

Bianca van Bers

Curriculum Vitae

Personal details

Name Dr. B.M.C.W. (Bianca) van Bers
E-mail bianca@vanbersetal.com
Website www.vanbersetal.com
Nationality Dutch

Academic employment and education

2016-present Assistant professor at the Department of Psychology (Developmental Psychology section), at the University of Amsterdam, the Netherlands

2015-2016 Research fellow at the School of Psychology, at Queen's University, Belfast, Northern Ireland

2014-2015 Teacher at the Department of Psychology (Developmental Psychology section), at the University of Amsterdam, the Netherlands

2013-2014 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

2018 Obtained Basis Kwalificatie Onderwijs (BKO; University Teaching Qualification for scientific education). University of Amsterdam

2014-2018 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+2018	3 rd year BA Psychology; teacher of workgroups Introduction Developmental Psychology (4ec)
2008-2018	3 rd year BA Psychology; mentoring Bachelor theses Developmental Psychology (9ec)
2014+2018	3 rd year BA Psychobiology; mentoring Internships Psychobiology (18ec)
2008-2018	1 st year MA Psychology; mentoring Master theses Developmental Psychology (19-25ec)

Presentations

First-authored presentations at international events:

- Van Bers, B., Visser, I., & Raijmakers (2018). *The effect of different types of feedback on the cognitive flexibility of preschoolers*. Paper presentation at the meeting of the Jean Piaget Society (JPS), Amsterdam, the Netherlands.
- Van Bers, B., Visser, I., & Raijmakers (2018). *The effect of different types of feedback on the cognitive flexibility of preschoolers*. Poster presentation at the Budapest CEU Conference on Cognitive Development meeting, Budapest, Hungary.
- 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 Special Interest group 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., Morsanyi, K., & McCormack, T. (2017). *Developmental dyscalculia in Northern Ireland*. Poster presentation at Science Uncovered, Ulster museum, Belfast, UK
- Van Bers, B., Morsanyi, K., O'Connor, P., & McCormack, T. (2017). *Developmental dyscalculia is linked to order processing deficits*. Poster presentation at Science Uncovered, Ulster museum, Belfast, UK
- 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). *Children with developmental dyscalculia have order processing difficulties*. Poster presentation at the British Psychological Society (BPS) Developmental section annual meeting, Belfast, UK.
- Van Bers, B., Morsanyi, K., & McCormack, T. (2016). *Developmental Dyscalculia: Prevalence, Stability, Gender differences and Comorbidity*. Oral presentation at a professional development day for educational psychologists, 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*. Oral presentation at a professional development day for educational psychologists, Belfast, UK.
- 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., van Es, S.E., Franse, R.K., van Bers, B.M.C.W., & Raijmakers, M.E.J. (2018). Children's mental models of prenatal development. *Frontiers in Psychology*, 9, 1835, doi: 10.3389/fpsyg.2018.01835.

- Morsanyi, K., van Bers, B.M.C.W., McCormack, T., & McGourty, G. (2018). The prevalence of specific learning disorder in mathematics and comorbidity with other developmental disorders in primary school-age children. *British Journal of Psychology*, doi: 10.1111/bjop.12322.
- Morsanyi, K., van Bers, B.M.C.W., O'Connor, P.A., & McCormack, T. (2018). Developmental dyscalculia is characterized by order processing deficits: Evidence from numerical and non-numerical ordering tasks. *Developmental Neuropsychology*, doi: 10.1080/87565641.2018.1502294.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

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.M.C.W., Visser, I., & Raijmakers, M.E.J. *What feedback factors are key when preschoolers have to learn abstract rules?*
- 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.*