



Sarah Doumen

Stafmedewerker Onderwijs
Universiteit Hasselt

Vakgebied Educational psychology (onderwijspsychologie),
(beleidsondersteunend) onderzoek overgang secundair-hoger onderwijs
en studiesucces in het hoger onderwijs

Geboortedatum 26/07/1980

Functie Stafmedewerker Onderwijs (Faculteit Wetenschappen)

Contact sarah.doumen@uhasselt.be

dr. Sarah Doumen is stafmedewerker onderwijs bij de nieuwe opleiding Master in materiomics (WET). Ze was voorheen o.a. postdoc met specialisatie in onderzoek van onderwijs. Daarnaast heeft ze ruime ervaring inzake algemene statistische data-analyse en rapportering. Haar huidige onderzoek focust op interdisciplinair hoger onderwijs in de wetenschappen.

Projecten

2004-2008 Doctoraatsonderzoek KU Leuven - *Teacher-child relationship quality and children's early school adjustment: Measurement, direction of effects, and intervening mechanisms*, o.l.v. Prof. dr. Karine Verschueren (KU Leuven), dr. Helma Koomen (Universiteit van Amsterdam)

2009-2010 Postdoctoraal mandaat bijzonder onderzoeksfonds - kort KU Leuven - *School adjustment trajectories at the transition from kindergarten to elementary school*, o.l.v. Prof. dr. Karine Verschueren (KU Leuven)

2010-2012 Onderzoeksproject Universiteit Hasselt *Studietijd: Een kernvariabele in actief en zelfstandig studeren* o.l.v. Prof. dr. Chris Masui, Prof. dr. Jan Broeckmans en Prof. dr. Geert Molenberghs (UHasselt)

2012-2020 Onderzoeksproject Universiteit Hasselt - *Begeleiding van de overgang secundair-universitair onderwijs*, o.l.v. Prof. dr. Erna Nauwelaerts (UHasselt)

Werkervaring

KU Leuven/Onderzoeker

Periode 10 2004 - 12 2012, Leuven

Doctoraatsbursaal, (postdoctoraal) wetenschappelijk medewerker

Deeltijds (verschillende percentages) of voltijds

Universiteit Hasselt/Onderzoeker

Periode 11 2010 - 01 2020, Diepenbeek/Hasselt

Navorser-master/doctor-navorser/doctor-assistent (verschillende types contracten) bij onderzoeksprojecten omtrent onderzoek van onderwijs (zie bovenstaande opsomming bij 'projecten')

Deeltijds (verschillende percentages) of voltijds

Universiteit Hasselt/Stafmedewerker

Onderwijskunde/Onderwijs Faculteit Wetenschappen

Periode 04 2020 - heden, Diepenbeek

Procesbegeleider aanvraagdossier nieuwe opleiding Master in Materiomics, stafmedewerker onderwijs ter ondersteuning van opleidingen Wetenschappen

Deeltijds-voltijds

Universiteit Hasselt/Onderzoeker

01 2022 - 01 2023

Navorser-Expert (50%, School voor Educatieve Studies)

Opleiding

KU Leuven/Kandidaat in de Psychologie

1998-2000

KU Leuven/Licentiaat in de Psychologie

2000-2003

Limburgs Universitair Centrum (de huidige Universiteit

Hasselt)/Gediplomeerde in de aanvullende studies Applied Statistics

2003-2004

KU Leuven/Doctor in de Psychologie

2004- 12/2008

Vaardigheden en publicaties

ORCID ID: <https://orcid.org/0000-0003-4208-4751>

Key skills:

- Ruime achtergrond in onderzoek van onderwijs, met de laatste jaren focus op studiesucces in het hoger onderwijs
- Ervaring met verschillende algemene statistische data-analyses en statistische programma's (SPSS, SAS, MPlus, Lisrel,...)
- Expert schriftelijke rapportering:
 - Verschillende artikels in tijdschriften gepubliceerd (zowel wetenschappelijke als niet-wetenschappelijke, Nederlandstalige als Engelstalige artikels).
 - Ervaring met beleidsdocumenten (bv. meegeschreven aan de aanvraagdossiers voor de nieuwe master in Materiomics, beleidsondersteunend onderzoek verricht aan UHasselt)

Publicaties:

Artikels in peer-reviewed wetenschappelijke tijdschriften (A1)

Emmers, E., Doumen, S., do Nascimento Rocha, M., & Struyven, K. (2024). Blok voor blok. Is een korter, intensief bloksysteem het hoger onderwijs van de toekomst? Een kritische reflectie op basis van de recente literatuur. *Tijdschrift voor Onderwijsrecht en Onderwijsbeleid (T.O.R.B.)*, 2023-2024(4), 240-248.

Doumen, S., Baeten, D., Notermans, J., Denolf, K., Vandewal, K., Vandamme, D., Nesladek, M., Graulus, G.-J., Vanpoucke, D.E.P., Van Bael, M., Vanderzande, D., & Hardy, A. (2023). De ontwikkeling van een interdisciplinair futureproof curriculum in de bètawetenschappen. *TH&MA Hoger Onderwijs*, 30(3), 31-37.

Emmers, E., Stevens, R., Doumen, S., Everaert, L., Decabooter, I., Engelen, I., Jansen, D., & Pulinx, R. (2023). Lessen uit het Eurydice-rapport: een Vlaamse reflectie over kansgelijkheid en inclusie in het hoger onderwijs. *Tijdschrift voor Hoger Onderwijs*, 41(4), 362-380.

Nauwelaerts, E. & Doumen, S. (2023). Application of The Learning Strategies and Motivation Questionnaire (LEMO) at the university: reliability and relation to first-year GPA. *International Journal of Higher Education*, 12(6), 21-39. <https://doi.org/10.5430/ijhe.v12n6p21>

Nauwelaerts, E., Doumen, S., & Verhaert, G. (2023). Guiding students' transition to university: which student factors to include? *International Journal of Higher Education*, 12(2), 86-100. <https://doi.org/10.5430/ijhe.v12n2p86>

Weyns, T., Colpin, H., Engels, M.C., Doumen, S., Verschueren, K. (2019). The relative contribution of peer acceptance and individual and class-level teacher-child interactions to kindergartners' behavioral development. *Early Childhood Research Quarterly*, 47, 259-270. (UHasselt affiliation)

Nauwelaerts, E., Doumen, S., Verhaert, G., Molenberghs, G., & De Schepper, L. (2018). Een nieuw oriënteringsinstrument – met hoge correlatie met reëel studiesucces – voor de begeleiding van de studiekeuze naar de universiteit toe. *Tijdschrift voor Onderwijsrecht en Onderwijsbeleid (T.O.R.B.)*, 2018-2019 (1-2), 90-96.

Nauwelaerts, E., & Doumen, S. (2016). De belangrijkste studentfactoren voor studiesucces in het hoger onderwijs: een grootschalig literatuuronderzoek. *Tijdschrift voor Onderwijsrecht en Onderwijsbeleid*, 2015-2016 (5), 373-385.

Nauwelaerts, E., & Doumen, S. (2015). Selectie- en oriënteringsproeven doorstaan de toetsing niet. Op zoek naar een andere aanpak. *TH&MA: Tijdschrift voor Hoger onderwijs & Management*, 2015 (2), 18-25.

De Laet, S., Colpin, H., Vervoort, E., Doumen, S., Van Leeuwen, K., Goossens, L., Verschueren, K. (2015). Developmental trajectories of children's behavioral engagement in late elementary school: Both teachers and peers matter. *Developmental Psychology*, 51 (9), 1292-1306.

Vervoort, E., Doumen, S., Verschueren, K. (2015). Children's appraisal of their relationship with the teacher: Preliminary evidence for construct validity. *European Journal of Developmental Psychology*, 12 (2), 243-260.

Cadima, J., Doumen, S., Verschueren, K., Leal, T. (2015). Examining teacher-child relationship quality across two countries. *Educational Psychology*, 35 (8), 946-962.

Cadima, J., Doumen, S., Verschueren, K., Buyse, E. (2015). Child engagement in the transition to school: Contributions of self-regulation, teacher-child relationships and classroom climate. *Early Childhood Research Quarterly*, 32, 1-12.

Nauwelaerts, E., Doumen, S., & De Schepper, L. (2014). Effectiviteit van toelatingsproeven. *Tijdschrift voor Onderwijsrecht en Onderwijsbeleid*, 1-2, 79-85.

Vervoort, E., Bosmans, G., Doumen, S., Minnis, H., Verschueren, K. (2014). Perceptions of self, significant others, and teacher-child relationships in indiscriminately friendly children. *Research in Developmental Disabilities*, 35, 2802-2811.

De Laet, S., Doumen, S., Vervoort, E., Colpin, H., Van Leeuwen, K., Goossens, L., Verschueren, K. (2014). Transactional links between teacher-child relationship quality and perceived versus sociometric popularity: A three-wave longitudinal study. *Child Development*, 85 (4), 1647-1662.

Verschueren, K., Cadima, J., Doumen, S. (2014). De rol van leerkracht-kind interacties in de ontwikkeling van probleemgedrag tijdens de transitie naar de lagere school. *Pedagogische Studiën*, 91 (5), 318-331. (UHasselt affiliation)

Doumen, S., Broeckmans, J. & Masui, C. (2014). The role of self-study time in freshmen's achievement. *Educational Psychology: An International Journal of Experimental Educational Psychology*, 34 (3), 385-402.

Masui, C., Broeckmans, J., Doumen, S., Groenen, A., & Molenberghs, G. (2014). Do diligent students perform better? Complex relations between student and course characteristics, study time, and academic performance in higher education. *Studies in Higher Education*, 39 (4), 621-643.

Wouters, S., Doumen, S., Germeijs, V., Colpin, H., & Verschueren, K. (2013). Contingencies of self-worth in early adolescence: The antecedent role of perceived parenting. *Social Development, 22*, 242-258.

Doumen, S., Smits, I., Luyckx, K., Duriez, B., Vanhalst, J., Verschueren, K., & Goossens, L. (2012). Identity and perceived peer relationship quality in emerging adulthood: The mediating role of attachment-related emotions. *Journal of Adolescence, 35*, 1417-1425. Special issue section on The Intersection of Identity Development Processes and Peer Relationship Experiences.

Verschueren, K., Doumen, S., & Buyse, E. (2012). Relationships with mother, teacher, and peers: Unique and joint effects on young children's self-concept. *Attachment & Human Development, 14*, 233-248. Special issue on Teacher-Child Relationships from an Attachment Perspective. Joint first author.

Doumen, S., Koomen, H. M. Y., Buyse, E., Wouters, S., & Verschueren, K. (2012). Teacher and observer views on student-teacher relationships: Convergence across kindergarten and relations with student engagement. *Journal of School Psychology, 50*, 61-76.

Doumen, S., Buyse, E., Colpin, H., & Verschueren, K. (2011). Teacher-child conflict and aggressive behaviour in first grade: The intervening role of children's self-esteem. *Infant and Child Development, 20*, 449-465.

Smits, I., Doumen, S., Luyckx, K., Duriez, B., & Goossens, L. (2011). Identity styles and interpersonal behavior in emerging adulthood: The intervening role of empathy. *Social Development, 20*, 664-684.

Bossaert, G., Doumen, S., Buyse, E., & Verschueren, K. (2011). Predicting children's academic achievement after the transition to first grade. *Journal of Applied Developmental Psychology, 32*, 47-57.

Buyse, E., Verschueren, K., & Doumen, S. (2011). Preschoolers' attachment to mother and risk for adjustment problems in kindergarten: Can teachers make a difference? *Social Development, 20*, 33-50.

Doumen, S., Verschueren, K., Buyse, E., De Munter, S., Max, K., & Moens, L. (2009). Further examination of the convergent and discriminant validity of the Student-Teacher Relationship Scale. *Infant and Child Development, 18*, 502-520.

Doumen, S., Verschueren, K., & Buyse, E. (2009). Children's aggressive behaviour and teacher-child conflict in kindergarten: Is teacher perceived control over child behaviour a mediating variable? *British Journal of Educational Psychology, 79*, 663-675.

Doumen, S., Verschueren, K., & Buyse, E., Germeijs, V., Luyckx, K., & Soenens, B. (2008). Reciprocal relations between teacher-child conflict and aggressive behavior in kindergarten: A three-wave longitudinal study. *Journal of Clinical Child and Adolescent Psychology, 37*, 588-599.

Buyse, E., Verschueren, K., Doumen, S., Van Damme, J., & Maes, F. (2008). Classroom problem behavior and teacher-child relationships in kindergarten: The moderating role of the classroom climate. *Journal of*

School Psychology, 46, 367-391.

Andere artikels

Nauwelaerts, E., & Doumen, S. (2023). De overgang naar het hoger onderwijs: belangrijke leerlingfactoren en de rol van de klassenraad. *Impuls: Onderwijstijdschrift voor leidinggevendenden*, 53(4), 16-18.

Emmers, E., Saenen, L., & Doumen, S. (2023). CTRL-F - Op zoek naar inclusie in het onderwijs. *Caleidoscoop: Tijdschrift voor leerlingenbegeleiding vandaag en morgen*, 35(2), 8-17.

Buyse, E., Verschueren, K., & Doumen, S. (2010). De psychosociale ontwikkeling van jonge kinderen: Kunnen goede (relaties met) leerkrachten het verschil maken? *Caleidoscoop*, 22 (2), 11-19.

Doumen, S., Buyse, E., Verschueren, K. (2009). Agressief gedrag en conflict in de leerkracht-leerlingrelatie: een doorbreekbare spiraal? *Caleidoscoop*, 21(4), 4-9.

Doumen, S., Buyse, E., Verschueren, K. (2009). Agressief gedrag en conflict in de leerkracht-leerlingrelatie: een doorbreekbare spiraal? *Basis-Schoolwijzer*, 116 (17), 15-19. Herdruk van artikel in *Caleidoscoop*.

Poster- en paperpresentaties op internationale congressen

Baeten, D., Doumen, S., Notermans, J., Denolf, K., & Hardy, A. (2023, September). *The implementation of interdisciplinary employability skills in a futureproof materials science curriculum: a case study*. Paper gepresenteerd op EAIR Forum Linz 2023 Shaping the World of Change - Higher Education as a Key Enabler, Linz, Oostenrijk.

Do Nascimento Rocha, M., Doumen, S., Emmers, E., & Struyven, K. (2023, July). *Hoe inclusief is je pedagogiek? Een analytisch kader voor neoliberale tijden*. Paper gepresenteerd op de Onderwijs Researchdagen 2023, Amsterdam, Nederland.

Denolf, K., Doumen, S., Baeten, D., Notermans, J., & Hardy, A. (2023, April). *Challenges faced integrating an interdisciplinary learning line in a new master in material science*. Paper presented at the 7th Interdisciplinary Learning and Teaching Conference - 'Interdisciplinary Experiences: Transforming Perspectives', Anglia Ruskin University, Chelmsford, UK.

Doumen, S., Notermans, J., Denolf, K., Hardy, A., & Vandamme, D. (2022, September). *Curriculum design for a sustainable future: the case of the new master in materiomics*. Action atelier at the Higher Education Summit 2022 'Daring to transform learning for a future-proof economy', Hasselt, Belgium.

Doumen, S., Hardy, A., Notermans, J., & Denolf, K. (2022, June). *Designing an evidence-based interdisciplinary curriculum in science: the case of the new master in materiomics*. Poster presented at Fourth National Conference on Interdisciplinary Education - 'Interdisciplinary Education as a Pathway to Global Citizenship', Maastricht, the Netherlands.

Doumen, S., Denolf, K., Engelen, I., Notermans, J., Hardy, A., Blom, B., Carroll, D. (2021, October). *Interdisciplinary STEM education: wave of the future*. Panel discussion conducted at the 43rd Annual Association for

Interdisciplinary Studies Conference: Interdisciplinary Collaboration: Navigating Between Generosity and Rigor, Virtual conference of Southern Utah University, October 14-16, 2021.

Weyns, T., Colpin, H., Engels, M., Doumen, S., Verschueren, K. (2017, August). Peer acceptance and individual and class-level teacher-child interactions: A longitudinal study on their relative contribution to kindergartners' behavioral development. In K. Verschueren (Chair), *Interactions with teachers, peers and parents: Joint contributions to child development in school*. Symposium conducted at the EARLI 2017 Conference, Tampere, Finland. (UHasselt affiliation)

Weyns, T., Colpin, H., Doumen, S., Verschueren, K. (2016, May). Individual and class-level teacher-child interactions and peer acceptance: Their joint effects on kindergartners' behavioral development. In T. Weyns (Chair), *How peers influence behavior in childhood*. Symposium conducted at the VNOP conference, Wageningen, The Netherlands. (UHasselt affiliation)

Weyns, T., Colpin, H., Doumen, S., Verschueren, K. (2016, July). The effect of individual and class-level teacher-child interactions and peer acceptance on behavior development in kindergarten: A three-wave longitudinal study. In K. Verschueren, T. Weyns, & H. Koomen, *Teacher-student interactions: Importance for young children's development*. Symposium conducted at the ISPA conference, Amsterdam, Netherlands. (UHasselt affiliation)

Doumen, S. & Nauwelaerts, E. (2015, Juni). *Cruciale studentfactoren voor studiesucces in het hoger onderwijs: Literatuurstudie op basis van meta-analyses*. Poster gepresenteerd op de OnderwijsResearchDagen 'Verleidend onderwijsonderzoek - De sleutel naar succes', Leiden, Nederland.

Doumen, S., Masui, C., & Broeckmans, J. (2013, August). *The role of conscientiousness, time management and action-state orientation in freshmen's study time*. Paper presented at the 15th Biennial EARLI Conference for Research on Learning and Instruction: Responsible Teaching and Sustainable Learning, Munich, Germany.

Doumen, S., Cadima, J., Verschueren, K., & Leal, T. (2013, August). Classroom process quality and literacy skills in Portuguese and Belgian first grade classrooms. In M.-K. Lerkkanen (Chair), *The effect of classroom quality on children's language and literacy skills in the early school years*. Symposium conducted at the 15th Biennial EARLI Conference for Research on Learning and Instruction: Responsible Teaching and Sustainable Learning, Munich, Germany. (UHasselt affiliation)

De Laet, S., Doumen, S., Colpin, H., Vervoort, E., & Verschueren, K. (2013, April). Transactional links between teacher-child relationship quality and perceived versus sociometric popularity. In K. Verschueren & J. N. Hughes (Chairs), *Children's classroom relationships with teachers and peers: Further steps towards a conceptual model*. Symposium conducted at the Society for Research in Child Development Biennial Meeting, Seattle, US.

Verschueren, K., Cadima, J., & Doumen, S. (2013, April). Child aggressive behavior during the transition to school: unique and interactive contributions of observed teacher-child conflict and emotional support. In K. Runions (Chair), *Teacher-child relationship and children's social*

development: risk and protective processes. Symposium conducted at the Society for Research in Child Development Biennial Meeting, Seattle, US.

Vervoort, E., Doumen, S., Verschueren, K. (2013, April). *Children's view on the teacher-child relationship: Validation of the Child Appraisal of Relationship with Teacher Scale (CARTS).* Society for Research in Child Development Biennial Meeting, Seattle, US.

Doumen, S., Cadima, J., & Verschueren, K. (2012, December). *Child engagement in the transition to school: Contributions of self-regulation, teacher-child relationships and classroom climate.* Paper presented at the International Meeting of the Scientific Research Network 'Temperamental and cognitive vulnerability to the dysregulation of affect and behavior', Leuven, Belgium.

Verschueren, K., Doumen, S., & Buyse, E. (2012, April). Relationships with mothers, teachers, and peers: Unique and joint effects on young children's self-concept. In L. J. Harrison & K. Verschueren (Chairs), *Teacher-child relationships from an attachment perspective.* Symposium conducted at the International Conference on Interpersonal Relationships in Education, Vancouver, Canada.

Doumen, S., Broeckmans, J., & Masui, C. (2011, December). *The role of affective-motivational factors in freshmen's study time investment.* Paper presented at the Annual Research Conference of the Society for Research into Higher Education, South Wales, UK.

Wouters, S., Doumen, S., Germeijs, V., Colpin, H., & Verschueren, K. (2011, August). *Contingencies of selfworth in early adolescence relate to patterns of parenting.* Poster presented at the European Conference on Developmental Psychology, Bergen, Norway.

Vervoort, E., Doumen, S., Bosmans, G., & Verschueren, K. (2011, August). *Assessing behavioural characteristics of attachment disorders: Validation of the Relationship Problems Questionnaire.* Poster presented at the European Conference on Developmental Psychology, Bergen, Norway.

Verschueren, K., Doumen, S., & Buyse, E. (2011, August). *Relationships with mothers, teachers, and peers: Unique and joint effects on young children's self-concept.* Paper presented at the European Conference on Developmental Psychology, Bergen, Norway.

Doumen, S., Broeckmans, J., & Masui, C. (2011, June). *Study time and academic performance: A conditional relation?* Paper presented at the Annual Conference of the Education, Learning, Styles, Individual differences Network, Antwerp, Belgium.

Wouters, S., Doumen, S., Germeijs, V., Colpin, H., & Verschueren, K. (2011, June). *Contingencies of selfworth in early adolescence relate to patterns of parenting.* Poster presented at the Self Biennial International Conference, Québec, Canada.

Cadima, J., Doumen, S., Verschueren, K., & Leal, T. (2011, March). *Process quality in Belgian and Portuguese first grade classrooms.* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Montréal, Canada.

Doumen, S., Verschueren, K., Koomen, H., & Buyse, E. (2010, August). *Teacher and observer views on student-teacher relationships: Convergence across kindergarten and relations with student engagement*. Paper presented at the Biennial Meeting of the EARLI Special Interest Group 18 Educational Effectiveness (SIG EE), Leuven, Belgium.

Verschueren, K., Buyse, E., & Doumen, S. (2010, April). *Temperamental reactivity and psychosocial adjustment in kindergarten: The moderating role of teacher-child closeness*. In *Interpersonal relationships in kindergarten*. Symposium conducted at the International Conference on Interpersonal Relationships in Education, Boulder, Colorado, US.

Buyse, E., Verschueren, K., & Doumen, S. (2010, April). *Preschoolers' attachment to mother and risk for adjustment problems in kindergarten: Can teachers make a difference?* In *Interpersonal relationships in kindergarten*. Symposium conducted at the International Conference on Interpersonal Relationships in Education, Boulder, Colorado, US.

Smits, I., Doumen, S., Goossens, L., Duriez, B., & Vanhalst, J. (2009, August). *Identity styles and intimacy during adolescence: The mediating role of attachment to friends*. Poster presented at the Biennial Meeting of the European Society for Developmental Psychology (ESDP), Vilnius, Lithuania.

Doumen, S., & Verschueren, K. (2009, August). *Teacher perceived control over child behavior intervenes between young children's aggressive behavior and teacher-child conflict*. Poster presented at the 13th Biennial Conference Earli 2009, Amsterdam, The Netherlands.

Verschueren, K. E. F., Doumen, S., & Koomen, H. M. Y. (2009, April). *Teacher and observer views on student-teacher relationships: Convergence across kindergarten and relations with student engagement*. In K. E. F. Verschueren & H. Koomen (Chairs), *Measuring teacher-child relationship quality: The value of different perspectives and methods*. Symposium conducted at the Biennial Meeting of the Society for Research in Child Development, Denver, US.

Verschueren, K. E. F., Doumen, S., & Colpin, H. (2009, April). *Teacher-child conflict and aggressive behaviour in first grade: The intervening role of children's feelings about self and school*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, US.

Verschueren, K. E. F., Doumen, S., & Buyse, E. (2009, April). *Relationships with parents, peers, and teachers differentially predict young children's self-perceptions*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, US.

Smits, I., Doumen, S., Soenens, B., Luyckx, K., Goossens, L., & Duriez, B. (2009, April). *Identity styles and interpersonal behavior in adolescence: The mediating role of empathy*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, US.

Doumen, S., & Verschueren, K. E. F. (2009, April). *Teacher perceived control over child behavior intervenes between young children's aggressive behavior and teacher-child conflict*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, US.

Doumen, S., Verschueren, K., & Buyse, E. (2008, July). *Observed*

teacher-child interactions and teacher perceived relationship quality: Their concordance and associations with school engagement. In K. Verschueren & H. Koomen (Chairs), *Assessing teacher-child relationship quality using multiple methods and perspectives*. Symposium conducted at the 30th ISPA conference on 'School psychology in a changing society', Utrecht, The Netherlands.

Buyse, E., Verschueren, K., & Doumen, S. (2007, June). *Predicting the quality of teacher-child relationships in kindergarten: The importance of children's temperament and teacher behavior*. Poster presented at the International Research Meeting Temperament and Developmental Pathways to Psychopathology, Leuven, Belgium.

Doumen, S., Verschueren, K., & Buyse, E. (2007, March). *Reciprocal relations between teacher-child conflict and externalizing behavior in kindergarten: A three-wave longitudinal study*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, US.

Buyse, E., Verschueren, V., Van Damme, J., Maes, F., & Doumen, S. (2006, May). Nabijheid en conflict in de vroege leerkracht-kindrelatie: Het belang van predictoren op kind- en klasniveau. In J. Van Damme (Chair), *SIBO: Longitudinaal onderzoek in het basisonderwijs*. Symposium conducted at OnderwijsResearchDagen, Amsterdam, The Netherlands.

Poster- en paperpresentaties op nationale congressen en symposia

Doumen, S., Nauwelaerts, E., & Verhaert, G. (2024, April). *Toelichting succesfactoren studiesucces hoger onderwijs op basis van onderzoek UHasselt*. Keynote gepresenteerd op Ontmoetingsmoment secundair en hoger onderwijs van Odisee en Arteveldehogeschool, Gent.

Baeten, D., Doumen, S., Notermans, J., Denolf, K., & Hardy, A. (2023, December). Training students for the future workforce: the development of interdisciplinary skills in a science curriculum. In S. Doumen & K. Denolf (Chairs), *Interdisciplinary futureproof higher education*. Symposium conducted at the UHasselt conference 'Higher Education with Impact, Hasselt.

Doumen, S., Emmers, E., do Nascimento Rocha, M., & Struyven, K. (2023, December). Block by block: Is a shorter, intensive block system the higher education of the future? A critical reflection based on recent literature. In E. Emmers & K. Stuyven (Chairs), *Unleashing potential: Exploring pathways to inclusive higher education*. Symposium conducted at the UHasselt conference 'Higher Education with Impact, Hasselt.

Doumen, S., Nauwelaerts, E., & Verhaert, G. (2023, December). *De relatie tussen het studiekeuzeadvies van de klassenraad en studiesucces in het hoger onderwijs*. Poster gepresenteerd op het UHasselt congres 'Higher Education with Impact, Hasselt.

Engelen, I., Vaes, M., Doumen, S., Baeten, D., Vandewal, K., & Denolf, K. (2023, December). *STEM-competenties in actie: Toepassing van het STEMOOV-model in het hoger onderwijs*. Practice boost conducted at the UHasselt conference 'Higher Education with Impact, Hasselt.

Engelen, I., Vaes, M., Doumen, S., Baeten, D., Blom, B., & Denolf, K. (2023, December). *Probleemgestuurd onderwijs in de educatieve master ter verbinding met het secundair STEM-onderwijs*. Practice boost conducted

at the UHasselt conference 'Higher Education with Impact, Hasselt.

Notermans, J., Luyten, K., & Doumen, S. (2023, December). *The impact of an incremental and iterative teaching method on student learning and motivation*. Poster presented at the UHasselt conference 'Higher Education with Impact, Hasselt.

Doumen, S., Hardy, A., Notermans, J., & Denolf, K. (2022, July). *Evidence-based interdisciplinair onderwijs bij de nieuwe master in materiomics*. Poster gepresenteerd op Onderwijs Researchdagen 2022 'Escape the classroom', Hasselt.

Do Nascimento Rocha, M., Doumen, S., Struyven, K., & Verhaert, G. (2022, July). *Persona, shadow and symbolic violence: the case of university brochures and how they can inform decolonizing actions*. Discussietafel tijdens Onderwijs Researchdagen 2022 'Escape the classroom', Hasselt.

Vanpoucke, D. E. P., Doumen, S., Notermans, J., Denolf, K., & Hardy, A. (2022, May). *Physics for a sustainable future: the case of the new Master of Materiomics*. Poster gepresenteerd op BPS General Scientific Meeting 2022, Dessel.

Doumen, S., Notermans, J., & Hardy, A. (2022, May). *Het gebruik van een digitaal groeiportfolio om de competentieontwikkeling van studenten te maximaliseren*. Poster gepresenteerd op LNO2-congres 'Duurzame Digitale Transformatie', Brussel.

Do Nascimento Rocha, M., Doumen, S., Struyven, K., & Verhaert, G. (2022, April). *Persona, schaduw en symbolisch geweld: universitaire brochures en hoe ze dekoloniserende acties kunnen informeren*. Paper gepresenteerd op VFO-studiedag 'Onderzoek naar leren via lichaam én geest', Online.

Nauwelaerts, E. & Doumen, S. (2015, March). *Overgang SO-HO: Van selectietesten naar oriënteringstraject*. Workshop op uitnodiging van Vlaamse Vereniging van Studenten samen met Prof. dr. Marlies Lacante over *Verbinding van secundair naar hoger onderwijs (van toelatingsproef tot oriënteringstraject)*. Antwerpen: VVS-congres 'Naar een efficiënte oriëntering op het hoger onderwijs'.

Nauwelaerts, E. & Doumen, S. (2015, February). *Overgang SO-HO: Van selectietesten naar oriënteringstraject*. Workshop op uitnodiging van VLHORA, samen met Marlies Lacante. Thema van de workshop: *Verbinding van secundair naar hoger onderwijs (van toelatingsproef naar oriënteringstraject)*. Brussel: VLHORA congres 'Hogescholen krachtig in verbinding'.

Doumen, S. & Nauwelaerts, E. (2014, September). *Op zoek naar cruciale studentfactoren voor studiesucces in het hoger onderwijs: Wat zeggen de meta-analyses?* Poster gepresenteerd op VFO-SSL studiedag 'Het onderwijs van 12 tot 18: niet van secundair belang!', Leuven.

Doumen, S. (2013, May). *Resultaten van onderzoek over studietijd*. Workshop voor Studiedag Onderwijs BEW-VRK (UHasselt), Diepenbeek, Belgium.

Hayen, A., Doumen, S. & Nauwelaerts, E. (2013, March). *Begeleiding van de overgang secundair -universitair onderwijs*. Poster gepresenteerd op de VLOR meeting over 'De meerwaarde van het Aanmoedigingsfonds',

Brussel.

Doumen, S., Masui, C., Broeckmans, J., & Molenberghs, G. (2012, December). *Studietijd: Een kernvariabele in actief en zelfstandig studeren*. Poster gepresenteerd op de studiedag van het Vlaams Forum voor Onderwijsonderzoek, Antwerpen.

Cadima, J., Doumen, S., Verschueren, K., Peixoto, C., & Leal, T. (2012, May). Child and classroom predictors of the quality of teacher-child relationship. Poster presented at the BAPS-SEPEX meeting, Liège, Belgium.

Doumen, S., Broeckmans, J., & Masui, C. (2011, November). *De rol van affectief-motivationale factoren voor geïnvesteerde studietijd bij eerstejaarsstudenten*. Paper gepresenteerd op de studiedag van het Vlaams Forum voor Onderwijsonderzoek, Gent.

Vervoort, E., Doumen, S., Bosmans, G., Verschueren, K. (2011, September). *Diagnostiek van gehechtheidsstoornissen: uitdagingen en ondersteunende instrumenten*. Presentatie op het Vlaams Congres Kinder- en Jeugdpsychiatrie en Psychotherapie, Leuven.

Sels, J., Doumen, S., Wouters, S., & Verschueren, K. (2011, May). *Primary school-children's self-concept relates to the pattern of their relationships with parents, teachers, and peers*. Poster presented at the Annual Meeting of the Belgian Association for Psychological Sciences, Ghent, Belgium.

Doumen, S., Masui, C., & Broeckmans, J. (2011, May). *Affective-motivational factors predicting freshmen's study time investment*. Poster presented at the Annual Meeting of the Belgian Association for Psychological Sciences, Ghent, Belgium.

Buyse, E., & Doumen, S. (2010, September). *Het belang van de leerkracht-kindrelatie voor jonge kinderen: wetenschappelijke bevindingen en implicaties voor de praktijk*. Workshop op de Ontmoetingsdag Handelingsgericht werken in de klas: De leerkracht doet ertoe!, Gent.

Doumen, S., Vervoort, E., & Verschueren, K. (2010, May). *Attachment to mother and academic skills in elementary school: A moderating or mediating role of classroom relationships?* Poster presented at the Annual Meeting of the Belgian Association for Psychological Sciences, Brussels, Belgium.

Cadima, J., Doumen, S., Verschueren, K., & Leal, T. (2010, May). *Examining teacher-child processes in Portuguese and Belgian elementary schools*. Poster presented at the Annual Meeting of the Belgian Association for Psychological Sciences, Brussels, Belgium.

Buyse, E., Verschueren, K., & Doumen, S. (2009, October). *Observed temperamental risk and psycho-social adjustment in kindergarten: The moderating role of teacher-child closeness*. Poster presented at the Conference on "Changing Emotions" of the National Committee of Psychological Sciences of the Royal Academy of Belgium and the Contactforum of the Royal Flemish Academy of Belgium for Sciences and the Arts, Brussels, Belgium.

Doumen, S., Maras, S., Myncke, I., & Verschueren, K. (2009, June). *Child and teacher perceptions of teacher-child relationship quality and their association with children's self-concept*. Poster presented at the Annual

Meeting of the Belgian Association for Psychological Science, Brussels, Belgium.

Verschuereen, K., Doumen, S., & Buyse, E. (2008, May). *Unique and interactive effects of relationships with parents, peers, and teachers on young children's self-esteem*. Poster presented at the Meeting of the Belgian Association for Psychological Science, Leuven, Belgium.

Doumen, S., Verschuereen, K., Buyse, E. (2008, May). *Children's aggressive behavior and teacher-child conflict in kindergarten: Is teacher perceived control over child behavior an intervening variable?* Poster presented at the Annual Meeting of the Belgian Association for Psychological Science, Leuven, Belgium.

Extern rapport

Verschuereen, K., Buyse, E., Germeijs, V., Janssen, R., Magez, W., Van Nijlen, D., Buyse, G., Vangoetsenhoven, S., Arkens, T., & Doumen, S. (2011). *Evaluatie en aanpassing van de COVAAR-II*. Eindrapport EIF-project: KU Leuven, Faculteit Psychologie en Pedagogische Wetenschappen, Schoolpsychologie en Ontwikkelingspsychologie van Kind en Adolescent.

Intern rapport

Doumen, S., Emmers, E., Verhaert, G., do Nascimento Rocha, M., & Struyven, K. (april 2023). *Uitschrijving en heroriëntering in het eerste bachelorjaar aan UHasselt: een kwantitatieve analyse vanuit het perspectief van het kwartielsysteem*. UHasselt: intern onderzoeksrapport.

Bijkomende informatie

*** Studieverblijven in het buitenland**

Tijdens mijn 3e Licentie Psychologie heb ik enkele maanden onderzoeksstage gedaan op de afdeling Toegepaste Ontwikkelingspsychologie en Gerontopsychologie van de Universität Trier (Duitsland), o.l.v. Prof. Dr. S.-H. Filip (Trier) en Prof. Dr. A. Marcoen (KU Leuven). Periode: 01-09-2002 tot 31-12-2002.

*** Functies in wetenschappelijke organisaties**

Van 2014 tot 2020 was ik bestuurslid (vertegenwoordiger van de UHasselt) bij het Vlaams Forum voor Onderwijsonderzoek.

*** Peer-review activiteiten**

Ad-hoc reviewer:

Attachment & Human Development, British Journal of Developmental Psychology, British Journal of Educational Psychology, Child Development, Early Childhood Research Quarterly, Educational Psychology, European Journal of the Psychology of Education, Learning and Individual Differences, Studies in Higher Education,...

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