

Bianca van Bers

Curriculum Vitae

Personal details

Name Dr. B.M.C.W. (Bianca) van Bers
Address School of Psychology,
Queen's University
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Nationality Dutch

Academic employment and education

2015-present Research fellow at the School of Psychology, at Queen's University, Belfast, Northern Ireland
2013-2015 Postdoctoral researcher at the Department of Psychology (Developmental Psychology section), at the University of Amsterdam, the Netherlands
2007-2013 PhD student at the Department of Psychology (Developmental Psychology section), at the University of Amsterdam, the Netherlands. Dissertation on the dynamics, models, and mechanisms of the cognitive flexibility of preschoolers (advisor: Prof. dr. Maartje Raijmakers, co-advisor: dr. Ingmar Visser; successfully defended on march 20, 2014)
2002-2007 Studies of Psychology, University of Amsterdam, the Netherlands. Main subject: Developmental Psychology, (Research MSc programme, cum laude)
1998-2002 Owner design studio Biep & Lú vooral internet ontwerp, Eindhoven, the Netherlands
1992-1997 Studies of Industrial Design, Design Academy, Eindhoven, the Netherlands

Teaching and Mentoring

2014-2015 1st year BA Artificial Intelligence; teacher and coordinator of the course Introduction in Cognitive Psychology (6ec)
2014-2015 2nd year BA Artificial intelligence; teacher and coordinator of the course Brain and Cognition (6ec)
2007-2012 2nd year BA Psychology; teacher of Research Practice groups (10ec)
2013 3rd year BA Psychology; teacher of workgroups Introduction Developmental Psychology (4ec)
2008-2015 3rd year BA Psychology; mentoring Bachelor theses Developmental Psychology (9ec)

- 2014 3rd year BA Psychobiology; mentoring Internships
Psychobiology (18ec)
- 2008-2015 1st year MA Psychology; mentoring Master theses
Developmental Psychology (19-25ec)

Presentations

First-authored presentations at international events:

- Van Bers, B., Morsanyi, K., & McCormack, T. (2016). *Developmental Dyscalculia: Prevalence, Stability, Gender differences and Comorbidity*. Paper presentation at the British Psychological Society (BPS) Developmental section annual meeting, Belfast, UK.
- Van Bers, B., Morsanyi, K., O'Connor, P., & McCormack, T. (2016). *The link between order processing skills and maths abilities in developmental dyscalculia*. Poster presentation at the British Psychological Society (BPS) Developmental section annual meeting, Belfast, UK.
- Van Bers, B., Morsanyi, K., O'Connor, P., & McCormack, T. (2016). *Non-numerical ordering abilities predict mathematical skills: Evidence from children and adults*. Paper presentation at the British Psychological Society (BPS) Cognitive section annual meeting, Barcelona, Spain.
- Van Bers, B., Visser, I., & Raijmakers, M. (2015). *Training- and transfer effects of causally related feedback in the Dimensional Change Card Sorting task on preschoolers*. Poster presentation at the meeting of the Society for Research in Child Development (SRCD), Philadelphia, US.
- Van Bers, B., Visser, I., & Raijmakers, M. (2014). *Preschoolers learn to switch with causally related feedback*. Paper presentation at the British Psychological Society (BPS) developmental section annual meeting, Amsterdam, the Netherlands.
- Van Bers, B., Visser, I., & Raijmakers, M. (2012). *How flexible are preschoolers?* Paper presentation at Early SIG 5, Utrecht, the Netherlands.
- Van Bers, B., Visser, I., & Raijmakers, M. (2012). *How flexible are preschoolers?* Paper presentation at the meeting of the Jean Piaget Society (JPS), Toronto, Canada.
- Van Bers, B., Visser, I., & Raijmakers, M. (2012). *Do preschoolers form abstract or stimulus specific representations of sorting rules in the DCCS task?* Poster presentation at the Development of Executive Functions workshop, Utrecht, the Netherlands.
- Van Bers, B., Visser, I., & Raijmakers, M. (2011). *Do preschoolers form abstract or stimulus specific representations of sorting rules in the DCCS task?* Poster presentation at the Cognitive Development Society (CDS) meeting, Philadelphia, US.
- Van Bers, B., Visser, I., van Schijndel, T., Mandell, D., & Raijmakers, M. (2010). *Developmental Dynamics of the DCCS task*. Poster presentation at Mathematical Psychology, Amsterdam, The Netherlands.
- Van Bers, B., Visser, I., van Schijndel, T., Mandell, D., & Raijmakers, M. (2010). *Developmental Dynamics of the DCCS task*. Poster presentation at Cognitive Science, Amsterdam, The Netherlands.
- Van Bers, B., Visser, I., van Schijndel, T., Mandell, D., & Raijmakers, M. (2010).

Data-driven classification and learning effects in the DCCS task. Poster presentation at the meeting of the Society for Research in Child Development (SRCD), Denver, US.

First-authored presentations at national events:

- Van Bers, B. (2013). *Latent Markov models, the dynamics of development on the Dimensional Change Card Sorting task.* Oral presentation at methodological symposium, Amsterdam, the Netherlands.
- Van Bers, B., Visser, I., & Raijmakers, M. (2012). *How flexible are preschoolers?* Paper presentation at the meeting of the Vereniging voor Nederlandse Ontwikkelings Psychologen (VNOP), Wageningen, the Netherlands.
- Van Bers, B., Visser, I., van Schijndel, T., Mandell, D., & Raijmakers, M. (2010). *Developmental Dynamics of the DCCS task.* Paper presentation at the meeting of the Vereniging voor Nederlandse Ontwikkelings Psychologen (VNOP), Wageningen, the Netherlands.

Publications

Peer-reviewed journal articles

- Van Schijndel, T.J.P., Visser, I., van Bers, B.M.C.W., & Raijmakers, M.E.J. (2015). Preschoolers perform more informative experiments after observing theory-violating evidence *Journal of Experimental Child Psychology*, *131*, 104-119. Impact factor: 2.635.
- Van Bers, B.M.C.W., Visser, I., & Raijmakers, M.E.J. (2014). Preschoolers learn to switch with causally related feedback. *Journal of Experimental Child Psychology*, *126*, 91-102. Impact factor: 2.635.
- Van Bers, B.M.C.W., Visser, I., & Raijmakers, M.E.J. (2014). Preschoolers can form abstract rule representations regardless of cognitive flexibility. *Journal of Experimental Child Psychology*, *124*, 50-66. Impact factor: 2.635.
- Jansen, B.R.J., Hofman, A.D., Straatemeier, M., van Bers, B.M.C.W., Raijmakers, M.E.J., & van der Maas, H.L.J. (2014). The role of pattern recognition in children's exact enumeration of small numbers. *British Journal of Developmental Psychology*, *32*, 178-194. Impact factor: 1.957.
- Van Bers, B.M.C.W., Visser, I., van Schijndel, T.J.P., Mandell, D.J., Raijmakers, M.E.J. (2011). The dynamics of development on the Dimensional Change Card Sorting task. *Developmental Science*, *14*(5), 960-971. Impact factor: 4.278.
- Huizinga, H.M., van Bers, B.M.C.W., Plat, J., van den Wildenberg, W.P.M., & van der Molen, M.W. (2009). Task complexity enhances response inhibition deficits in childhood and adolescent ADHD: A meta-regression analysis. *Biological Psychiatry*, *65*, 39-45. Impact factor: 9.472.
- Jacobs, M., van Bers, B., Koek, I., Meijer, D., Plat, J., & van der Vorst, H. (2005). Gebruik van de WISC in 2002-2004. *Nederlands Tijdschrift voor de Psychologie*, *60*, 44-53. Impact factor: unknown.

Doctoral dissertation

- Van Bers, B.M.C.W. (2014). *Dynamics, models, and mechanisms of the cognitive flexibility of preschoolers.* PhD dissertation. Amsterdam, University of Amsterdam.

In preparation

Van Bers, B., Morsanyi, K., & McCormack, T. *Developmental Dyscalculia: Prevalence, Stability, Gender differences and Comorbidity.*

Van Bers, B., Morsanyi, K., O'Connor, P., & McCormack, T. *The link between order processing skills and maths abilities in developmental dyscalculia.*

Van Bers, B.M.C.W., Visser, I., & Raijmakers, M.E.J. *Stimulus novelty weakens children's representation of pre-switch rules in rule switching.*

Van Bers, B.M.C.W., Visser, I., & Raijmakers, M.E.J. *What aspects of feedback teach preschoolers to switch sorting rules?*

Van Bers, B.M.C.W., Kirkham, N., & Raijmakers, M.E.J. *Attention! The relation between focus and flexibility in preschool and early school aged children.*

Van Schijndel, T.J.P., van Es, S.E., Franse, R.K., van Bers, B.M.C.W., & Raijmakers, M.E.J. *Children's mental models of prenatal development.*