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Scaffolding in teacher-student interaction: exploring, measuring, promoting and evaluating scaffolding

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ABOUT THE AUTHOR

Janneke van de Pol (1982) received her masters' degree in clinical developmental psychology at the University of Amsterdam in 2006. During her master, she studied at the Freie Universität Berlin for six months where she focused on pedagogies and learning problems.

From 2005 to 2007, she worked as an assistant teacher in undergraduate and graduate courses at the Faculty of Psychology and Information Sciences at the University of Amsterdam. Furthermore, she worked as a school psychologist at a school for prevocational education in Amsterdam from 2007 to 2010.

In 2007, Janneke started her PhD at the VU University of Amsterdam. When one of her promotors accepted a position at the University of Amsterdam in 2010 Janneke continued her PhD there. During her PhD, Janneke was chair of EARLI's preconference: JURE 2009, leading a national and international committee. She presented her research at national (ORD 2008 to 2012) and international conferences (EARLI 2009, 2011; EARLI SIG10 meeting 2010) and was a board member of the international programming committee of EARLI 2011. In the fall term of 2010, Janneke was a visiting scholar at the University of Cambridge with professor Neil Mercer, where she also organised an international workshop on scaffolding in 2011.

Since October 2011, Janneke is employed as a research associate at the University of Cambridge. Here, she works on the CamTalk project: a project on dialogic teaching in the secondary school. Since April 2012, Janneke is also employed as a postdoctoral researcher at the University of Utrecht, where she continues her research on scaffolding.

Janneke's research interests include teacher-student interaction, classroom discourse, scaffolding, dialogic teaching, engagement/motivation, formative assessment, and citizenship education.