 2007 August: *drs. L. Smeulders*
M.A.-thesis: Effecten van de methodiek ‘Zo leer je kinderen lezen en spellen’ in groep 3 van het speciaal basisonderwijs [Effects of the methodology ‘The way to teach children reading and spelling’ in Grade 1 of special education].
- 2007 August: *drs. K. Rosenberg*
M.A.-thesis: Vertrouwen tussen ouders en leerkracht. Een onderscheid in vijf facetten [Trust between parents and teachers. Distinguishing five aspects].
- 2007 August: *M. L. Wijnants, M.Sc.*
M.A.-thesis: The emmerende of task competitie and 1/f scaling: A study of motor coordination.
Publication: Wijnants, M.L., Bosman, A.M.T., Hasselman, F., Cox, R.F.A., & Van Orden, G.C. (2009). 1/f scaling in movement time changes with practice in precision aiming. *Nonlinear Dynamics, Psychology, and Life Sciences*, 13, 75-94.
- 2008 March: *M. Kemper, M.Sc.*
M.A.-thesis: Implicit and explicit instruction of spelling rules.
- 2008 July: *S. Eskens, M.Sc.*
M.A.-thesis: Leesonderwijs in het ZML. De effectiviteit van gestructureerd, decoderend leesonderwijs en de relatie met fonologisch en fonemisch bewustzijn en werkgeheugen bij kinderen met een lichte tot matige verstandelijke beperking [Teaching reading in education for the mentally retarded. The effect of structured, decoding reading instruction and the relationship with phonological and phonemic awareness and working memory in children with mild and moderate mental retardation].
- 2008 September: *F. Koreman, M.Sc.*
M.A.-thesis: LUCTOR ET EMERGO... Theoretisch onderzoek over Applied behavior Analysis en Emerging Body Language [Luctor et Emergo: Theoretical research on Applied behavior Analysis and Emerging Body Language].

2008 September: *L. Wullink, M.Sc.*

M.A.-thesis: De relatie tussen dyslexie en aandacht & de invloed van geheugen [The relationship between dyslexie and attention & the effect of memory].

2008 September: *Y. van de Sande, M.Sc.*

M.A.-thesis: Disleksie. Het verschil in aandachtscapaciteiten van kinderen met en zonder dyslexie en de relatie met het lange termijngeheugen en de mate van automatisering [Disleksia. The difference in attention skills between children with and without dyslexia and the relationship with long term memory and the level of automaticity].

2008 October: *I. Straaten, M.Sc.*

M.A.-thesis: Rekenprestaties: de invloed van motoriek en executieve functies [Arithmetic performance: The effect of motor and executive functions].

2008 October: *M. Driessen, M.Sc.*

M.A.-thesis: De invloed van motorische vaardigheden op leerprestaties [The effect of motor skills on academic performance].

2008 November: *E. Goselink, M.Sc.*

M.A.-thesis: Het verband tussen motorische en cognitieve vaardigheden en de invloed van leerkrachtverwachtingen [The relationship between motor skills and cognitive skills en de effect of teacher expectations].

2008 December: *E. van Leeuwen, M.Sc.*

M.A.-thesis: De relatie tussen motorische, cognitieve en schoolse vaardigheden [The relationship between motor, cognitive, and academic skills].

2009 Maart: *R. Marinussen, M.Sc.*

M.A.-thesis: De perceptie van relatie en interactie bij de twee gedragsinterventiemethoden ABA en EBL [Perception of relation and interaction of two behavioural intervention methods ABA and EBL].

Teaching Evaluations²

Tutor group (Bachelor level)

Appendix A presents the mean scores of the classes I taught in the academic years 2000-2001 and 2001-2002. These courses and my teaching were evaluated according to the standards of the director of education of the department of pedagogy. In both cases, students gave high ratings of my didactic qualities and supervision of their writing skills (in the 90% range of satisfaction)

Research seminar (Bachelor level)

Appendix B presents the mean scores of the classes I taught in the academic years 2000-2001 and 2001-2002. These courses and my teaching were evaluated by means of a list I developed myself. Students' indicated that my research seminar was an interesting and valuable aspect of their training as a special education student. Moreover, their interest in research was generally high. This course was very much appreciated, because it gave them freedom to actually investigate a topic of their interest.

Academic Skills (Bachelor level)

Appendix C presents the original 10 forms of students who participated in the academic year of 2003-2004. This course and my teaching were evaluated according to the standards of the director of education of the department of pedagogy. This course, emerged from the former Tutor group, and was my best teaching ever (it was also a great crowd), indicated by compliments like, "Can we have 100 more teachers like her", "Very professional and also nice", "I don't think there are better teachers than Anna Bosman", "Perfect supervision, recognizes the individual".

Academic writing (Ph.D.-level)

Appendix D shows the mean scores of students who took this course over the last couple of years. They clearly indicate the appreciation of Ph.D.-students from the departments of pedagogy and education, developmental psychology, clinical psychology, anthropology, communication, and developmental studies.

Developmental psychology (Bachelor level)

Appendix E shows the mean scores of students who took this course in the academic year 2004-2005. My reading of this evaluation is that students are generally content with the way I taught, differences in a group of more than 200 participants are obviously unavoidable.

Master's theses supervision

Appendix F contains the evaluation of ten former master students, who all expressed their appreciation of my supervision skills.

² Appendices are not included in this document, but can be obtained upon request.

ACADEMIC CAREER: OTHER ACTIVITIES

Management and coaching

2000 January – May (5 days)

I participated in a team and leadership course for assistant and associate professors.
Management Services: IM Training at the KUN, the Netherlands.

2002 January - May (5 days)

I took a career-development training for women. Management Services: IM Training at the KUN, the Netherlands.

2005 September - November (4 days)

I joined a career awareness training for academics. Management Services: IM Training at the RU, the Netherlands.

2007 June -September (3days)

I took part in a Media training course. Bureau Westbroek en Ter Haar, Nijmegen.

Administrative experience

1996-1997

Member of the board of the former Department Orthopedagogiek van de Subfaculteit PWO of the KUN

1998-2004

Member and secretary of the faculty union (onderdeelcommissie) of the Faculty of social sciences of the KUN

1998-1999

Member of the education innovation committee (onderwijsinnovatiecommissie) of the Department of pedagogy and education of the KUN

1999-2001

Member of the science committee (wetenschapscommissie) of the Faculty of social sciences of the KUN

2000-present

Member of the board of department of pedagogy and education: Special education of the KUN.

2006

Expert committee member on the European Expert Group on the Humanities at The EC Directorate-General for Research, Brussels. The aim of this group was to help the Commission to better integrate the Humanities in the European Research Area and to facilitate their participation in FP7 "Cooperation", "Capacities" and "People" research programmes.

2007-present

Member of the colloquium committee of the Behavioural Science Institute.

2008-present

Chair of the educational committee of the Research Master Behavioral Science.