



CURRICULUM VITAE CARLA VAN BOXTEL

CURRENT POSITION **Professor of History Education** (2014-)

University of Amsterdam
Research Institute of Child Development and Education / Interfacultaire
Lerarenopleidingen (ILO) (Graduate school of teaching)
Programme leader research group Domain specific learning.
Director Dutch Center for Social Studies Education (Landelijk
Expertisecentrum Mens- en Maatschappijvakken) (2007-)

DIPLOMAS

2000 **PhD**, Educational Sciences, Utrecht University (research school ICO)
1994 **Educational Sciences**, Utrecht University (drs.)
1993 **History**, Utrecht University (drs.)
1988 **VWO** (pre-university education) Rivendell College, Uden

AWARDS

EARLI (European Association of Research in Learning and Instruction) **outstanding publication award** 2009 for the article 'Historical reasoning: Towards a framework for analyzing students' reasoning about the past' in Educational Psychology Review (co-authored with Jannet van Drie)

Best dissertation in Educational Sciences, 2000, Netherlands Educational Research Association (VOR)

GRANTS

2022 *Teaching critical thinking about controversial issues: the potential of an integrative approach* NRO (543.156,00 euro)
2021 *Erasmus + . History Lab for European Civic Engagement: Open E-toolkit to train history teachers on digital teaching and learning.* Co-applicant. Consortium: University of Murcia, PI), University of Bologna, University of Porto (Portugal), Malmo University, University of Helsinki, University of Amsterdam.
2020 *Peilingsonderzoek Mens en Maatschappij einde basisonderwijs.* [National assessment Social Studies primary education] NRO (598,641 euro). Partners: Cito, Kohnstamm Institute, Utrecht University.
2019 *Review study geography and history in primary education.* NRO (50.000 euro). Main applicant Tine Bénéker, Utrecht University
2018 *Reasoning about societal problems: design and implementation of instructional approaches in social science education.* NRO (309.788 euro)
2018 *Enhancing self-regulation in the application of domain-specific skills in inquiry tasks about historical and societal issues.* NRO (99.723 euro)

- 2016 *Assessment of thinking skills and conceptual knowledge in social science education*, NRO (94.622 euro)
- 2013 *Assessment of Arts Education*. NWO PROO review studies. (49.357 euro).
- 2013 *Professionalization of museum docents and improvement of guided tours in arts and history museums* (125.00 euro Fonds 21 / 75.000 euro Mondriaan Fonds). Partners: Rijksmuseum, Stedelijk Museum and Van Gogh Museum.
- 2012 *Enhancing the development of motivation, self-regulation and achievements for potentially excellent students through an integrated enriched learning arrangement in mathematics and history education*. NWO PROO (248.121 euro)
- 2010 *Dutch Center for Social Studies Education* (714.285 euro). Partners: VU, HvA and IPABO. Ministry of Education.
- 2009 *Heritage Education, Plurality of Narratives and Shared Historical Knowledge*. NWO (560.621 euro). With prof. dr. M. Grever (EUR)
- 2001 *Interactive history learning with visual representations*. NWO PROO. PhD: M. Prangma

PHD SUPERVISION

Current PhD projects: Uddhava Rozendal, Sevinç Göksen-Zayim, Maartje van der Eem, Yolande Potjer, Thomas Klijnstra, Gijs van Gaans, Chris Veldwijk, Anna Rebel, Genja Ferschtman, Stephan Venmans, Saskia Arbon, Bouke van Laarhoven, Irma Westheim, Remco Menke, Bas Clercx, Emma Oudheusden, Suzanne van Stratum.

Finished PhD projects (year of dissertation)

Hanneke Bartelds (2024, 5 november, UvA) *Teaching historical empathy. Perspective taking in past and present using eyewitnesses.*

Johan van Driel (2024, 31 januari, UvA) *Reading, reasoning, and writing about historical significance. The effects of reading and writing instruction on the quality of written texts*

Annemiek Houwen (2023, 8 may, UvA). *'Ja, Dit kan zo niet langer! Beeldvorming, kritisch analyseren en genderverhoudingen in de bovenbouw van het voortgezet geschiedenisonderwijs.*

Marc Kropman (2021, 12 oktober, UvA). *Shifting lenses. Multiperspectivity and narratives of the Dutch past in secondary history education.*

Kristin Sendur (2021, 15 april, UvA) *Promoting written historical reasoning among undergraduate L2 students.*

Susanna Margrét Gestsdottir (2021, 8 march, UvA) *Observing history teaching: historical thinking and reasoning in the upper secondary classroom.*

Tessa de Leur (2019, 5 november, UvA), *"Just imagine..." Exploring externalized learner-generated images of the past in secondary history education.*

Mark Schep (2019, 6 march, UvA) *Guidance for guiding. Professionaliation of guides in museums of art and history.*

Tim Huijgen (2018, 18 oktober 2018, RUG) *Balancing between the present and the past. Promoting students' ability to perform historical contextualization*

Gerhard Stoel (2017, 14 november 2017, UvA). *Teaching towards*

historical expertise. Developing students' ability to reason causally in history.

Marjan de Groot-Reuvekamp, (2017, 23 november, UvA), *Timewise*.

Improving pupils' understanding of historical time in primary school

Harry Havekes (2015, 8 june, Radboud University Nijmegen), *Knowing and doing history. Learning historical thinking in the classroom*.

Pieter de Bruijn, (2014, 16 oktober, EUR, NWO project), *Commonality in complex histories. Plurality in Dutch and English heritage education resources*

Geerte Savenije, (2014, 9 oktober, EUR, NWO project), *Heritage under negotiation: students' entrance narratives and their ideas on significance*

Albert Logtenberg (2012, 31 may, UvA), *Questioning the past. Student questioning and historical reasoning*.

Inge Molenaar (2011, 24 november, UvA, NWO). *It's all about metacognitive activities: Computerized scaffolding of self-regulated learning*.

Maike Prangma, (2007, 20 june, UU, NWO). *Multimodal representations in collaborative history learning*.

Lenie Kneppers (2007, 29 march, UvA). *Leren voor transfer: een empirisch onderzoek naar de concept- en contextbenadering in het economieonderwijs*.

Jannet van Drie (2005, 20 december, UU). *Learning about the past with new technologies. Fostering historical reasoning in computer-supported collaborative learning*.

TEACHING

Graduate School of Child Development and Education

Course History and education

Course Research methods of Domain specific educational research

Course Educational Design

Course Pedagogy and Didactics

Coordination semester 1, master tracks initial teacher training (University of Amsterdam)

Lectures about history education, heritage education, learning theories, design of educational materials, assessment, collaborative learning

Master thesis supervision

Interuniversity Center for Educational Research (ICO)

Masterclass Domain specific Instruction (until 2020)

Professionalization of history teachers

Workshops and keynotes at conferences and symposia for history teachers

2004 **University Teaching Qualification** (bko) (Utrecht University).

BOARDS AND CONSULTANCY

- Committee (Chair) Development Historical Frame of Reference (preparation for new attainment targets for primary and secondary education), commissioned by SLO and Ministry of Education (2020 -2022)

- Advisory board Social studies Curriculum.nu (national curriculum innovation, 2019)

- Advisory (board NTR (public service broadcaster specialized in information, education and culture) (2018 - 2022)

- Steering Group NRO (The Netherlands Initiative for Educational Research) (2017-)

- Steering Committee Strengthening Initial Teacher Training in the Humanities (Stuurgroep

Dudoc Alfa) (2013-2021)

- Advisory board Master tracks Education, Fontys University of Applied Sciences, Tilburg (2013-)
- Board, The Royal Netherlands Historical Society (Koninklijk Nederlands Historisch Genootschap) (2013-2022)
- Board, Curriculum Division, Netherlands Educational Research Association (Vereniging voor Onderwijs Research) (2012-)
- Advisory board, Reinwardt Academy, Amsterdam University of the Arts (2011- 2018)
- Advisory board, Union of Cultural Focus Schools (Vereniging Cultuurprofiel scholen)(2011-)
- Co-coordinator Division Domainspecific Instruction of the Interuniversity Center for Educational Research (ICO, research school; 2010-)
- member assessment Committee Museum grants, March 2015.
- Essay for the National Research Agenda for Museums, Karel van Mander Institute, Rijksdienst voor Cultureel Erfgoed and NWO, April 2014.
- Advice to the Education Council of the Netherlands about curriculum innovation and 21st century skills, Rotterdam, 19 september 2013.
- Advice to the Education Council of the Netherlands about cultural education (2012).
- Chair committee Assessment of the knowledgebase for history teachers, HBO Raad (2011-2015).
- Co-author NWO PROO Research Programme 2012-2015 – Teaching and learning processes and their outcomes, 2011.
- chair committee Validation knowledge base for religion teachers, HBO Raad, 2011.
- chair committee Validation knowledge base for social studies teachers, HBO Raad, 2011
- member Advisory board Knowledge base cultural education, HBO Raad, 2010.
- member Advisory board Knowledge base for history teachers, HBO Raad, 2010/2009.
- member Local scientific committee, EARLI Conference Amsterdam, 2009.
- member Review Committee tender for reviewstudies, NWO-PROO 2008.
- member NWO evaluation committee review NWO PROO tenders (2007).

OTHER SCIENTIFIC
ACTIVITIES

Dutch-Belgium Research network History education (NVOG: Nederlands-Vlaamse Onderzoeksgroep Geschiedenis leren)

Established in 2008. Coordinated by Geerte Savenije. Participants are about 20 researchers in the field of history education (meets 3 to 4 times a year).

Manuscript committee dissertations

Ilona van Heijst (Universiteit van Amsterdam, 2025), Joke van Balen (Rijksuniversiteit Groningen, 2025), Renate van Keulen (Tilburg University, 2024), Charline Rouffet (Universiteit Utrecht, 2024), Sharon Calor (Universiteit van Amsterdam, 2024), Anouk ten Peze (Universiteit van Amsterdam, 2024), Aartje van Dijk (Universiteit van Amsterdam, 2024), Pamela den Heijer (Universiteit van Amsterdam, 2023), Lieke Holdinga (Universiteit van Amsterdam, 2023), Edith Alkema (University of Amsterdam, 2023), Floor Rombout (University of Amsterdam, 2022), Iris Hulderts (University of Gent, 2022), Martijn Koek (University of Amsterdam, 2022), Nina Sangers (Universiteit Utrecht, 2022) Sanne Albers (University of Amsterdam, 2022), Iris Pauw (Vrije Universiteit Amsterdam, 2020), Monique Verhoeven (University of Amsterdam, 2020), Patrick van Schaik (University of Amsterdam, 2020), Ter Beek (Rijksuniversiteit Groningen, 2020); Liz Dale (University of Amsterdam, 2020); Suzanne Luger (University of Amsterdam, 2020); Cindy Paans (Radboud University, 2019); Annerose Willemsen (Rijksuniversiteit Groningen), Evelyn van Kampen (Leiden University, 2019), Wouter Smets (Vrije Universiteit Brussel), Herma Jonker (University of

Amsterdam, 2019), Marloes Schrijvers (2019, University of Amsterdam), Dick van Straaten (University of Amsterdam, 2018), Erik Bijsterbosch (Utrecht University, 2018), Alieke van Dijk (University of Twente, 2017), Erik Bolhuis (University of Amsterdam, 2017), Björn Wansink (Utrecht University, 2017), Hanneke Tuithof (Utrecht University, 2017), Yvonne van Rijk (University of Amsterdam, 2017), Michiel Voet (University of Gent, 2017), Sandra de Koster (University of Amsterdam, 2017), Maria van der Aalsvoort (Radboud University Nijmegen, 2016), Marian Blankman (Free University Amsterdam, 2016), Marloes Muijselaar (University of Amsterdam, 2015); Roel Grol (Radboud University Nijmegen, 2015) Marrit van de Guchte (University of Amsterdam, 2015); Marco Kragten, (University of Amsterdam, 2015); Elsbeth Spelt (Wageningen University, 2015); Cynthia Wallace (University of New Brunswick, 2015); Erik Somers (University of Amsterdam, 2014); Dick van Dijk (University of Amsterdam, 2013); Jeroen Staring (University of Amsterdam, 2013); Lisette Hornstra (University of Amsterdam, 2013); Ton Marée (Technical University Eindhoven, 2013); Sonia Abrantes-Garcêz Palha (University of Amsterdam, 2013); Ilona de Miliano (University of Amsterdam, 2013); Valika Smeulders (Erasmus University Rotterdam, 2012); Jos Franssen (Open University, 2012); Janneke van de Pol (University of Amsterdam, 2012); Talita Groenendijk (University of Amsterdam, 2012); Olivier Nyirubugara (University of Amsterdam, 2012); Femke Nijland (Tilburg University, 2011); Arie Wilschut (University of Amsterdam, 2011); Floris Blankenstein (Maastricht University, 2010); Susan Hogervorst (Erasmus University Rotterdam, 2010); Gijs de Bakker (Technical University Eindhoven, 2010); Simone Löhner (University of Amsterdam, 2005)

Editorial Board

Theory and Research in Social Education (2013-)
History Education Research Journal (2018-)
Journal of the Learning Sciences (2019-)
Kleio, professional journal for history teachers (1995-2007)

Review activities

Reviewer for international conferences e.g. EARLI SIG 20/26 Conference 2022; EARLI Jure Conference 2018, AERA Conference 2012 and 2009 SIG Teaching History ; EARLI Conference 2009,
Reviewer for international journals e.g.. *Learning and Instruction*, *Journal of the Learning Sciences*, *Cognition & Instruction*, *Journal of Curriculum Studies*, *Metacognition*, *Pedagogische Studien*, *Computers in Human Behaviour*, *Handbook of Research on Educational Communications and Technology*.

PUBLICATIONS

Refereed journals

van der Eem, M., van Drie, J., Brand-Gruwel, S., & van Boxtel, C. (2024). Students evaluating the trustworthiness of historical sources and internet sources: A comparison. *British Educational Research Journal*. <https://doi.org/10.1002/berj.4095>

Lucero, M., Montanero, M. & van Boxtel, C. (2024). Semiempty collaborative concept mapping in history education: students' engagement in historical reasoning and coconstruction. *Instructional Science*. <https://doi.org/10.1007/s11251-024-09659-7>

- Klijnstra, T., Stoel, G. L., Ruijs, G. J. F., Savenije, G. M., & van Boxtel, C. A. M. (2024). Design principles for promoting students' social scientific reasoning about social problems. *The Journal of Social Studies Research*, online first. <https://doi.org/10.1177/23522798241238459>
- Gestdóttir, S. M., van Drie, J., & van Boxtel, C. (2024). Student teacher professional growth on teaching historical thinking and reasoning: A case study on the use of an observation instrument. *Historical Encounters*, 11(1), 78-94. <https://doi.org/10.52289/hej11.106>
- Logtenberg, A., Schellings, G., van Boxtel, C., & van Hout-Wolters, B. (2024). Student questioning: What does questioning reveal about prior knowledge, historical reasoning and affect? *Historical Encounters*, 11(1), 113-135. <https://doi.org/10.52289/hej11.108>
- Bartelds, H., Savenije, G. M., van Drie, J., & van Boxtel, C. (2023). Using eyewitnesses to promote students' understanding of empathy in the history classroom. *The Journal of Social Studies Research*, 47(2), 129-144. <https://doi.org/10.1016/j.jssr.2022.12.001>
- Rozendal, U. D. & van Boxtel, C. (2023). Illuminating historical causal reasoning: Designing a theory-informed cognition model for assessment purposes. *Historical Encounters*, 10(1), 60-75. <https://doi.org/10.52289/hej10.105>
- Klijnstra, T., Stoel, G., Ruijs, G., Savenije, G., & van Boxtel, C. (2023). Toward a framework for assessing the quality of students' social scientific reasoning. *Theory & Research in Social Education*, 51(2), 173-200. <https://doi.org/10.1080/00933104.2022.2132894>
- Eem, M., van Drie, J., Brand-Gruwel, S., & van Boxtel, C. (2023). Students' evaluation of the trustworthiness of historical sources: Procedural knowledge and task value as predictors of student performance. *The Journal of Social Studies Research*, 47(1), 64-76. <https://doi.org/10.1016/j.jssr.2022.05.003>
- van Driel, J.C., van Drie, J., & van Boxtel, C. (2022). Writing about historical significance: The effects of a reading-to-write instruction. *International Journal of Educational Research*, 112. <https://doi.org/10.1016/j.ijer.2022.101924>
- Kropman, M., van Drie, J., & van Boxtel, C. (2022). The influence of multiperspectivity in history texts on students' representations of a historical event. *European Journal of Psychology of Education*, 38, 1295-1315. <https://doi.org/10.1007/s10212-022-00644-7>
- Sendur, K. A., van Drie, J., & van Boxtel, C. (2022). Epistemic beliefs and written historical reasoning: their relationship. *Historical Encounters*, 9(1), 141-158.
- de Leur, T., van Boxtel, C., & Huijgen, T. (2021). 'No, no, the Cold War was not that dramatic': A case study on the use of a drama task to promote Dutch secondary school students' historical imagination. *History Education Research Journal*, 18(1), 28-45. <https://doi.org/10.14324/HERJ.18.1.03>
- Gestdóttir, S. M., van Drie, J., & van Boxtel, C. (2021). Teaching historical thinking and reasoning: Teacher beliefs. *History Education Research Journal*, 18(1), 46-63. <https://doi.org/10.14324/HERJ.18.1.04>

- Kropman, M., Van Boxtel, C., & Van Drie, J. (2021). Multiperspectivity in lesson designs of history teachers: The role of school book texts in the design of multiperspective history lessons. *Historical Encounters: A journal of historical consciousness, historical cultures, and history education*, 8(1), 46-69. <https://doi.org/10.52289/hej8.104>
- Sendur, K. A., van Drie, J., & van Boxtel, C. (2021). Historical contextualization in students' writing. *Journal of the Learning Sciences*, 30(4-5), 797-836. <https://doi.org/10.1080/10508406.2021.1939029>
- Sendur, K. A., van Boxtel, C., & van Drie, J. (2021). Undergraduate L2 students' performance when evaluating historical sources for reliability. *English for specific purposes*, 61, 17-31. <https://doi.org/10.1016/j.esp.2020.08.004>
- van Driel, J. C., van Drie, J. P., & van Boxtel, C. A. M. (2021). Struggling with historical significance: Reasoning, reading, and writing processes. *European Journal of Applied Linguistics*. <https://doi.org/10.1515/eujal-2021-0004>
- Bartelds, H., Savenije, G. M., & van Boxtel, C. A. M. (2020). Students' and teachers' beliefs about historical empathy in secondary history education. *Theory and Research in Social Education*. <https://doi.org/DOI: 10.1080/00933104.2020.1808131>
- de Leur, T. L., van Boxtel, C. A. M., & Wilschut, A. (2020). "When I'm drawing, I see pictures in my head.": Secondary school students constructing an image of the past by means of a drawing task and a writing task. *European Journal of Psychology of Education*, 35(1), 155-175. <https://doi.org/10.1007/s10212-019-00419-7>
- Sendur, K.A., van Boxtel, C., & van Drie, J. (2020). Historical reasoning in an undergraduate CLIL course: students' progression and the role of English proficiency. *International Journal of Bilingualism and Bilingual Education*, 1-17. <https://doi.org/10.1080/13670050.2020.1844136>
- Gestsdóttir, S.M., van Drie, J., & van Boxtel, C. (2019). Teaching historical thinking and reasoning in upper secondary schools in Iceland: results of an observational study. *Nordidactica. Journal of Humanities and Social Science Education*, 2, 90-113. [urn:nbn:se:kau:diva-73115 http://kau.diva-portal.org/smash/record.jsf?pid=diva2%3A1342406&dswid=1599](http://kau.diva-portal.org/smash/record.jsf?pid=diva2%3A1342406&dswid=1599)
- De Groot-Reuvekamp, M., Ros, A., & Van Boxtel, C. (2019). "Everything was black and white . . ." Primary school pupils' naive reasoning while situating historical phenomena in time. *Education 3-13: International Journal of Primary, Elementary and Early Years Education*, 47, 1, 18-33. <http://dx.doi.org/10.1080/03004279.2017.1385642>
- Huijgen, T., Holthuis, P., Van Boxtel, C., & Van de Grift, W. (2019). Promoting historical contextualisation in classrooms: an observational study. *Educational Studies*, 45, 4, 456-479. <https://doi.org/10.1080/03055698.2018.1509771>
- Huijgen, T., Holthuis, P., Van Boxtel, C., Van de Grift, W., & Suhre, C. (2019). Students' historical contextualization and the cold war. *British Journal of Educational Studies*, 67, 4, 439-468. <https://doi.org/10.1080/00071005.2018.1518512>
- Dam, M., Ottenhof, K., van Boxtel, C., & Janssen, F. (2019). Understanding cellular respiration through simulation using Lego® as a concrete dynamic model. *Education Sciences*, 9, 2, 72. <https://doi.org/10.3390/educsci9020072>
- Schep, M., Van Boxtel, C., & Noordegraaf, J. (2018). Post-observation conversations in the museum: using the self-evaluation of the supervisee as the starting point. *Museum*

Management and Curatorship, 33, 5, 506-523.
<https://doi.org/10.1080/09647775.2018.1501602>

- Gestsdóttir, S., Van Boxtel, C., & Van Drie (2018). Teaching historical thinking and reasoning: construction of an observation instrument. *British Educational Research Journal*, 44, 6, 966-981. DOI: 10.1002/berj.3471
- De Groot-Reuvekamp, M., Ros, A., & Van Boxtel, C. (2018). A successful professional development program in history: what matters? *Teaching and Teacher Education*, 75, 290-301.
- De Groot-Reuvekamp, M., Ros, A., & Van Boxtel. (2018). Improving elementary school students' understanding of historical time: effects of teaching with "Timewise". *Theory & Research in Social Education*, 75, 290-301.
<http://dx.doi.org/10.1080/03004279.2017.1385642>
- Schep, M., van Boxtel, C., & Noordegraaf, J. (2018). Competent museum guides: defining competencies for use in art and history museums, *Museum Management and Curatorship*, 33, 1, 2-24. DOI: 10.1080/09647775.2017.1387590
- De Leur, T. L., van Boxtel, C. A. M., & Wilschut, A. H. J. (2017). 'I saw angry people and broken statues': historical empathy in secondary history education. *British Journal of Educational Studies*, 65(3), 331. DOI: 10.1080/00071005.2017.1291902
- Havekes, H., van Boxtel, C., Coppen, P-A., & Luttenberg, J. (2017). Stimulating historical thinking in a classroom discussion: The role of the teacher. *Historical Encounters: A journal of historical consciousness, historical cultures, and history education*, 4(2), 71-93.
- Huijgen, T. van Boxtel, C., van de Grift, & Holthuis, P. (2017). Toward historical perspective taking: students' reasoning when contextualizing the actions of people in the past, *Theory & Research in Social Education*, 45(1), 110-144 . DOI: 10.1080/00933104.2016.1208597
- Huijgen, T., van de Grift, van Boxtel, C., & Holthuis, P. (2017). Teaching historical contextualization: the construction of a reliable observation instrument. *European Journal of Psychology and Education*, 32(2), 159-181. DOI 10.1007/s10212-016-0295-8
- Stoel, G., Logtenberg, A., Wansink, B., Huijgen, T., van Boxtel, C., & van Drie, J. (2017). Measuring epistemological beliefs in history education: An exploration of naïve and nuanced beliefs. *International Journal of Educational Research*, 83, 120-134. DOI: 10.1016/j.ijer.2017.03.003
- Stoel, G.L., van Drie, J.P., & van Boxtel, C.A.M. (2017). The Effects of Explicit Teaching of Strategies, Second-Order Concepts, and Epistemological Underpinnings on Students' Ability to Reason Causally in History. *Journal of Educational Psychology*, 109, 3, 321-337. DOI: 10.1037/edu0000143.
- De Groot-Reuvekamp, M., Ros, A., van Boxtel, C. & Oort, F. (2017). Primary school pupils' performances in understanding historical time, *Education 3-13*, 45, 2, 227-242. DOI: 10.1080/03004279.2015.1075053
- Havekes, H., van Boxtel, C., Coppen, P.A., & Luttenberg, J. (2016). Stimulating historical thinking in a collaborative learning task: an analysis of student talk and written

- answers. *International Journal of Historical Learning, Teaching and Research*, 31, 2, 106-126.
- Groenendijk, T., Damen, M., Haanstra, F., & van Boxtel, C. (2016). Beoordelingsinstrumenten in de kunstvakken – een review. *Pedagogische Studien*, 93, 2-23.
- De Leur, T., van Boxtel, C., & Wilschut, A. (2015). "Just imagine...": students' perspectives on empathy tasks in secondary history education. *International Journal of Historical Learning, Teaching and Research*, 13, 1, 69-84.
- Van Drie, J., Braaksma, M., & van Boxtel, C. (2015). Writing in History: Effects of writing instruction on historical reasoning and text quality. *Journal of Writing Research*, 7(1), 123-156. doi: 10.17239/jowr-2015.07.01.06
- Stoel, G., Van Drie, J., & Van Boxtel, C. (2015). Teaching towards historical expertise. Developing a pedagogy for fostering causal reasoning in history. *Journal of Curriculum Studies*, 47, 1, 49-76.
- Savenije, G., Van Boxtel, C., & Grever, M. (2014). Learning about sensitive history: 'Heritage' of slavery as a resource. *Theory and Research in Social Education*, 42, 2, 516-547.
- Huijgen, T., van Boxtel, C., van de Grift, W. & Holthuis, P. (2014). Testing elementary and secondary school students' ability to perform historical perspective taking: The constructing of valid and reliable measure instruments. *European Journal of Psychology of Education*. (Open access: <http://link.springer.com/article/10.1007/s10212-014-0219-4>)
- Savenije, G., Van Boxtel, C., & Grever, M. (2014), Sensitive slavery heritage in a multicultural classroom: pupils' ideas about significance. *British Journal of Educational Studies*, 62 (2), 127-148..
- De Groot-Reuvekamp, M.J., Van Boxtel, C., Ros, A., & Harnett, P. (2014), The understanding of historical time in the primary history curriculum in England and the Netherlands. *Journal of Curriculum Studies*, 46 (4), 487-514.
- Van Drie, J., Van Boxtel, C., & Stam, B. (2013). Discussing historical significance in the classroom: 'But why is this so important?' *International Journal of Historical Learning and Research*, 12, 1, 146-168.
- Boxtel, C., & van Drie, J. (2013). Historical reasoning in the classroom. What does it look like and how can we enhance it? *Teaching History*, 150, 32-40.
- Grever, M., De Bruijn, P., & Van Boxtel, C. (2012). Negotiating historical distance. Or, how to deal with the past as a foreign country in heritage education. *Paedagogica Historica: International Journal of the History of Education* 48, 4, 873-887.
- Molenaar, I. & Roda, C., Slegers, P.J.C. & Van Boxtel, C.A.M. (2012). Dynamic scaffolding of socially regulated learning in a computer-based learning environment. *Computers & Education*, 59, 2, 515-523
- Kneppers, H.C., Van Boxtel, C.A.M., & Van Hout-Wolters, B.H.A.M. (2012). The road to transfer: concept and context approach to the subject of economics in secondary school. *International Review of Economics Education*, 11, 1, 36-56

- Havekes, H., Van Boxtel, C., Coppens, P., & Luttenberg, J. (2012). Knowing and doing history. A conceptual framework and pedagogy for teaching historical contextualisation. *International Journal of Historical Learning, Teaching and Research*, 11, 3, 72-93.
- Van Boxtel, C., & Van Drie, J. (2012). "That's in the time of the Romans!" Knowledge and strategies students use to contextualize historical images and documents. *Cognition and Instruction*, 30 (2), 113-145.
- Molenaar, I., Van Boxtel, C., & Slegers, P. (2011). Metacognitive scaffolding in an innovative learning arrangement. *Instructional Science*, 39, 785-803.
- Molenaar, I., Chiu, M.M., Slegers, P.J.C., & Van Boxtel, C. (2011). Scaffolding of small groups' metacognitive activities with an avatar. *International Journal of Computer Supported Collaborative Learning*, 6(4), 601-624.
- Van Drie, J., & Van Boxtel, C. (2011). "In essence I'm only reflecting": teaching strategies for fostering historical reasoning through whole class discussion. *International Journal of Historical Learning, Teaching, and Research*, 10 (1), 55-66.
- Klein, S., Grever, M., & Van Boxtel, C. (2011). 'Zie, denk, voel, vraag, spreek, hoor en verwonder'. Afstand en nabijheid bij geschiedenisonderwijs en erfgoededucatie in Nederland. *Tijdschrift voor Geschiedenis*, 124 (3), 381-395.
- Logtenberg, A., Van Boxtel, C., & Van Hout-Wolters, B. (2011), Stimulating situational interest and student questioning through three types of historical introductory texts. *European Journal of Psychology of Education*, 26, 179-198.
- Schuitema, J., Van Boxtel, C., Veugelers, W., & Ten Dam, G. (2011). The quality of student dialogue in citizenship education. *European Journal of Psychology of Education*, 26, 85-107.
- Molenaar, I., Van Boxtel, C., & Slegers, P. (2010). The effects of scaffolding metacognitive activities in small groups. *Computers in Human Behavior*, 26, 17127-1738.
- Van Drie, J. & Van Boxtel, C. (2010). Chatting about the sixties. Using on-line chat discussion to improve historical reasoning in essay-writing. *Teaching History*, 140, 38-46.
- Van Boxtel, C., & Van Drie, J.P. (2009). Enhancing historical reasoning: a key topic in dutch history education. *International Journal of Historical Learning Teaching and Research*, 8, 2, 140-153.
- Prangmsma, M.P., Van Boxtel, C., Kanselaar, G., & Kirschner, P.A. (2009). Concrete and abstract visualisations in history learning tasks. *British Journal of Educational Psychology*, 79, 371-387.
- Kneppers, H.C., Van Boxtel, C., & Van Hout-Wolters, B.H.A.M. (2009). De weg naar transfer: een concept- en contextbenadering voor het vak economie in het voortgezet onderwijs. *Pedagogische Studiën*, 86, (1), 41-62.
- Van Drie, J., & Van Boxtel, C. (2008). Historical reasoning: Towards a framework for analyzing students' reasoning about the past. *Educational Psychology Review*, 20(2), 87-110.
- Prangmsma, M. A., Van Boxtel, C. A. M., & Kanselaar, G. (2008). Developing a 'big picture': Effects of collaborative construction of multimodal representations in history. *Instructional Science*, 36 (2), 117-136.

- Kneppers, H.C., Van Boxtel, C., Elshout-Mohr, M., & Van Hout-Wolters, B.H.A.M. (2007). Conceptual learning in relation to near and far transfer in the secondary school subject of economics. *European Journal of Psychology of Education, 22* (2), 115-129
- Van Drie, J., van Boxtel, C., Jaspers, J., & Kanselaar, G. (2005). Effects of representational guidance on domain specific reasoning in CSCL. *Computers in Human Behaviour, 21*, (4), 575-602.
- Van Drie, J., van Boxtel, C., Erkens, G., & Kanselaar, G. (2005). Using representational tools to support historical reasoning in Computer-supported Collaborative Learning. *Technology, Pedagogy and Education, 14* (1), 25-42.
- Van Boxtel, C. & Van Drie, J. (2004). Historical reasoning: a comparison of how experts and novices contextualise historical sources. *International Journal of Historical Learning, Teaching and Research, 4* (2), 84-91.
- Van Drie, J., & Van Boxtel, C. (2004). Enhancing collaborative historical reasoning by providing representational guidance. *International Journal of Historical Learning, Teaching and Research, 4* (2), 1-9.
- Van Drie, J., & Van Boxtel, C. (2003). Developing conceptual understanding through talk and mapping. *Teaching History, 110*, 27-32.
- Van Boxtel, C., & Roelofs, E. (2002). Investigating the quality of student discourse. What constitutes a productive student discourse? *Journal of Classroom Interaction, 36.2 / 37.1* (1), 55-62.
- Van Boxtel, C., Van der Linden, J.L., Roelofs, E., & Erkens, G. (2002). Collaborative concept mapping: provoking and supporting meaningful discourse. *Theory into practice, 41* (1), 40-46.
- Van Boxtel, C., Van der Linden, J.L., & Kanselaar, G. (2000). The use of textbooks as a tool during collaborative physics learning. *Journal of Experimental Education, 69* (1), 57-76.
- Van Boxtel, C., Van der Linden, J.L., & Kanselaar, G. (2000). Collaborative learning tasks and the elaboration of conceptual knowledge. *Learning and Instruction, 10*, 4, 311-330.
- Van Boxtel, C., Van der Linden, J.L., & Kanselaar, G. (1998). Collaborative construction of conceptual understanding: interaction processes and learning outcomes emerging from a concept mapping and a poster task. *Journal of Interactive Learning Research, 8* (3/4), 341-361.

Books / chapters in refereed books

- van Boxtel, C. & van Drie, J. (2024). Dialogue as shared historical inquiry: reflections on research into educational dialogue in history education. In M. Carretero & E. Perez-Manjarrez (Eds.). *Global Perspectives on the Role of Dialogue in History Education. Socio-cultural, Psychological, and Digital Dimensions* (pp. 101-116) . Routledge. <https://www.taylorfrancis.com/chapters/edit/10.4324/9781003535898-8/dialogue-shared-historical-inquiry-carla-van-boxtel-jannet-van-drie?context=ubx&refId=df5e81ec-5109-4f1b-add6-8ff1d8458210>

- Potjer, Y., Dobber, M., & van Boxtel, C. (2024). "I never thought about history this way": The development of elementary teachers' beliefs about history and how a professional learning community can influence these.' In H. Åström Elmersjö & P. Zanazanian (Eds.). *Teachers and the epistemology of history* (pp. 137-155). Palgrave MacMillan. https://doi.org/10.1007/978-3-031-58056-7_8
- Van Boxtel, C., Baars, B., & Van Riessen, M. (2023). Learning about crime, rebellion and punish' ment: Designing meaningful inquiry tasks to promote historical reasoning. In R. Moreno-Vera, J. Monteagudo-Fernández & C.J. Gómez-Carrasco (Eds.). *Teaching history to face the world today. Socially-conscious approaches, activity proposals and historical thinking competencies* (pp. 145-164). Pieter Lang.
- Van Boxtel, C. (2023). Persecuted by justice. Outcasts, rebels and criminals in the history of Europe. In C.J. Gómez Carrasco (Ed.). *Re-imagining the Teaching of European History. Promoting Civic Education and Historical Consciousness* (pp. 162-178). Routledge.
- Van Boxtel, C., Voet, M., & Stoel, G.L. (2021). Inquiry learning in history. In C.A. Chinn & R. Golan Duncan (Eds.). *International Handbook of Inquiry and Learning* (pp. 296-310). New York, Routledge.
- van Boxtel, C. A. M., van Drie, J. P., & Stoel, G. L. (2020). Improving Teachers' Proficiency in Teaching Historical Thinking. In C. W. Berg, & T. M. Christou (Eds.), *The Palgrave Handbook of History and Social Studies Education* (pp. 97-117). Switzerland: Palgrave Macmillan. <https://doi.org/10.1007/978-3-030-37210-1>
- Van Boxtel, C. (2019, 2nd revised edition). Insights from Dutch research on history education. Historical reasoning and a chronological frame of reference. In M. Köster, H. Thünemann & M. Zülsdorf-Kersting (Eds.). *Researching history education. International perspectives and disciplinary traditions* (pp. 271-299). Frankfurt: Wochenschau Verlag.
- Van Boxtel, C. (2019). Reflections on the FUER model of historical thinking. In W. Schreiber, B. Ziegler & C. Kühberger (Eds.) *Geschichtsdidaktischer Zwischenhalt. Beiträge aus der Tagung «Kompetent machen für ein Leben in, mit und durch Geschichte» in Eichstätt vom November 2017* (pp. 59-70). Münster: Waxmann.
- Van Boxtel, C. (2019). Historical consciousness: a learning and teaching perspective from the Netherlands. In A. Clark & C. Peck (Eds.). *Contemplating historical consciousness: Notes from the field* (pp. 61-75). New York / Oxford: Berghahn Books.
- Kropman, M., Van Drie, J., & Van Boxtel, C. (2018) Multiperspectivity in the history classroom: The role of narrative and metaphor. In M. Hanne & A. A. Kaal (Eds.). *Narrative and metaphor. Look both ways* (pp. 63-75). Abingdon, UK: Routledge.
- Van Boxtel, C. & De Koning, L (2018). Historisch denken en redeneren ontwikkelen binnen spel. In M. Dobber & B. van Oers (Eds.). *Spelen en leren op school* (pp. 73-86). Assen: Van Gorcum.
- Van Boxtel, C., & Van Drie, J. (2018). Historical reasoning: conceptualizations and educational applications. In S.A. Metzger & L. McArthur Harris (Eds.). *The Wiley International Handbook of History Teaching and Learning* (pp. 149-176). Hoboken, NJ, John Wiley & Sons..
- Van Boxtel, C. & van Drie, J. (2018). Historical reasoning: the interplay of domain-general and domain-specific aspects. In F. Fischer, K. Engelmann, J. Osborne & C. Chinn (Eds.),.

- Scientific Reasoning and Argumentation: The Roles of Domain-Specific and Domain-General Knowledge (pp. 142-161). New York/London: Routledge.
- Van Boxtel, C. (2017). Hoe ondersteun je als lerarenopleider de leraar in-opleiding bij zijn ontwikkeling als vakdidacticus? Een uitwerking voor de mens- en maatschappijvakken. In G. Geerdink & I. Pauw (Red.). *Kennisbasis lerarenopleiders. Katern 3. Inhoud en vakdidactiek op de lerarenopleidingen* (pp. 163-167). Eindhoven: VELON.
- Van Boxtel, C., & Van Drie, J. (2017). Engaging students in historical reasoning: the need for dialogic history education. In M. Carretero, S. Berger, & M. Grever (Eds.) *International Handbook of Research in Historical Culture and Education. Hybrid Ways of Learning History* (pp. 573-589). Palgrave Handbooks.
- Van Boxtel, C., Grever, M., & Klein, S. (Eds., 2016). *Sensitive pasts. Questioning heritage in education*. Brooklyn/Oxford: Berghahn Books.
- Van Boxtel, C., & Van Drie, J. (2016). Redesigning History Education to Improve Pupils' Understanding: Implications for Theory and Research: Reflections on Chapters by Daniel Magnoff, Michael Harcourt And Rick Rogers. In C. Counsell, K. Burns & A. Chapman (Eds.). *MasterClass in History Education. Transforming Teaching and Learning* (pp. 201-207) Bloomsbury Academic.
- Van Boxtel, C., & Grever, M., & Klein, S. (2016). The appeal of heritage in education. In C. van Boxtel, M. Grever, M. & S. Klein (Eds.). *Sensitive pasts. Questioning heritage in education* (pp. 1-18). Brooklyn/Oxford: Berghahn Books.
- Van Boxtel, C., Grever, M., & Klein, S. (2015). Heritage as a resource for enhancing and assessing historical thinking. Reflections from the Netherlands. In K. Ercikan & P. Seixas (Eds.), *New directions in assessing historical thinking* (pp. 40-50). New York and London: Routledge.
- Van Boxtel, C., & Grever, M. (2014). *Verlangen naar tastbaar verleden. Erfgoed, onderwijs en historisch besef*. Hilversum: Verloren.
- Van Boxtel, C. (2014). Insights from Dutch research on history education: historical reasoning and a chronological frame of reference. In H. Thuneman, M. Zulsdorf-Kersting & M. Koster (Eds.), *Research in History Education. International Perspectives and Disciplinary Traditions* (236-262). Schwalbach: Wochenschau Verlag.
- Van Drie, J., Van Boxtel, C., & Braaksma, M. (2014). Writing to engage students in historical reasoning. In P. Klein, P. Boscolo, C. Gelati & L. Kirkpatrick (Eds.), *Writing as a learning activity*. Studies in Writing Series (94-119). Leiden: Brill.
- Molenaar, I., Van Boxtel, C., & Slegers, P. (2013). Dynamic metacognitive scaffolding in small groups. In R. Azevedo & V. Alevin (Eds.), *The International Handbook of Metacognition and Learning Technologies* (561-574) Springer Science.
- Van Boxtel, C. (2012). Dutch research on history education: key issues, methods and outcomes. In A. McCully, G. Mills & C. Van Boxtel (Eds.), *The professional teaching of history: UK and Dutch perspectives* (pp. 16-31). Ulster: History Teacher Education Network.
- Logtenberg, A., & Van Boxtel, C. (2012). Stimulating student questioning and interest: The effects of a narrative, problematizing and expository introductory text about the Industrial Revolution. In A. McCully, G. Mills & C. Van Boxtel (Eds.), *The professional*

teaching of history: UK and Dutch perspectives (pp. 45-60). Ulster: History Teacher Education Network.

- Van Boxtel, C. (2011). Heritage as a resource for learning. Opportunities and challenges. In C. van Boxtel, S. Klein & E. Snoep (Eds.), *Heritage Education. Challenges in dealing with the past* (pp. 40-42). Amsterdam: Erfgoed Nederland.
- Grever, M. & Van Boxtel, C. (2011). Introduction. Reflections on heritage as an educational resource. In C. van Boxtel, S. Klein & E. Snoep (Eds.), *Heritage Education. Challenges in dealing with the past* (pp. 9-13). Amsterdam: Erfgoed Nederland.
- Van Boxtel, C., & Grever, M. (2011). Between disenchantment and high expectations. History education in the Netherlands, ca. 1968-2008. In E. Erdmann and W. Hasberg (Eds.), *Facing – Mapping – Bridging Diversity. Foundation of a European Discourse on History Education. Volume 1* (pp. 83-116). Schwalbach: Wochenschau-Verlag.
- Molenaar, I., Van Boxtel, C., Slegers, P., & Roda, C. (2011). Attention management for self-regulated learning: AtGentSchool. In C. Roda (Ed.), *Human attention in digital environments* (pp. 259-280). Cambridge: Cambridge University Press.
- Van Drie, J., Van Boxtel, C., & Van der Linden, J.L. (2005). Historical reasoning in a computer-supported collaborative learning environment. In A.M. O'Donnell, C.E. Hmelo, & G. Erkens (Eds.), *Collaborative learning, reasoning and technology* (pp. 266-297). Mahwah NJ: Lawrence Erlbaum Associates.
- Kanselaar, G., Van Boxtel, C., & Van Drie, J. (2005). Using representational tools to support historical reasoning in CSCL. In E. De Corte, A. de Munter, M. Depaepe, B. Maes, & G. Vandemeulebroecke (Series Eds.), & L. Verschaffel, E. De Corte, G. Kanselaar, & M. Valcke (Vol. Eds.), *Studia Paedagogica New Series 41. Powerful environments for promoting deep conceptual and strategic learning* (pp. 233-256). Leuven, Belgium: Leuven University Press
- Van Boxtel, C. (2004). Studying peer interaction from three perspectives: the example of collaborative concept learning. In J.L. van der Linden & P. Renshaw (Eds.), *Dialogic Learning: Shifting Perspectives to Learning, Instruction and Teaching* (pp. 125-144). Dordrecht: Kluwer Academic Publishers.
- Van Boxtel, C., van Drie, J., & van der Linden, J.L. (2002). Samen begrippen leren. Het maken van een begrippennetwerk als groepsopdracht. In: A. Wald & J.L. van der Linden (Ed.) *Leren in perspectief*. Leuven-Apeldoorn: Garant.
- Van Boxtel, C., van der Linden, J.L., & Kanselaar, G. (2000). Stimulating deep processing in a collaborative learning environment. In H. Cowie & G. van Aalsvoort (Eds.), *Social interaction in learning and instruction: the meaning of discourse for the construction of knowledge* (pp. 161-178). Amsterdam: Pergamon Press; Elsevier Science.
- Van Boxtel, C. (2000). Sociale interactie die bijdraagt aan begripsontwikkeling. In J. van der Linden & E. Roelofs (Red.), *Leren in dialoog* (pp. 65-88). Groningen: Wolters-Noordhoff.
- Van Boxtel, C., & Veerman, A. (2000). Groepsopdrachten die werken. In: K. Stokking, G. Erkens, B. Versloot & L. van Wessum (Ed.), *Van onderwijs naar leren. Tussen het aanbieden van kennis en het faciliteren van leerprocessen* (pp. 117-128). Leuven-Apeldoorn: Garant.

Van Boxtel, C. (1997). Begripsontwikkeling in interactie. In M. Meeuwesen & H. Houtkoop-Steenstra (Red.), *Sociale interactie in Nederland* (pp. 205-224). Utrecht: ISOR.

Professional Journals and Books

van Boxtel, C., Bark, M., de Groot-Reuvekamp, M., de Kreek, R., Potjer, Y., & Visser, A. (2023). Referentiekader tijd. Veel meer dan nieuwe tijdvakken. *Kleio*, 6, 38-43.

De Groot-Reuvekamp, M., Potjer, Y., & van Boxtel, C. (2023). Ontwikkelingen in de tijd. Feedback op voorstel voor nieuw referentiekader. *Kleio*, 6, 64-67.

van Boxtel, C., Potjer, Y., & de Groot-Reuvekamp, M. (2023). Welke geschiedenis is de moeite waard om te onderwijzen? Ontwerpprincipes voor selectie en uitwerking van inhouden van een chronologisch referentiekader. *Dimensies. Tijdschrift voor Didactiek van de Mens- en Maatschappijvakken*, 7, 49-70.

Huijgen, T., & van Boxtel, C. (2023). Redactie themanummer Vakdidactiek. Nieuwe kennis toepassen in je lessen. *Kleio*, 4.

Huijgen, T., & van Boxtel, C. (2023). Vijf vakdidactische vragen. *Kleio*, 4, 4-10.

Klijnstra, T., Ruijs, G., Stoel, G., & van Boxtel, C. (2022). *Sociaalwetenschappelijk redeneren bij maatschappijwetenschappen*. Amsterdam: Landelijk Expertisecentrum Mens- en Maatschappijvakken.

van Boxtel, C., Visser, A., Bark, M., de Groot-Reuvekamp, M., de Kreek, R. & Potjer, Y. (2022). *Ontwikkelingen in de tijd. Toelichting en advies nadere uitwerking historisch referentiekader*. Enschede: SLO.

Van Boxtel, C., de Groot-Reuvekamp, M., Postma, E., & Béneker, T. (2022, 25 mei). Taal en burgerschap kunnen niet zonder aardrijkskunde en geschiedenis. *NRC Onderwijsblog*. <https://www.nrc.nl/nieuws/2022/05/25/taal-en-burgerschap-kunnen-niet-zonder-aardrijkskunde-en-geschiedenis-a4129262>

Schep, M., Tramper, I., & van Boxtel, C. (2021). Kinderen en ouderen in gesprek over de oorlog. Een case studie naar omgevingsonderwijs. *Cultuur + Educatie*, 59, 45-68.

Smets, W., Bollen, S., Vercauteren, L., & van Boxtel, C. (2021). Historisch leren denken: een lesson study-cyclus over doelgerichtheid bij student-leraren geschiedenis. *Velon. Tijdschrift voor lerarenopleiders*, 42, 2, 78-90.

van Boxtel, C. A. M. (2021). Koofdichters. *Didactief*, 51(2), 16.

van Boxtel, C. A. M., & van Drie, J. P. (2021). Misvattingen over historisch redeneren. *Kleio*, 62(7), 48-51.

van Boxtel, C., Béneker, T., de Leur, T., & Smits, A. (2020). Aardrijkskunde en geschiedenis op de basisschool. Inspirerende didactische aanpakken uit internationaal onderzoek. *Dimensies. Tijdschrift voor Didactiek van de Mens- en Maatschappijvakken*, 2, 37-58.

Béneker, T., van Boxtel, C., de Leur, T., Smits, A., Blankman, M., & de Groot-Reuvekamp, M. (2020). *Geografisch en historisch besef ontwikkelen op de basisschool. Een literatuurstudie naar onderzoek over aardrijkskunde- en geschiedenisonderwijs in het primair onderwijs*. Universiteit Utrecht / Universiteit van Amsterdam.

- Schep, M., Braumann, S., & van Boxtel, C. (2019). 'Jij & de Gouden Eeuw': een brede evaluatie van museumleren. *Cultuur + Educatie*, 52, 18, 83-103.
- Van Boxtel, C., & Van Drie, J. (2019). Historisch denken en redeneren onderwijzen. *Kleio* 5, 26-29.
- Van Boxtel, C. (2019). Bij de tijd blijven. Geschiedenisonderwijs in beweging. *Kleio*, 60, 1, 6-10.
- Van Boxtel, C., Hemker, A., Klijnstra, T., & Ruijs, G. (2017). *Toetsen van denkvaardigheden en conceptuele kennis bij Maatschappijwetenschappen*. Amsterdam: Landelijk Expertisecentrum Mens- en Maatschappijvakken.
- Van Boxtel, (Ed.) (2016). Didactief Special 'Hoe geef je les in kritisch burgerschap?', *Didactief* (2016), 46, 4
- Van Boxtel, C., & Van Straaten, D. (2016). Hoe geef je betekenis aan geschiedenis? *Didactief Special Hoe geef je les in kritisch burgerschap?*, 46, 4, 14-16.
- Groenendijk, T., Damen, M., Haanstra, F., & van Boxtel, C. (2015). Beoordelingsinstrumenten in danseducatie. In F. Haanstra (Ed.), *Beoordelen in de kunstvakken: instrumenten en onderzoek* (pp. 55-67). Amsterdam: Lectoraat Kunst- en Cultuureducatie Amsterdamse Hogeschool voor de Kunsten.
- Montagne, B., Van Boxtel, C., & Van Drie, J. (2012). Taal in eindexamens soms te moeilijk. Onderzoek naar talige complexiteit. *Kleio* 53 (4), 39-44.
- Grever, M., Klein, S., & Van Boxtel, C. (2011). De tien tijdvakken van De Rooy zijn slecht te toetsen, *NRC Handelsblad*, 18 juli.
- Van Boxtel, C., De Bruijn, P., Grever, M., Klein, S., & Savenije, G. (2010). Dicht bij het verleden. Wat kunnen erfgoedlessen bijdragen aan het leren van geschiedenis? *Kleio*, 51, 7, 18-21.
- Van Boxtel, C. Erfgoed beleven. Naar een theoretisch kader voor leren met en over erfgoed. *Erfgoed Nederland Magazine*, oktober 2010.
- Van Boxtel, C., & Van Drie, J. (2010). Leer de vaktaal gebruiken. Taalgericht geschiedenisonderwijs helpt leerlingen de stof te begrijpen. *Kleio*, 3, 18 -22.
- Van Boxtel, C. (2010). Something to talk about? The potential of a dynamic approach of heritage in heritage education, *EUROCLIO Bulletin*, 30, 53-63.
- Van Boxtel, C., & Kropman, M. (2010). "Het is teveel en te weinig tegelijk". *Rapportage van de resultaten van de VGN veldraadpleging over de centrale examinering geschiedenis havo en vwo*. Amsterdam: Landelijk Expertisecentrum Mens- en Maatschappijvakken.
- Van Boxtel, C. (2009). Erfgoededucatie als pressure cooker voor onderwijsvernieuwing? In C. Hageman (Ed.), *Vorbij erfgoed à la carte. Een terugblik op de toekomst van erfgoededucatie* (pp. 66-67). Amsterdam: Erfgoed Nederland.
- Van Boxtel, C. (Ed.), *De kennisbasis nader bekeken. Een analyse van de kennisbases aardrijkskunde, geschiedenis en maatschappijleer*. Amsterdam: Landelijke Expertisecentrum Mens- en Maatschappijvakken.

- Van Boxtel, C. (Ed.), *Vakintegratie in de mens en maatschappijvakken. Theorie en praktijk*. Amsterdam: Landelijk Expertisecentrum Mens- en Maatschappijvakken.
- Van Boxtel, C. (2009). Vakintegratie in de mens en maatschappijvakken. *Kleio*, 50 (3), 21-29.
- Van Boxtel, C., & Van der Schee, J. (2009). Tijd en ruimte. *De Volkskrant*, 27 januari.
- Van Boxtel, C., & Van Drie, J. (2008). Het vermogen tot historisch redeneren: onderliggende kennis, vaardigheden en inzichten. *Hermes*, 12 (43), 45-54.
- Van Boxtel, C., & Van Drie, J. (2007). Nu ken ik het hele alfabet. Docenten en leerlingen over de implementatie van het nieuwe eindexamen geschiedenis. *Studiehuisreeks*, 75, 39-46.
- Van Boxtel, C., & Van Drie, J. (2007). Aan de slag met het nieuwe examenprogramma Tweede Fase. *Kleio*, 48 (1), 38-43.
- Wilschut, A., Boom, S., Van Boxtel, C., & Van Drie, J. (2006). *Geschiedenis examineren. Rapport pilotproject CHMV-examen geschiedenis havo*. Amsterdam, oktober 2006.
- Van Boxtel, C. (2006). M&M, waarom en hoe? *Kleio*, 6, 2-4.
- Van Boxtel, C. (2006). Geschiedenis voor het algemeen belang. In gesprek met Keith Barton. *Kleio* 6, 21-24.
- Van Boxtel, C., & Van Drie, J. (2006). Beter geschiedenisonderwijs met de canon? U-blad 8, 2 november 2006.
- Van Boxtel, C., & Van Drie, J. (2004). Historisch redeneren. Verschillen tussen beginners en experts. *Kleio*, 45 (1), 8-14.
- Van Boxtel, C., & Bol, C. (2002). Elektronische leeromgevingen. *Kleio*, 43 (6), 3-6.
- Van Boxtel, C., & Timmer, M. (2002). De Middeleeuwen in beeld. Samenwerken aan een afbeelding op de computer. *Kleio*, 43 (6), 9-16.
- Van Boxtel, C. (2000). Een goed gesprek is het halve werk. *Didactief & School*, 6, 30-31.
- Van Boxtel, C. (1999). Chronologische kennis. Wat, waarom en hoe? *Kleio* 40 (4), 2-11.
- Van Boxtel, C. (1998). Voorbereid op de Tweede Fase. Kleiogesprek met drie geschiedenissecties. *Kleio*, 39 (6), 2-9.
- Van Boxtel, C. (1997). Samenwerkend leren gericht op begripsontwikkeling. *NVOX. Tijdschrift voor natuurwetenschap op school*, 22 (10), 498-500.
- Van Boxtel, C. (1995). De complexiteit van begripsontwikkeling. *Kleio* 36 (2), 11-15.

Inaugural lecture

Vakdidactisch meesterschap Oratie 17 juni 2015 University of Amsterdam

Geschiedenis, Erfgoed en didactiek Oratie 20 februari 2009 Erasmus University Rotterdam.
Amsterdam: Erfgoed Nederland.

PhD thesis

Van Boxtel, C. (2000). *Collaborative concept learning: collaborative learning tasks, student interaction, and the learning of physics concepts*. Utrecht University.

PRESENTATIONS

Invited key-notes / presentations

Observing dialogue in the history classroom. Different approaches for analysing interaction of teachers and students. Seminar The role of dialogue in history education, Miraflores de la Sierra, Spain, March 11th-12th 2023.

Didactiek van de mens- en maatschappijvakken. Inzichten uit vakdidactisch onderzoek. Vakdidactische studiedag Almeerse Academische Opleidingschool (AAOS). Almere, 6 oktober 2022.

Dialogic history education: potential and challenges, December 6th 2021, University of Cambridge (online).

Professionalisering van leraren mens- en maatschappijwetenschappen en talen: de kracht van professionele leergemeenschappen, OPERA Conference, November 4th 2021, Amsterdam.

Historical thinking and reasoning. What we know – what we need to know. Key-note at the VI International Conference of History education, May 20th 2021. Murcia, Spain (online).

Historical knowledge as a resource for understanding past, present and future. What type of knowledge are we talking about? Keynote History Educators International Research Network (HEIRNET). April 7th 2021.

Bij de tijd. Geschiedenisonderwijs in beweging. Openingslezing Jubileumconferentie VGN, Slot Loevestein, 15 maart 2019.

Dialogisch onderwijzen over erfgoed. Dag van het geschiedenisonderwijs, Antwerpen, 16 februari 2019.

Historisch denken: leren en onderwijzen. Invited key-note at the Geschiedenisdag ICLON, Leiden, 16 November 2018.

Between standardization and pluralization. History education in the Netherlands. Invited contribution to the symposium Standardisierung oder Pluralisierung. Geschichtsunterricht in der "gespaltenen" Gesellschaft. Deutscher Historikertag, Münster, September 26th 2018.

Historical reasoning, Invited round table. Business meeting SIG History Teaching, AERA, New York, April 15th 2018.

Clues of historical reasoning and past understanding. Invited key-note at the International Symposium on Social Sciences Education, Valladolid, March, 22th 2018.

The perspective of international history education research. Invited key-note at the Geschichtsdidaktik-Tagung, Eichstätt, November 16th 2017.

Critical reflections on learning in museums. Invited lecture at the international symposium Museum Guides Now! Amsterdam, November 7th 2017.

Investigating historical reasoning in the classroom. Invited presentation at a seminar organised by the History in Education Special Interest Group and the University

College London, Institute of Education, London, October 16th 2017.

Bridging the gap between theory and practice: the potential of a transdisciplinary approach in history education research. Invited key-note at Geschichtsdidaktik Empirisch, Basel, September 8th 2017.

Analyzing students' reasoning in the history classroom: using domain-specific and general educational theories. Invited presentation, symposium Triangulation in History Education Research, Salzburg, May 11th, 2017.

Metahistorische concepten in geschiedenisdidactiek en onderwijs. Lezing op de Conferentie Vakdidactiek Nederlands in onderwijs en onderzoek, Ravenstein, 28 september 2017.

Vakdidactiek mens- en maatschappijvakken: nieuwe perspectieven en inzichten. Lezing op de VU-ILO Conferentie Samen Opleiden, Amsterdam, 6 april 2017.

Vakdidactisch Meesterschap. Presentatie op de Regionale Opleidingschool Amstelland Conferentie, Amsterdam, 15 februari 2017.

Vakdidactiek mens- en maatschappijvakken: nieuwe perspectieven en inzichten. Lezing op de VU-ILO Conferentie Samen Opleiden, Amsterdam, 6 april 2017.

Historical reasoning: the interplay of domain-general and domain-specific aspects, presentation International Workshop Interplay of domain-specific and domain-general aspects of scientific reasoning and argumentation skills, Munich, July 8th 2016.

Developing tasks for the formative assessment of historical causal reasoning, Invited presentation, International Expert Meeting Assessment of Historical Thinking, Hamburg, July 2nd 2016

Assessment of historical learning in the Netherlands and Flanders, Invited presentation, International Expert Meeting Assessment of Historical Thinking, Hamburg, July 1st

Erfgoedobjecten en verhalen: de relatie tussen beleven en leren, Invited lecture Expertmeeting Erfgoedonderwijs, Utrecht, 16 juni 2016.

Multiperspectiviteit en erfgoededucatie. Invited key-note, symposium Meerstemmig Erfgoed, Genk, 8 juni 2016.

Teaching historical reasoning. From 'knowing that' to 'thinking with'. Invited key-note at the International Workshop HiTCH, Hamburg, March, 4th, 2016

Vakdidactisch onderzoek. Invited lecture for the Conclaaf Vakdidactisch onderzoek van het Academisch Vormingscentrum voor Leraren, Katholieke Universiteit Leuven, 6 februari 2015, Gent.

'Dat was in de tijd van de Romeinen!' Hoe gaan leerlingen om met historische bronnen? Invited lecture for Nascholing Academisch Vormingscentrum voor Leraren (AVL), 14 januari 2015, Leuven.

Van geschiedenis geven naar geschiedenis doen. Historisch redeneren als kernactiviteit in de geschiedenisles. Invited key-note at the Studiedag commissie Pabo, 15 november 2014, Amsterdam.

Denken met historische kennis. Invited lecture at the VGN Didactiekconferentie, 8-9 november

2014, Vught.

Waarom staat dat gebouw daar, midden in ons dorp? De betekenis van erfgoededucatie in het onderwijs. Invited lecture at the Inspiratiemiddag Omgevingseducatie. March, 26 2014, Hilversum.

Zicht op erfgoededucatie. Invited lecture for Fontys master kunsteducatie, March, 20 2014, Tilburg.

Heritage as a resource for history learning: opportunities and challenges. Invited lecture at the Research School of Studies in Cultural History Seminar. August 29 2013, Stockholm.

Historical reasoning. Indispensable for students' engagement with the past in and outside the classroom. Invited key-note at the International Conference Geschichtsdidaktik Empirisch 12, Basel, February 16, 2013.

Erfgoed als primaire bron voor instructie: verbeelden, onderzoeken en betekenis geven. Invited lecture at the Landelijke Netwerkdag Erfgoededucatie. November 5, 2012, Lelystad.

Erfgoededucatie. Invited key-note at the symposium *Erfgoed- en kunsteducatie verenigd*. Maart 12, 2012, Den Bosch.

Taalrijk geschiedenisonderwijs: taalproblemen als uitdaging. Invited lecture at 1^e Nationale docentencongres geschiedenis, Malmberg. Januari 27, 2012, Den Bosch.

Enhancing domain-specific discourse in the classroom: the example of historical reasoning. Invited key-note (with Jannet van Drie), EARLI (European Association of Research on Learning and Instruction) Conference, September 2, 2011, Exeter, UK.

History Teacher Education in the Netherlands. Invited lecture at the Konferenz für Geschichtsdidaktik, October 8, 2011, Augsburg.

Het gebruik van canons in erfgoededucatie. Invited lecture at the symposium Kruidnagels, kanonnen en canons, organized by Landelijk Steunpunt Educatie Molukkers, November 30, 2011, Utrecht.

Wat is de definitie van erfgoededucatie? Invited presentation at Erfgoedarena van de Reinwardt Academie. November 23, 2011, Amsterdam.

Erfgoed als venster op nationale en wereldgeschiedenis: het slavernijverleden in de geschiedenisles. Invited key-note at the EUR Nascholingsconferentie geschiedenis, Oktober 14, 2011, Rotterdam.

Van vaderlandse geschiedenis tot canon. Het voortdurende debat over nationale geschiedenis in Nederland. Invited lecture at the KNAW, SWR Hendrik Muller Zomer Seminar, Juni 24, 2011, Leusden.

Kwaliteitscriteria voor erfgoededucatie. Invited lecture at the Expertmeeting Kwaliteitscriteria Erfgoededucatie, April 18, 2011, Amsterdam.

Erfgoededucatie: Wat wordt eigenlijk geleerd? Invited key-note at the Symposium Jongeren en monumenten, Januari 20, 2011, Amsterdam.

Something to talk about: the potential of a dynamic approach of heritage in heritage education. Invited lecture at the 17th EUROCLIO Annual International Professional Development Conference, March 22-28, 2010, Nijmegen.

Erfgoededucatie in de multiculturele klas. Invited key-note at the Conferentie Pabonetwerken Natuur, Milieu & Techniek, Aardrijkskunde, Geschiedenis: De Rijke Leeromgeving, April 7, 2010, Utrecht.

Kraaltjes rijgen of edelsmeden? Invited key-note at the Lio-dag geschiedenis, Maart 30, 2009, Utrecht.

Inbedding van erfgoededucatie in het primair onderwijs, Invited lecture at the symposium Erfgoed en kunst in het primair onderwijs, Februari 11, 2009, Zaandam.

Canon: probleem of kans? Invited lecture at the symposium culturele canon en kunsteducatie, Fontys master kunsteducatie, December 15, 2008, Den Bosch.

Waarom leren kinderen van erfgoededucatie? Invited lecture at Slotconferentie Erfgoed à la Carte, September 24, 2008, Utrecht.

Presentations (international)

Van Boxtel, C., Baars, B., Van Riessen, M., & Booden, M. (2023). Learning about crime, rebellion and punishment. Designing meaningful inquiry tasks with digital sources to promote historical reasoning. XXII International Conference of History Education. 31-5-2023. Murcia, Spain.

Van Boxtel, C., de Groot-Reuvekamp, M., & Potjer, Y. (2022). *What to teach in history class? Principles for the selection and description of contents for the new Dutch historical frame of reference.* Presented at the History Educators International Research Network Conference (Amsterdam, 31-8-2022).

Van Boxtel, C., de Leur, T., & de Groot-Reuvekamp, M. (2022). *Powerful teaching approaches for history in primary school.* Presented at the History Educators International Research Network Conference (Amsterdam, 31-8-2022).

Van Boxtel, C. (2021). *Intervention studies in history education.* History Educators International Research Network, August 2022 (online)

Van Boxtel, C. (2019). *History textbooks: constraints and affordances for historical thinking and multiperspectivity.* Symposium organized at the EARLI Conference, Aachen, August 14, 2019.

Van Boxtel, C. (2019). *Authentic assessment of students' reasoning about social problems.* Paper presented at the EARLI Conference, Aachen, August 16 2019.

Van Boxtel, C. (2019). *Enhancing historical reasoning: measuring and developing students' epistemological understanding.* Introduction to the EARLI sponsored international research seminar, September 9th, Amsterdam.

Van Boxtel, C., Hemker, A., Klijnsma, T., & Ruijs, G. (2017). *Mixed-method approaches: design of authentic assessment tasks.* Presentation at Geschichtsdidaktik-Tagung, Eichstätt, November 17th 2017.

Van Boxtel, C. (2017). *Making history relevant. Learning about the history of democracy through challenging group tasks.* Paper presented at the EARLI Conference, Tampere, August 30th 2017.

Van Boxtel, C., Schuitema, J., Palha, S., & Peetsma, T. (2017). *Enrichment of history learning*

- with challenging group tasks: effects on students' historical reasoning and knowledge.*
Paper presented at the AERA Conference, San Antonio, April 29th 2017.
- Van Boxtel, C. (2016). *High-ability students' reasoning in an enrichment program in history: a case study*, presentatie EARLI-SIG symposium Inquiry and Argumentation: Education for thinking, Gent, 23 augustus 2016
- Van Boxtel, C. (2016). *Leren in de maatschappijvakken: lezen, schrijven en spreken of begrijpen en redeneren?* Keynote, Werkconferentie Werken aan vaktaal, Amersfoort, 30 november 2016
- Van Boxtel, C. & Van Drie, J. (2013). *Engaging students in historical reasoning: the need for dialogic history education*. Paper presented at the International Seminar Research in Historical Culture and History Education. Madrid, December 6th.
- Van Boxtel, C. & Van Drie, J. (2013). *Knowledge and strategies that afford historical contextualization*. Paper presented at the EARLI Conference, August 27th-31th, Munich.
- Van Boxtel, C. (2013). *Teaching history with heritage: can we create good practices?* Key-note at the International Conference 'Tangible Pasts? Questioning heritage education, June 6th-7th, Rotterdam.
- Van Boxtel, C. (2013). *National history in the Dutch curriculum: grand narrative, threading beads or exemplar?* Geschichtstage, February 8th, Freiburg.
- Van Drie, J., Havekes, H., & Van Boxtel, C. (2012). *Pedagogies integrating knowing and doing history. The role of the task and the teacher*. Paper presented at the AERA Conference, April 16th, Vancouver.
- Van Boxtel, C. (2012). *Historical images as mediational tools in collaborative history learning*. Paper presented at the mini-symposium 'Historical sources in Mathematics and History class: what can we learn from each other's research?' February 1st, Amsterdam.
- Van Boxtel, C. (2011). *What's in a name? The multiple meanings of heritage education*. International expertmeeting Theorizing and exploring opportunities of heritage education, November 17th, Amsterdam.
- Van Boxtel, C., & Logtenberg, A. (2011). *Conceptual change in history: a process study on how students respond to a concept that has a different meaning applied to present and historical situations*. Paper presented at the EARLI Conference, August 30 – September 3, Exeter, UK.
- Van Boxtel, C., Van Drie, J., & Havekes, H. (2011). *Contextualization as a key-component of historical thinking: Dutch experiences*. Paper presented at the AERA Conference, April 8-12, New Orleans.
- Van Boxtel, C. (2010). *Experiencing the past outside school. Towards a framework for heritage education*. Paper presented at the 21st International Congress of Historical Sciences, August 25th, Amsterdam.
- Van Boxtel, C., & Logtenberg, A. (2010). *Familiar and yet strange: A study on how students deal with concepts that have a different meaning when applied to present and historical situations*. Paper presented at the EARLI SIG meeting Conceptual Change, May 25-27, Leuven.

- Van Boxtel, C., & Van Drie, J. (2010). *An integrative framework for studying students' historical reasoning*. Paper presented at the AERA Annual Meeting, April 30 - May 4, Denver.
- Van Boxtel, C. & Van Drie, J. (2009). *A theoretical framework for analyzing historical reasoning*. Paper presented at the EARLI conference, August 25-30, Amsterdam.
- Van Boxtel, C. (2007). *Picturing colligatory concepts in history: effects of student-generated versus presented drawings*. EARLI Conference, August 28 – September 1, Budapest.
- Van Boxtel, C. (2007). *Dutch research on history education. An overview of key issues, methods and outcomes*. VGN-HTEN-GSTL-EUROCLIO conference The professional Teaching of History: UK and Dutch perspectives, June 22-24, Amsterdam.
- Van Boxtel, C., & Van Drie, J. (2007). *Towards a framework for analyzing historical reasoning*. Studiedag Historische documenten in de geschiedenisles: uitdagingen en valkuilen, February 27-28, Leuven.
- Van Boxtel, C., & Van Rijn, M. (2006). *Picturing colligatory concepts in history: effects of student-generated versus presented drawings*. EARLI SIG Text and Graphics Comprehension, Nottingham, UK.
- Van Boxtel, C., & Van Drie, J. (2004). *Historical reasoning: a comparison of how experts and novices contextualise historical sources*. Historical Education International Research Network (HEIRNET) Conference, June 16-18, Ambleside, UK.
- Van Boxtel, C., Van Drie, J., & Kanselaar, G. (2004). *Using representational tools to support historical reasoning in CSCL*. AERA Annual Meeting, April 12-16, San Diego.
- Van Boxtel, C., & Van Drie, J. (2003). *Collaborative reasoning as a key concept for analyzing classroom discourse*. EARLI Conference, August, 36-30, Padua.
- Van Boxtel, C. (2002). *Small group collaboration compared with teacher-guided collaboration in the whole class*. ISCRAT Conference, Amsterdam.
- Van Boxtel, C. (2000). *Dialogic physics learning*. EARLI SIG-meeting Social Interaction in Learning and Instruction, Oulu, Finland.
- Van Boxtel, C., van der Linden, J.L., & Kanselaar, G. (2000). *The use of textbooks as a tool during collaborative physics learning*. ECER Conference, Edinburgh, UK.
- Van Boxtel, C., van der Linden, J.L., & Kanselaar, G. (1999). *The influence of task characteristics on the social construction of conceptual understanding*. EARLI Conference, August 24-28, Göteborg, Sweden.
- Van Boxtel, C., van der Linden, J.L., & Kanselaar, G. (1999). *Learning physics concepts through social interaction*. EARLI Conference, August 24-28, Göteborg, Sweden.

Presentations (national)

- Van Boxtel, C., & Bark, M. (2023). *Krachtige kennis: wat heeft het nieuwe tijdvakkenkader te bieden? 7e Nationaal Geschiedenisonderwijs Congres*. 17 maart 2023, Bunnik.
- Van Boxtel, C. (2022). *Meer over minder: met lokaal erfgoed werken aan historische vaardigheden*. Workshop Dichtbijscholing. Lokaal erfgoed in de klas. 16 november 2022, Noordbrabants Museum, Den Bosch.

- Van Boxtel, C., Bosch, M., Houwen, A., & Lafrarchi, N. (2022). *Geschiedenis doceren in een globaliserende wereld: vernieuwing van het tijdvakkenkader*. Presented with M. Van Boxtel, (2021). Curriculumonderzoek in de mens- en maatschappijvakken, Onderwijs Research Dagen, July 9th 2021, Utrecht (oline).
- Bosch, A. Houwen and N. Lafrarchi at the Historicedagen (Rotterdam, 26-8-2022).
- Van Boxtel, C. (2021). *Helicopteren over het curriculumlandschap. Curriculumonderzoek in de mens- en maatschappijvakken*. Onderwijs Research Dagen, 9 juli 2021.
- Van Boxtel, C. (2019). *Teaching historical thinking and reasoning. What does it look like in the classroom?* Research Afternoon Education. Research Institute Child Development and Education, May 14th 2019.
- Van Boxtel, C. (2018). *Historisch contextualiseren*. Presentation at the symposium Context als gids in een vreemd verleden, Stadslyceum, Groningen, 18 October 2018
- Van Boxtel, C., Hemker, A., Klijnstra, T., & Ruijs, G. (2017). Denkvaardigheden en begripskennis toetsen met authentieke taken. Presentation at the Symposium Maatschappij-wetenschappen. Amsterdam, 1 december 2017.
- Van Boxtel, C. & Knol, J. (2017). *Authentieke toetstaken voor denkvaardigheden – Maatschappijwetenschappen*. Presentation at the NRO Conferentie Onderwijs en Onderzoek, Amersfoort, 1 november 2017.
- Van Boxtel, C. (2017). *Denk- en redeneervaardigheden onderwijzen. Wat heeft vakdidactisch onderzoek te bieden?* Presentation at the Regionale Opleidingschool Amstelland Conferentie, Amsterdam, 15 februari 2017.
- Van Boxtel, C. (2016). *Onderwijzen van historisch denken en redeneren*, presentation at the VGN Geschiedenisconferentie, Rotterdam, 4 maart 2016
- Van Boxtel, C. (2016). *Koersen op kennis*, paneldiscussion VOR divisie curriculum, Rotterdam, 27 mei 2016
- Van Boxtel, C. (2014). *Leren over erfgoed: aanzet tot een leerlijn*. Presentation at Onderzoeksconferentie Cultuureducatie en participatie, 24 november 2014, Utrecht.
- Van Boxtel, C. (2012). Betekenisvol leren. Inleiding op het symposium 'Betekenisvol leren in erfgoed-, media en kunsteducatie' (organisatie C. van Boxtel) at the *Onderzoeksconferentie Cultuureducatie*. 21 juni, Rotterdam.
- Van Boxtel, C. (2010). *Erfgoededucatie: ervaren en betekenis geven*. Presentation at the Digitaal Erfgoed Conferentie, December 7-8, Rotterdam.
- van Boxtel, C. (2009). *Geschiedenis, erfgoed en didactiek*. Presentation at the Center for Historical Culture Research Group meeting, Maart 19, Rotterdam.
- Van Boxtel, C. (2008). *Vakintegratie in de mens en maatschappijvakken: tussenrapportage literatuurstudie en methodenanalyse*. Presentation at the Symposium 'Samenwerken aan Vakdidactiek', April 11, Amsterdam.
- Van Boxtel, C. (2007). *Een studie naar contextualiseren*. Presentation at the Opleidersdag Universitaire Vakdidactici Geschiedenis, Utrecht.

- Van Boxtel, C., & Van Drie, J. (2005). *Historische kennis en het contextualiseren van historische verschijnselen: een expert-novietenstudie*. Presentation at the Onderwijs Research Dagen, Gent.
- Van Boxtel, C., & van Drie, J. (2004). *Geschiedenis leren: kennis of vaardigheden?* Presentation at the Onderwijs Research Dagen, Utrecht.
- Van Boxtel, C. (2003). *Het schoolboek van de toekomst*. SISWO Conferentie, Amsterdam.