

Curriculum Vitae of Tamara van Gog

1. Personal information

Surname: van Gog
 First names: Tamara Antonia Josephina Maria
 Gender: Female
 Date and place of birth: June 18, 1979, Raamsdonk, The Netherlands
 Nationality: The Netherlands (NL)
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NB: As of November 1, 2009, I will be at the Institute of Psychology of the Erasmus University Rotterdam, The Netherlands; for contact details after November 1, 2009, please see <http://www.psyweb.nl/index.php?idPage=1144>

2. Education

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|-----------|---|
| 2002-2006 | PhD
Educational Technology Expertise Center, Open University of The Netherlands
PhD degree awarded April 28, 2006, with honors ; Dissertation:
<i>Uncovering the problem-solving process to design effective worked examples</i> |
| 1998-2001 | Master
Developmental and Educational Psychology program, specializing in Educational Psychology, Tilburg University, MA degree awarded August 17, 2001
<i>Practical report: Portfolio nader bekeken [A closer look at portfolios]</i>
<i>Research report: Effects of reflection prompts in an online study task on learning</i> |
| 1997-1998 | Bachelor
Psychology Department, Tilburg University, BA degree awarded September 1998 |

3. Employment

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| As of
11/2009 | Associate professor
Psychology Department, Erasmus University Rotterdam, The Netherlands |
| 06/2008-
10/2009 | Associate professor
Center for Learning Sciences and Technologies, Open University of The Netherlands |
| 11/2007-
06/2008 | Visiting researcher
Institut für Wissensmedien/Knowledge Media Research Center, Tübingen, Germany |
| 05/2006-
05/2008 | Assistant professor
Educational Technology Expertise Center, Open University of The Netherlands |
| 05/2002-
05/2006 | PhD student
Educational Technology Expertise Center, Open University of The Netherlands |
| 04/2002 | Data-analysis assistant in research project "Information Problem Solving"
Educational Technology Expertise Center, Open University of The Netherlands |
| 01-04/2002 | Data-analysis assistant in research project "Thinking Science"
joint project of APS, the national center for school improvement, and the Teacher Education Department of the Technical University Eindhoven |
| 03-12/2001 | Junior educational consultant
Department of Education, Fontys University of Applied Sciences |
| 02-08/2000 | Student assistant in Bachelor course "Developmental Psychology"
Psychology Department, Tilburg University |

4. Awards

- 2007 'Erik De Corte' Award for a Young and Promising Scholar in the Science of Learning and Instruction, awarded by the European Association for Research on Learning and Instruction (€1,200)

5. Grants

- 2008 **Veni** Grant, Netherlands Organization for Scientific Research (# 451-08-003).
Project: "*Do you see what I see? Stimulating students' reflection through example-based learning*" (€208,000)
- PROO** Grant for a PhD student project, Netherlands Organization for Scientific Research (# 411-07-152) awarded to Fred Paas (co-applicant) and myself (main applicant). Project: "*Fostering self-monitoring and self-regulation in learning to solve problems*" (≈ €200,000).
This project is part of an 'interlinked research project' called "Fostering self-monitoring and self-regulation in primary and secondary education", consisting of 3 PhD student projects: "Fostering self-monitoring and self-regulation in language learning", Erasmus University Rotterdam (main applicant: Anique de Bruin; co-applicant: Henk Schmidt), and "Neural mechanisms underlying self-monitoring and self-regulation in adolescence", Maastricht University (main applicant: Peter Stiers; co-applicant: Jelle Jolles).
- 2007 **Open Competition** Social Sciences Grant for a PhD student project, Netherlands Organization for Scientific Research (# 400-07-017) awarded to Jeroen van Merriënboer (main applicant) and myself (co-applicant).
Project: "*Improving learning through adaptive design of instructional animations: Interactions between segmentation, interactivity, and student expertise*" (≈ €200,000)
- Rubicon** Grant, Netherlands Organization for Scientific Research (# 446-07-001).
Research visit to the Institut für Wissensmedien/Knowledge Media Research Center, Tübingen, Germany (15-11-07 until 15-06-08). Project: "*May I have your attention please! Expert eye movements as a catalyst for students' transfer ability*" (€14,410)

6. Scientific activities

6.1 Research Projects

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| Starting | Fostering self-monitoring and self-regulation in learning to solve problems (NWO |
| 12/2009 | PROO grant, # 411-07-152) (supervisor) |
| 12/2008- | Critical thinking in higher economics education (supervisor) |
| 12/2012 | |
| 11/2008- | Do you see what I see? Stimulating students' reflection through example-based |
| 11/2011 | learning (NWO Veni grant, # 451-08-003) (primary investigator) |
| 05/2008- | Improving learning through adaptive design of instructional animations: Interactions |
| 05/2012 | between segmentation, interactivity, and student expertise (NWO Open Competition grant, # 400-07-017) (supervisor) |
| 11/2007- | May I have your attention please! Expert eye movements as a catalyst for students' |
| 06/2008 | transfer ability (NWO Rubicon grant, # 446-07-001) (primary investigator) |
| 07/2007- | Explorations in learning and the brain, review by order of the Program for Educational |
| 06/2008 | Research of the Netherlands Organization for Scientific Research (NWO PROO grant, # 411-07-991) (team member) |
| 03/2007- | Using the Mirror-Neuron System to design effective dynamic visualizations: An |
| 12/2008 | interdisciplinary venture between education research and neuroscience (co-investigator) |
| 03/2007- | Scenario based training for complex decision making tasks: Structure and support of |
| 11/2008 | training scenario's (supervisor) |
| 10/2006- | Self-assessment and task selection training prior to learner-controlled instruction: |

10/2010	Effects on self-regulated learning competence, learner involvement, and learning (supervisor)
05/2006-09/2009	Developing competence in legal reasoning: The role of knowledge development and ontological change (supervisor)
05/2006-12/2008	Cued retrospective reporting (primary investigator)
05/2002-05/2006	PhD student project on process-oriented worked examples (NWO PROO grant, # 411-01-010, awarded to Fred Paas and Jeroen van Merriënboer) (primary investigator)

6.2 Thesis Supervision and Evaluation

PhD	<p><i>Completed</i></p> <p>Fleurie Nievelstein, September 18, 2009, Open University of The Netherlands. Dissertation: <i>Learning law: Expertise differences and the effect of instructional support</i>. Won the “Best Paper by a New Investigator Award 2009” from Division I ‘Education in the Professions’ of the American Educational Research Association.</p> <p>Anne Helsdingen, November 7, 2008, Open University of The Netherlands. Dissertation: <i>Training complex judgment: The effects of critical thinking and contextual interference</i>.</p> <p><i>In progress</i></p> <p>Martine Baars, project: “Fostering self-monitoring and self-regulation...” (see 6.1) Anita Heijltjes, project: “Critical thinking in higher economics education” (see 6.1) Ingrid Spanjers, project: “...adaptive design of instructional animations...” (see 6.1) Danny Kostons, project: “Self-assessment and task selection ...” (see 6.1)</p>
Master	<p>Paul Boekhout, Psychology, Maastricht University, The Netherlands (2009) Nelleke van Loon, Learning Sciences, Open University of the Netherlands (2009) Puk Witte, Psychology, Maastricht University, The Netherlands (2003)</p>
Evaluation Committee	<p>PhD thesis Björn de Koning, Erasmus University Rotterdam, The Netherlands (2009) PhD thesis Susannah Torcasio, University of New South Wales, Australia (2009) PhD thesis Mark Kissane, University of New South Wales, Australia (2008) PhD thesis Daantje Derks, Open University of The Netherlands (2007) EdD thesis Arianne Rourke, University of New South Wales, Australia (2006)</p>

6.3 Education/Training and Consultancy

2009	ICO research school course for PhD students “A Psychological Approach to the Design of Multimedia Learning Environments”
2008	<p>Workshop “Trainingen ontwerpen volgens het 4C/ID model [Training design according to the 4C/ID model]” for trainers at COT Instituut voor Veiligheids- en Crisismanagement [COT Institute for Safety and Crisis Management].</p> <p>Lecture “De rol van het brein in leren, instructie en cognitie [the role of the brain in learning, instruction, and cognition]” for teachers at Avans Hogeschool Breda.</p> <p>Summer Semester Course for Master’s students on “Blickbewegungsmodellierung” [Eye movement modelling], Institut für Wissensmedien, Tübingen, Germany</p> <p>Mini-workshop on “Scientific Publishing” for PhD students, Institut für Wissensmedien, Tübingen, Germany</p>
2007	<p>Workshop “Techniques for uncovering cognitive processes: Eye tracking, concept mapping, and verbal protocols” for students of the Master Active Learning, Open University of The Netherlands.</p> <p>Lecture “Onderwijs innoveren met het brein in gedachten [Innovating education with the brain in mind]” for teachers at RSG ‘t Rijks, Bergen op Zoom, The Netherlands</p>
2005-2009	Guest lectures on “Cognitive Load Theory” in ‘Learning and Instruction’ course for students of the Psychology Department, Erasmus University Rotterdam.
2003-2008	Involvement in OTEC multimedia lab management; demonstrations for visitors

- 2003-2006 Project "Assessment for professionalization of teachers", Ruud de Moor Centre for Professionalization of Teachers, Open University of The Netherlands
- 2003 Mini-workshop on "Scientific Publishing", Open University of The Netherlands
Project "Didactical Models for Open University Courses", Open University of The Netherlands
- 2001 Project "Teacher Competencies", Fontys University of Applied Sciences
Project "Implementation N@tschool E-learning Environment", Fontys University of Applied Sciences
Project "Portfolio Assessment in Teacher Training", Fontys University of Applied Sciences
- 2000 Student-assistant Bachelor course "Developmental Psychology", Tilburg University

6.4 Conference Organization

Member of the Organizing Committee of **CLT 2009**, the Third International Conference on Cognitive Load Theory, March 2-4, 2009, Heerlen, the Netherlands.

Member of the International Scientific Program Committee of **EARLI 2009**, the 13th biennial conference of the European Association for Research on Learning and Instruction, August 25-29, 2009, Amsterdam, The Netherlands.

Co-chair of Division C "Learning and Instruction" Section 7 "Technology Research" of **AERA 2009**, the 2009 annual meeting of the American Educational Research Association, April 13-17, 2009, San Diego, USA.

Member of the International Relations Committee of the **ICLS 2008**, the 8th biennial conference of the International Society of the Learning Sciences, June 24-28, 2008, Utrecht, The Netherlands.

Member of the International Scientific Program Committee of **EARLI 2007**, the 12th biennial conference of the European Association for Research on Learning and Instruction, August 28-September 1, 2007, Budapest, Hungary.

Co-chair of Division C "Learning and Instruction" Section 6 "Cognitive, Social and Motivational Processes" of **AERA 2007**, the 2007 annual meeting of the American Educational Research Association, April 9-13, 2007, Chicago, USA.

Chair of the **JURE 2005** Pre-conference, August 22-23, Nicosia, Cyprus¹

6.5 Guest Editorship

Special issue of *Educational Psychology Review* (in preparation)

Special issue of *Learning and Instruction* (to appear in 2010, vol. 20, issue 2).

Themed issue of *Applied Cognitive Psychology* (to appear in 2009, vol. 23, issue 9).

Special issue of *Computers in Human Behavior* (2009, vol. 25, issue 2).

Special issue of *Learning and Instruction* (2006, vol. 16, issue 2).

6.6 Review Activities

Conferences

AERA 2006, 2007, 2008, 2009; CogSci 2008, 2009; EARLI 2007, 2009; EARLI SIG 14 Meeting 2006; EARLI SIG 6 & 7 Meeting 2008; Euro-CogSci 2007; HICSS 2007; ICLS 2008; JURE 2004, 2005, 2007, 2009

Journals

Advances in Health Sciences Education; Applied Cognitive Psychology; British Journal of Psychology; British Journal of Educational Psychology; Clinical Psychology & Psychotherapy; Computers and Education; Computers in Human Behavior; Contemporary Educational Psychology; Educational Psychology Review; Educational Research Review; Instructional Science; Journal of Science and Medicine in Sport; Learning Environments Research; Learning and Instruction; Metacognition and Learning; Mind, Brain, and Education; Pedagogische Studiën [Pedagogical Studies]; Teaching and Teacher Education.

¹ JURE = Junior Researchers of EARLI, the European Association for Research on Learning and Instruction

6.7 Memberships

National

Staff member of Research School ICO [Interuniversity Center for Educational Research]
Vereniging voor Onderwijs Research [Netherlands Educational Research Association]

International

American Educational Research Association (AERA)
American Psychological Association (APS)
Cognitive Science Society (CSS)
European Association for Research on Learning and Instruction (EARLI)
International Society of the Learning Sciences (ISLS)

7. Publications

7.1 Edited journal issues

Ayres, P., & **Van Gog, T.** (Eds.). (2009). State of the art research into Cognitive Load Theory [special issue]. *Computers in Human Behavior*, 25(2).

Paas, F., & **Van Gog, T.** (Eds.). (2006). Recent worked examples research: Managing cognitive load to foster learning and transfer [special issue]. *Learning and Instruction*, 16(2).

Scheiter, K., & **Van Gog, T.** (Eds.). (2009). Using eye tracking in applied research to study and stimulate the processing of information from multi-representational sources [themed issue]. *Applied Cognitive Psychology*.

Van Gog, T., & Scheiter, K. (Eds.). (in press). Eye tracking as a tool to study and enhance multimedia learning [special issue]. *Learning and Instruction*.

In preparation:

Paas, F., **Van Gog, T.**, & Sweller, J. (in prep.). Updating Cognitive Load Theory and incorporating new perspectives and applications. *Educational Psychology Review*

7.2 Journal articles

In press

Jarodzka, H., Scheiter, K., Gerjets, P., & **Van Gog, T.** (in press). In the eyes of the beholder: How experts and novices interpret dynamic stimuli. *Learning and Instruction*.

Kostons, D., **Van Gog, T.**, & Paas, F. (in press a). How do I do? Investigating effects of expertise and performance-process records on self-assessment. *Applied Cognitive Psychology*.

Kostons, D., **Van Gog, T.**, & Paas, F. (in press b). Self-assessment and task selection in learner-controlled instruction: Differences between effective and ineffective learners. *Computers and Education*.

Nievelstein, F., **Van Gog, T.**, Boshuizen, H. P. A., & Prins, F. J. (in press). Effects of conceptual knowledge and availability of information sources on law students' legal reasoning. *Instructional Science*.

Scheiter, K., & **Van Gog, T.** (in press). Using eye tracking in applied research to study and stimulate the processing of information from multi-representational sources. *Applied Cognitive Psychology*.

Van Gog, T., & Scheiter, K. (in press). Eye tracking as a tool to study and enhance multimedia learning. *Learning and Instruction*.

Van Gog, T., Sluijsmans, D. M. A., Joosten-Ten Brinke, D., & Prins, F. J. (in press). Formative assessment in an online learning environment to support flexible on-the-job learning in complex professional domains. *Educational Technology Research and Development*.

2009

Amadiou, F., **Van Gog, T.**, Paas, F., Tricot, A., & Mariné, C. (2009). Effects of prior knowledge and concept-map structure on disorientation, cognitive load, and learning. *Learning and Instruction*, 19, 376-386.

Ayres, P., & **Van Gog, T.** (2009). State of the art research into Cognitive Load Theory. *Computers in Human Behavior, 25*, 253-257.

Van Gog, T., Jarodzka, H., Scheiter, K., Gerjets, P., & Paas, F. (2009). Attention guidance during example study via the model's eye movements. *Computers in Human Behavior, 25*, 785-791.

Van Gog, T., Kester, L., Nievelein, F., Giesbers, B., & Paas, F. (2009). Uncovering cognitive processes: Different techniques that can contribute to cognitive load research and instruction. *Computers in Human Behavior, 25*, 325-331.

Van Gog, T., Paas, F., Marcus, N., Ayres, P., & Sweller, J. (2009). The mirror-neuron system and observational learning: Implications for the effectiveness of dynamic visualizations. *Educational Psychology Review, 21*, 21-30.

2008

Nievelein, F., **Van Gog, T.**, Boshuizen, H. P. A., & Prins, F. J. (2008). Expertise-related differences in conceptual and ontological knowledge in the legal domain. *European Journal of Cognitive Psychology, 20*, 1043-1064.

Rikers, R. M. J. P., **Van Gog, T.**, & Paas, F. (2008). The effects of constructivist learning environments: A commentary. *Instructional Science, 36*, 463-467.

Smits, M. H. S. B., Boon, J., Sluijsmans, D. M. A., & **Van Gog, T.** (2008). Content and timing of feedback in a web-based learning environment: Effects on learning as a function of prior knowledge. *Interactive Learning Environments, 16*, 183-193.

Van Gog, T., & Paas, F. (2008). Instructional efficiency: Revisiting the original construct in educational research. *Educational Psychologist, 43*, 16-26.

Van Gog, T., Paas, F., & Van Merriënboer, J. J. G. (2008). Effects of studying sequences of process-oriented and product-oriented worked examples on troubleshooting transfer efficiency. *Learning and Instruction, 18*, 211-222.

2007

Schmidt, H. G., Loyens, S. M. M., **Van Gog, T.**, & Paas, F. (2007). Problem-based learning is compatible with human cognitive architecture: Commentary on Kirschner, Sweller, and Clark (2006). *Educational Psychologist, 42*, 91-97.

2006

Paas, F., & **Van Gog, T.** (2006). Optimising worked example instruction: Different ways to increase germane cognitive load. *Learning and Instruction, 16*, 87-91.

Van Gog, T., Paas, F., & Van Merriënboer, J. J. G. (2006). Effects of process-oriented worked examples on troubleshooting transfer performance. *Learning and Instruction, 16*, 154-164.

2005

Van Gog, T., Ericsson, K. A., Rikers, R. M. J. P., & Paas, F. (2005). Instructional design for advanced learners: Establishing connections between the theoretical frameworks of cognitive load and deliberate practice. *Educational Technology Research and Development, 53*(3), 73-81.

Van Gog, T., Paas, F., & Van Merriënboer, J. J. G. (2005). Uncovering expertise-related differences in troubleshooting performance: Combining eye movement and concurrent verbal protocol data. *Applied Cognitive Psychology, 19*, 205-221.

Van Gog, T., Paas, F., Van Merriënboer, J. J. G., & Witte, P. (2005). Uncovering the problem-solving process: Cued retrospective reporting versus concurrent and retrospective reporting. *Journal of Experimental Psychology: Applied, 11*, 237-244.

2004

Van den Boom, G., Paas, F., Van Merriënboer, J. J. G., & **Van Gog, T.** (2004). Reflection prompts and tutor feedback in a web-based learning environment: Effects on students' self-regulated learning competence. *Computers in Human Behavior, 20*, 551-567.

Van Gog, T., Paas, F., & Van Merriënboer, J. J. G. (2004). Process-oriented worked examples: Improving transfer performance through enhanced understanding. *Instructional Science, 32*, 83-98.

Submitted

Boekhout, P., **Van Gog, T.**, Van de Wiel, M., Gerards-Last, D., & Geraets, J. (2009). *Example-based learning: Effects of model expertise in relation to student expertise*. Manuscript submitted for publication.

Helsdingen, A., Van den Bosch, K., **Van Gog, T.**, & Van Merriënboer, J. J. G. (2009). *The effects of critical thinking instruction on learning complex judgment and decision making*. Manuscript submitted for publication.

- Helsdingen, A., **Van Gog, T.**, & Van Merriënboer, J. J. G. (2009a). *The effects of practice schedule on learning a complex judgment task*. Manuscript submitted for publication.
- Helsdingen, A., **Van Gog, T.**, & Van Merriënboer, J. J. G. (2009b). *Effects of practice schedule and critical thinking instruction on learning and transfer of a complex judgment task*. Manuscript submitted for publication.
- Nievelstein, F., **Van Gog, T.**, Van Dijck, G., & Boshuizen, H. P. A. (2009a). *Instructional support for novice law students: Reducing search processes and explaining concepts in cases*. Manuscript submitted for publication.
- Nievelstein, F., **Van Gog, T.**, Van Dijck, G., & Boshuizen, H. P. A. (2009b). *The worked example and expertise reversal effect in complex domains: Learning to reason about legal cases*. Manuscript submitted for publication.
- Nievelstein, F., **Van Gog, T.**, Van Dijck, G., Spoorans, H., & Boshuizen, H. P. A. (2009). *Why learning law is difficult and how it can be supported*. Manuscript submitted for publication.
- Spanjers, I., Wouters, P., **Van Gog, T.**, & Van Merriënboer, J. J. G. (2009). *An expertise reversal effect of segmentation in learning from animations*. Manuscript submitted for publication.
- Van den Heuvel-Panhuizen, M., Peltenburg, M., & **Van Gog, T.** (2009). *Using a cognitive load perspective to understand why ICT-based dynamic assessment can help special education children to solve mathematical problems*. Manuscript submitted for publication.
- Van Gog, T.**, Kester, L., & Paas, F. (2009a). *Effectiveness of different example-based learning strategies: Comparing examples only, example-problem pairs, and problem-example pairs to problem solving*. Manuscript submitted for publication.
- Van Gog, T.**, Kester, L., & Paas, F. (2009b). *A cognitive load perspective on self-regulated learning: Concurrent monitoring negatively affects performance on complex tasks*. Manuscript submitted for publication.
- Van Gog, T.**, Kirschner, F., Kester, L., & Paas, F. (2009). *Timing and frequency of mental effort measurement: Evidence in favor of repeated measures*. Manuscript submitted for publication.
- Van Loon-Hillen, N. H., **Van Gog, T.**, & Brand-Gruwel, S. (2009). *Effects of worked examples in a primary school mathematics curriculum*. Manuscript submitted for publication.

In preparation

- Antonenko, P., Paas, F., & Van Gog, T. (in prep.). *Measuring cognitive load using electroencephalogram*. Manuscript in preparation.
- Brand-Gruwel, S., Van Meeuwen, L., & **Van Gog, T.** (in prep.). *The use of evaluation criteria when searching the WWW*. Manuscript in preparation.
- Jarodzka, H., **Van Gog, T.**, Dorr, M., Scheiter, K., & Gerjets, P. (in prep.). *Guiding attention guides thought, but what about learning? Eye movements in modeling examples*. Manuscript in preparation.
- Spanjers, I., **Van Gog, T.**, & Van Merriënboer, J. J. G. (in prep.). *Segmentation of animations to optimize perceptual and cognitive load*. Manuscript in preparation.
- Van Gog, T.**, Azevedo, R., Kostons, D., & Paas, F. (in prep.). *Towards effective self-regulated learning: A cognitive load perspective*. Manuscript in preparation.
- Van Gog, T.**, Brand-Gruwel, S., Van Meeuwen, L., & Paas, F. (in prep.). *Uncovering cognitive processes: Comparing information obtained with concurrent reporting and cued retrospective reporting based on records of eye-movements*. Manuscript in preparation.
- Van Gog, T.**, & Rummel, N. (in prep.). *Example-based learning: An integrative review of findings from social and cognitive research perspectives*. Manuscript in preparation.

7.3 Books & Book Chapters

In press

- Paas, F., & **Van Gog, T.** (in press). Principles for the design of effective training. In F. Durso (Ed.), *Reviews of human factors and ergonomics* (vol. 5).

2009

- De Jong, T., **Van Gog, T.**, Jenks, K., Manlove, S., Van Hell, J. G., Jolles, J., Van Merriënboer, J. J. G., Van Leeuwen, T., & Boschloo, A. (2009). *Explorations in learning and the brain: On the potential of cognitive neuroscience for educational science*. New York: Springer. Also available as pdf from [http://www.nwo.nl/files.nsf/pages/NWOA_7GFD3Y/\\$file/Explorations_in_Learning_and_the_Brain.pdf](http://www.nwo.nl/files.nsf/pages/NWOA_7GFD3Y/$file/Explorations_in_Learning_and_the_Brain.pdf)

2008

- Boshuizen, H. P. A., Phythian-Sence, C., Wagner, R. K., Gravemeijer, K., Van der Aalsvoort, G. M., Nieveelstein, F., **Van Gog, T.**, et al. (2008). Instructional models in domains and professions. In J. M. Spector, M. D. Merrill, J. J. G. van Merriënboer, & M. P. Driscoll (Eds.), *Handbook of research on educational communications and technology* (pp 537-566). New York: Erlbaum/Routledge.
- Van Gog, T.**, Paas, F., Savenye, W., Robinson, R., Niemczyk, M., Atkinson, R., et al. (2008). Data collection and analysis. In J. M. Spector, M. D. Merrill, J. J. G. Van Merriënboer, & M. P. Driscoll (Eds.), *Handbook of research on educational communications and technology* (3rd rev. ed.) (pp. 763-806). New York: Erlbaum/Routledge.

Submitted

- Helsdingen, A., **Van Gog, T.**, & Van Merriënboer, J. J. G. (2009). *Critical thinking instruction and contextual interference to increase cognitive flexibility in complex judgment tasks*.

In prep.

- Van Gog, T.** (in prep.). Cognitive Load Theory. *Encyclopedia of the Sciences of Learning*

7.4 Dissertation

- Van Gog, T.** (2006). *Uncovering the problem-solving process to design effective worked examples*. Doctoral Dissertation, Open University of The Netherlands, Heerlen, The Netherlands.

7.5 Conference Proceedings2009

- Jarodzka, H., Scheiter, K., Gerjets, P., **Van Gog, T.**, & Dorr, M. (2009). How to convey perceptual skills by displaying experts' gaze data. In N. Taatgen & H. van Rijn (Eds.), *Proceedings of the 31st Annual Conference of the Cognitive Science Society* (pp. 2920-2925). Austin, TX: Cognitive Science Society.
- Van Gog, T.**, & Paas, F. (2009). Effects of concurrent performance monitoring on cognitive load as a function of task complexity. In N. Taatgen, & H. van Rijn (Eds.), *Proceedings of the 31st Annual Conference of the Cognitive Science Society* (pp. 1605-1608). Austin, TX: Cognitive Science Society.

2008

- Brand-Gruwel, S., Van Meeuwen, L., & **Van Gog, T.** (2008). The use of evaluation criteria when searching the WWW: An eye-tracking study. In A. Maes & S. Ainsworth (Eds.), *Proceedings EARLI Special Interest Group Text and Graphics 'Exploiting the opportunities: Learning with textual, graphical, and multimodal representations'* (pp. 34-37). Tilburg, The Netherlands: Tilburg University.
- Kostons, D., **Van Gog, T.**, & Paas, F. (2008). The effects of expertise and an eye movement cue on self-generated self-assessment criteria. In G. Kanselaar, V. Jonker, P. A. Kirschner, & F. J. Prins (Eds.), *International perspectives in the learning sciences: Creating a learning world. Proceedings of the eight International Conference of the Learning Sciences, Part 3* (pp. 61-62). International Society of the Learning Sciences.
- Paas, F., **Van Gog, T.**, Kirschner, F., Marcus, N., Ayres, P., & Sweller, J. (2008). Interdisciplinary perspectives on cognitive load research as a key to tackle challenges of contemporary education. In J. Zumbach, N. Schwartz, T. Seufert, & L. Kester (Eds.), *Beyond knowledge: The legacy of competence* (pp. 7-9). Dordrecht, the Netherlands: Springer.
- Van Gog, T.**, Brand-Gruwel, S., Van Meeuwen, L., & Paas, F. (2008). Uncovering cognitive processes: Cued retrospective reporting based eye movement records. In G. Kanselaar, V. Jonker, P. A. Kirschner, & F. J. Prins (Eds.), *International perspectives in the learning sciences: Creating a learning world. Proceedings of the eight International Conference of the Learning Sciences, Part 3* (pp. 416-417). International Society of the Learning Sciences.
- Van Gog, T.**, Jarodzka, H., Scheiter, K., Gerjets, P., & Paas, F. (2008). Guiding students' attention during example study by showing the model's eye movements. In J. Zumbach, N. Schwartz, T. Seufert, & L. Kester (Eds.), *Beyond knowledge: The legacy of competence* (pp. 189-196). Dordrecht, the Netherlands: Springer.

2006

Van Gog, T., Paas, F., & Van Merriënboer, J. J. G. (2006). Enhancing troubleshooting transfer performance: Effects of product-oriented versus process-oriented worked examples. In G. Clarebout & J. Elen (Eds.), *Avoiding simplicity, confronting complexity: Advances in studying and designing (computer-based) powerful learning environments* (pp. 339-347). Rotterdam, The Netherlands: Sense Publishers.

2004

Van Gog, T., Paas, F., & Van Merriënboer, J. J. G. (2004). Recommendations for research on task formats that model expert approaches to problem solving. In P. Gerjets, P.A. Kirschner, J. Elen, & R. Joiner (Eds.), *Instructional design for effective and enjoyable computer-supported learning: Proceedings of the first joint meeting of the EARLI SIGs "Instructional Design" and "Learning and Instruction with Computers"* (pp. 250-255) (CD-ROM). Tuebingen, Germany: Knowledge Media Research Center.

7.6 Reports/Products/Reviews2009

Spanjers, I., Leppink, J., & **Van Gog, T.** (2009). Boekbespreking [Book review]: "How to optimize cognitive load for learning from animated models". *Pedagogische Studiën [Pedagogical Studies]*, 86, 321-323.

2007

Van Gog, T., Van Hell, J. G., Jenks, K., Jolles, J., De Jong, T., Manlove, S., & Van Merriënboer, J. J. G. (2007). *Explorations in learning and the brain: A quick scan of the potential of neuroscience for education*. Quick scan for the Program Council Educational Research of the Netherlands Organisation for Scientific Research (NWO-PROO).

Wouters, P., **Van Gog, T.**, Van Merriënboer, J. J. G., De Koning, B., & Kirschner, P. A. (2007). Impressies van de AERA 2007 in Chicago: Divisie C 'Leren & Instructie' [Impressions of the AERA 2007 in Chicago: Division C 'Learning & Instruction']. *Pedagogische Studiën [Pedagogical Studies]*, 84, 315-317.

2006

Meirink, J., Zwart, R., **Van Gog, T.**, Tondeur, J., Mathijssen, I., Nijveldt, M., & Schuitema, J. (2006). Het AERA-congres 2006, San Francisco [The AERA 2006 annual meeting, San Francisco]. *Pedagogische Studiën [Pedagogical Studies]*, 83, 469-479.

Project team Assessment Ruud de Moor Centrum (2006). *Proformas: Professionalisering in het onderwijs door formatieve assessments [Proformas: Professionalization of teachers through formative assessments]*. Webapplication available (in Dutch) November 2006 from: <http://portal.rdmc.ou.nl/proformas/>

2004

Project team Didactical Models (2004). *Een blik op het onderwijs van de Open Universiteit Nederland anno 2003/2004 als aanzet tot een perspectievolle toekomst [A look at the didactical materials of the Open University of The Netherlands in 2003/2004 as an impulse for opening up new prospects]*. Heerlen: Open Universiteit Nederland.

Van Merriënboer, J. J. G., **Van Gog, T.**, Hoogveld, B., Kester, L., Martens, R., & Nadolski, R. (2004). EARLI kroniek Domein 6: Learning and instructional technology [EARLI chronicles domain 6: Learning and Instructional technology]. *Pedagogische Studiën [Pedagogical Studies]*, 81, 171-187.

2002

Van Gog, T., Donkers, E. H. D., Bakx, A. W. E. A., & Taconis, R. (2002). *Een oriëntatie op multimediaal zelfstudiemateriaal docentcompetenties [An orientation on multimedia self-study material for enhancing teacher competencies]*. Fontys University of Applied Sciences, report number 02.044.

2001

Gorissen, P., & **Van Gog, T.** (2001). *Implementatie advies N@tschool! [Implementation advice on the N@tschool! electronic learning environment]*. Fontys University of Applied Sciences, report number 01.163/PG.

Van Gog, T., & Heijmen-Versteegen, I. L. H. (2001). *Portfolio nader bekeken [A closer look at portfolios]*. Fontys University of Applied Sciences, report number 01019.655-OC/IH.

8. Presentations

8.1 Invited Presentations

Forthcoming

Van Gog, T. (2010, July). *Diverse perspectives on example-based learning*. Keynote at the JURE 2010 conference, Frankfurt, Germany.

2009

Jarodzka, H., **Van Gog, T.**, Dorr, M., Scheiter, K., & Gerjets, P. (2009, August). *Teaching conceptual and perceptual skills in the natural sciences by eye movement modelling*. Paper presented in the SIG 6 invited symposium at the biannual meeting of the European Association for Research on Learning and Instruction.

Van Gog, T. (2009, August). *Different applications of eye tracking in instructional design research*. Paper presented in the SIG 6 invited symposium at the biannual meeting of the European Association for Research on Learning and Instruction.

Van Gog, T. (2009, July). *Cognitive load theory and the design of instruction for complex cognitive tasks*. Invited presentation at the Department of Instructional Psychology, Duisburg-Essen University, Germany.

Van Gog, T., & Paas, F. (2009, March). *Mirror-neurons and observational learning*. Invited presentation in a symposium on Neuroscience and Education Research, co-organized by the Netherlands Educational Research Association and Research School ICO (Interuniversity Centre for Educational Research), Utrecht, The Netherlands.

Van Gog, T. (2009, January). *Leren en het brein [Learning and the brain]*. Invited presentation at the Department of Educational Development & Research, Maastricht University, The Netherlands.

2008

Van Gog, T. (2008, June). *Example-based learning: Effects of making thought and attention processes explicit*. Invited presentation at Ludwigsburg University of Education, Germany.

Van Gog, T. (2008, June). *May we have your attention please! Guiding students' attention through the inclusion of the model's eye movements in examples*. Invited presentation at the University of Tübingen, Germany.

Van Gog, T. (2008, May). *Learning from examples: Effects of making thought and attention processes of the model explicit*. Invited presentation at the Institute of Psychology, University of Freiburg, Germany.

Van Gog, T., Van Hell, J. G., Jenks, K., Jolles, J., De Jong, T., Manlove, S., & Van Merriënboer, J. J. G. (2008, June). *Leren en het brein: Kunnen neurowetenschappen een licht werpen op onderwijs-onderzoeksvragen? [Learning and the brain: Can neurosciences shed light on educational research questions?]*. Invited NWO-PROO symposium at the Onderwijs Research Dagen [Educational Research Days], Eindhoven, The Netherlands.

Van Gog, T., Van Merriënboer, J. J. G., Rikers, R. M. J. P., & Paas, F. (2008, March). *Experts and expertise development as models for instructional design: A cognitive load perspective*. Invited presentation in a symposium on "Instructional Design for the Advanced Learner: Training Expertise" organized by the AERA SIG Technology, Instruction, Cognition, and Learning, at the annual meeting of the American Educational Research Association, New York.

2007

Paas, F., & **Van Gog, T.** (2007, February). *Cognitive measurements to design effective learning environments*. Invited presentation at the Research Colloquium of the Psychology Department, University of Koblenz-Landau, Landau, Germany.

Van Gog, T. (2007, November). *Onderzoekstechnieken voor het bestuderen van cognitieve processen en kennisstructuren [Techniques for studying cognitive processes and knowledge structures]*. Presentation at the miniconference of the Master Active Learning, Open University of The Netherlands, Heerlen, The Netherlands.

Van Gog, T., & Paas, F. (2007, June). *Effects on learning and transfer of worked examples showing thought and attention processes*. Invited presentation in the Symposium on "Exemplary Learning" of VOR Divisions 'ICT' and 'Learning and Instruction', Utrecht, The Netherlands.

Van Gog, T., & Paas, F. (2007, June). *May we have your attention please!* Paper presented in the Invited Symposium "Real instruction, real theory, real learning" at the Onderwijs Research Dagen [Educational Research Days], Groningen, The Netherlands.

Van Merriënboer, J. J. G., & **Van Gog, T.** (2007, September). *Onderwijs innoveren met het brein in gedachten [Innovating education with the brain in mind]*. Invited presentation at the symposium "Hersenen, Leren en Onderwijsinnovatie" [Brain, Learning and Educational Innovation], University of Maastricht, The Netherlands.

2006

Van Gog, T. (2006, May). *Kunnen zonder kennen kan niet [No skill without knowledge]*. Invited presentation at the miniconference of the Master 'Active Learning', Open University of The Netherlands, Heerlen, The Netherlands.

Van Gog, T., & Paas, F. (2006, January). *Studying eye movements in computer-based learning and problem solving*. Invited presentation at the International Workshop on "Cognitive and Linguistic Factors in Interactive Knowledge Construction: A Developmental Perspective", Radboud University Nijmegen, The Netherlands.

Van Gog, T., & Paas, F. (2006, September). *Cognitive measurements for the design of powerful learning environments*. Invited presentation at the International Workshop on "Cognitive Load Measures and Cognitive Processing of Documents", University of Toulouse, France.

2005

Van Gog, T. (2005, April). *Process-oriented worked examples in the training for transfer of electrical circuit troubleshooting skill*. Invited presentation at the Knowledge Media Research Center, Tübingen, Germany.

Van Gog, T. (2005, April). *Process-oriented worked examples in the training for transfer of electrical circuit troubleshooting skill*. Invited presentation at the FiLM Symposium (Fachintegratives Lernen mit Digitale Medien) of the Forschungs- und Nachwuchskollegs (FuN-Kolleg), Ludwigsburg University of Education, Ludwigsburg, Germany.

Van Gog, T. (2005, August). *Uncovering the problem-solving process: Cued retrospective reporting, eye tracking, and expertise differences*. Invited presentation at the I3CLEPS International Workshop and Mini-conference on "Extending Cognitive Load Theory and Instructional Design to the Development of Expert Performance", Open University of The Netherlands, Heerlen, The Netherlands.

Van Gog, T. (2005, December). *Studying expertise-related differences in computer-based learning and problem solving using eye tracking*. Invited presentation at the International Workshop on Eye Tracking and Multimedia Design, Knowledge Media Research Center, Tübingen, Germany.

2003

Van Gog, T. (2003, November). *Process-oriented worked examples: Improving transfer performance through enhanced understanding*. Invited presentation at the Instructional Systems Colloquium, Florida State University, Tallahassee, Florida, USA.

8.2 Conference Presentations (excl. those with published proceedings, see 7.5)

2009

Brand-Gruwel, S., Van Meeuwen, L., & **Van Gog, T.** (2009, August). *How students evaluate information found on the WWW: An eye-tracking study*. Paper to be presented at the biannual meeting of the European Association for Research on Learning and Instruction, Amsterdam, The Netherlands.

Helsdingen, A., **Van Gog, T.**, & Van Merriënboer, J. J. G. (2009, March). *Training complex judgment: The effects of critical thinking and contextual interference*. Poster presented at the Third International Cognitive Load Theory Conference, Heerlen, The Netherlands.

Jarodzka, H., **Van Gog, T.**, Dorr, M., Scheiter, K., & Gerjets, P. (2009, March). *Training perceptual skills in the Natural Sciences by eye movement modeling*. Paper presented at the Third International Cognitive Load Theory Conference, Heerlen, The Netherlands.

Jarodzka, H., **Van Gog, T.**, Dorr, M., Scheiter, K., & Gerjets, P. (2009, May). *Attention guidance via eye movements in example-based learning -Part 2: A perceptual task*. Paper presented at the Scandinavian Workshop of Applied Eye-Tracking, Stavanger, Norway.

Kostons, D., **Van Gog, T.**, & Paas, F. (2009, March). *Self-assessment and task selection difficulties in learner-controlled instruction: A cognitive load approach*. Paper presented at the Third International Cognitive Load Theory Conference, Heerlen, The Netherlands.

Kostons, D., **Van Gog, T.**, & Paas, F. (2009, April). *Investigating differences in self-assessment and task selection abilities between more effective and less effective learners*. Paper to be presented

- at the annual meeting of the American Educational Research Association, San Diego, California.
- Kostons, D., **Van Gog, T.**, & Paas, F. (2009, August). *Investigating differences in self-assessment and task selection approaches between more effective and less effective novices*. Paper to be presented at the biannual meeting of the European Association for Research on Learning and Instruction, Amsterdam, The Netherlands.
- Nievelstein, F., **Van Gog, T.**, Van Dijck, G., & Boshuizen, H. P. A. (2009, March). *Learning to solve legal cases: Effects of instructional support*. Paper presented at the Third International Cognitive Load Theory Conference, Heerlen, The Netherlands.
- Nievelstein, F., **Van Gog, T.**, Van Dijck, G., & Boshuizen, H. P. A. (2009, April). *Fostering law students' ability to reason about legal cases: Effects of instructional support*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, California.
- Nievelstein, F., **Van Gog, T.**, Van Dijck, G., & Boshuizen, H. P. A. (2009, August). *The effects of expertise and instructional support on reasoning about legal cases*. Paper to be presented at the biannual meeting of the European Association for Research on Learning and Instruction, Amsterdam, The Netherlands.
- Spanjers, I., **Van Gog, T.**, & Van Merriënboer, J. J. G. (2009, March). *Information transience in animations: Perceptual and cognitive difficulties*. Poster presented at the Third International Cognitive Load Theory Conference, Heerlen, The Netherlands.
- Spanjers, I., **Van Gog, T.**, & Van Merriënboer, J. J. G. (2009, August). *Expertise reversal effect of segmentation in learning with animations*. Roundtable to be presented at the JURE 2009 pre-conference, Amsterdam, The Netherlands.
- Spanjers, I., **Van Gog, T.**, & Van Merriënboer, J. J. G. (2009, August). *Information transience in animations: Perceptual and cognitive difficulties*. Paper to be presented at the biannual meeting of the European Association for Research on Learning and Instruction, Amsterdam, The Netherlands.
- Van Gog, T.**, Jarodzka, H., Scheiter, K., Gerjets, P., & Paas, F. (2009, April). *Attention guidance during worked-example study via eye movements*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, California.
- Van Gog, T.**, Jarodzka, H., Scheiter, K., Gerjets, P., & Paas, F. (2009, May). *Attention guidance via eye movements in example-based learning -Part 1: A procedural task*. Paper presented at the Scandinavian Workshop of Applied Eye-Tracking, Stavanger, Norway.
- Van Gog, T.**, Kirschner, F., & Paas, F. (2009, March). *When to measure cognitive load: Implications for results and conclusions*. Paper presented at the Third International Cognitive Load Theory Conference, Heerlen, The Netherlands.
- Van Gog, T.**, Kirschner, F., & Paas, F. (2009, September). *Messen kognitiver Belastung beim Lernen [Measuring cognitive load during learning]*. Paper to be presented at the Fachtagung Pädagogische Psychologie der Deutschen Gesellschaft für Psychologie [conference of the educational psychology division of the German Psychological Society], Saarbrücken, Germany.
- Van Gog, T.**, & Paas, F. (2009, September). *Selbstreguliertes Lernen aus der Perspektive kognitiver Belastung [Self-regulated learning from a cognitive load perspective]*. Paper to be presented at the Fachtagung Pädagogische Psychologie der Deutschen Gesellschaft für Psychologie [conference of the educational psychology division of the German Psychological Society], Saarbrücken, Germany.
- 2008
- Brand-Gruwel, S., Van Meeuwen, L., & **Van Gog, T.** (2008, June). *Surfen op de informatieocean: Beoordelen van informatie op internet [Surfing the information-ocean: Judging information on the Internet]*. Paper presented at the Onderwijs Research Dagen [Educational Research Days], Eindhoven, The Netherlands.
- Kostons, D., **Van Gog, T.**, & Paas, F. (2008, February-March). *The effects of expertise and performance-process cues on self-assessment*. Paper presented at the Cognitive Load Theory Conference, Wollongong, Australia.
- Kostons, D., **Van Gog, T.**, & Paas, F. (2008, July). *Investigating effects of expertise and performance-process cues on self-assessment*. Paper presented at the Junior Researchers of EARLI (JURE) conference 2008, Leuven, Belgium.
- Nievelstein, F., **Van Gog, T.**, & Boshuizen, H. P. A. (2008, August). *Effects of instructional support on law students' legal reasoning*. Poster presented at the Special Interest Meeting of EARLI SIG "Learning and Professional Development", Jyväskylä, Finland.

- Paas, F., **Van Gog, T.**, Kirschner, F., Marcus, N., Ayres, P., & Sweller, J. (2008, February-March). *The cutting edge of cognitive load research lies across the boundaries of disciplines*. Paper presented at the Cognitive Load Theory Conference, Wollongong, Australia.
- Van Gog, T.** (2008, June). *Modeling examples including eye movements*. Presentation in Workshop 'Four eyes: Eye tracking methods in collaborative/learning research' at the International Conference of the Learning Sciences, Utrecht, The Netherlands.
- Van Gog, T.**, Brand-Gruwel, S., Van Meeuwen, L., & Paas, F. (2008, February-March). *Uncovering cognitive processes: Concurrent reporting vs. cued retrospective reporting based on records of eye-movements*. Paper presented at the Cognitive Load Theory Conference, Wollongong, Australia.
- Van Gog, T.**, Brand-Gruwel, S., Van Meeuwen, L., & Paas, F. (2008, July). *Uncovering cognitive processes in learning and instruction: Cued Retrospective Reporting based on records of eye-movements*. Paper presented at the International Conference of Psychology, Berlin, Germany.
- Van Gog, T.**, De Jong, T., Van Merriënboer, J. J. G., & Manlove, S. (2008, March). *Education and neuroscience: Identifying interesting interfaces*. Paper presented at the annual meeting of the American Educational Research Association.
- Van Gog, T.**, & Paas, F. (2008, July). *Including eye movements in modelling examples: Effects on learning and transfer*. Paper presented at the International Conference of Psychology, Berlin, Germany.
- Van Meeuwen, L., Brand-Gruwel, S., & **Van Gog, T.** (2008, July). *Effects of information problem solving skill on judging Google search results: An eye-tracking study*. Paper presented at the International Conference of Psychology, Berlin, Germany.
- 2007
- Amadiou, F., **Van Gog, T.**, Paas, F., Tricot, A., & Mariné, C. (2007, August). *Prior knowledge and interactive overview structure effects on cognitive load, disorientation and learning*. Paper presented at the biannual meeting of the European Association for Research on Learning and Instruction, Budapest, Hungary.
- Kostons, D., **Van Gog, T.**, & Paas, F. (2007, August). *The development of assessment criteria to facilitate the construction of a self-assessment and task-selection training*. Roundtable presented at the JURE 2007 pre-conference, Budapest, Hungary.
- Kostons, D., **Van Gog, T.**, & Paas, F. (2007, August). *Training students' self-assessment and task selection skill to improve the effectiveness of learner-controlled instruction*. Poster presented at the biannual meeting of the European Association for Research on Learning and Instruction, Budapest, Hungary.
- Nivelstein, F., **Van Gog, T.**, Boshuizen, H. P. A., & Prins, F. J. (2007, April). *Expertise development in law: Acquisition of conceptual knowledge structures*. Paper Discussion presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Nivelstein, F., **Van Gog, T.**, & Boshuizen, H. P. A. (2007, August). *Expertise development in law: Acquisition of conceptual knowledge structures*. Paper presented at the biannual meeting of the European Association for Research on Learning and Instruction, Budapest, Hungary.
- Paas, F., & **Van Gog, T.** (2007, March). *Recommendations for the use of learning processes or learning outcomes in the calculation of instructional efficiency*. Paper presented at the UNSW Cognitive Load Theory Conference, Sydney, Australia.
- Van Gog, T.**, & Paas, F. (2007, March). *Using process tracing techniques to investigate cognitive processes and cognitive load patterns*. Paper presented at the UNSW Cognitive Load Theory Conference, Sydney, Australia.
- Van Gog, T.**, Paas, F., & Van Merriënboer (2007, August). *Sequencing process-oriented and product-oriented worked examples*. Paper presented at the biannual meeting of the European Association for Research on Learning and Instruction, Budapest, Hungary.
- 2006
- Nivelstein, F., Prins, F. J., **Van Gog, T.**, & Boshuizen, H. P. A. (2006, October). *Ontological differences in the domain of private law*. Paper presented at the Special Interest Meeting of EARLI SIG "Learning and Professional Development", Heerlen, The Netherlands.
- Van Gog, T.**, Paas, F., & Van Merriënboer, J. J. G. (2006, April). *Enhancing transfer: Effects of process-oriented worked examples*. Technology and Learning Symposium, New York.
- Van Gog, T.**, Paas, F., & Van Merriënboer, J. J. G. (2006, April). *Effects of sequencing process-oriented and product-oriented worked examples on troubleshooting transfer performance*. Paper

presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Van Gog, T., Paas, F., & Van Merriënboer, J. J. G. (2006, April). *Taking cognitive load into account in measuring expertise development*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Van Merriënboer, J. J. G., Corbalan, G., **Van Gog, T.**, Kester, L., & Kicken, W. (2006, May). *Vraagsturing en flexibilisering bij het gebruik van authentieke leertaken in het MBO [On-demand and flexible use of authentic learning tasks in senior secondary vocational education]*. Paper presented at the Onderwijsresearch Dagen [Educational Research Days], Amsterdam, The Netherlands.

2005

Goes, M., Sluijsmans, D., Van der Klink, M., **Van Gog, T.**, & Dresen, M. (2005, May). *De analyse van kritische beroepssituaties van docenten door docenten [Teachers' analyses of critical professional situations]*. Paper presented at the Onderwijs Research Dagen [Educational Research Days], Gent, Belgium.

Van Gog, T., Paas, F., & Van Merriënboer, J. J. G. (2005, August). *Effects of process-oriented worked examples on transfer performance and understanding*. Paper presented at the biannual meeting of the European Association for Research on Learning and Instruction, Nicosia, Cyprus.

2004

Van Gog, T., Paas, F., & Van Merriënboer, J. J. G. (2004, April). *A cognitive load approach to the design of process-oriented worked examples*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Van Gog, T., Paas, F., & Van Merriënboer, J. J. G. (2004, April). *Techniques of knowledge elicitation: What eye-movements and different verbal methods show about expert-novice differences in problem-solving strategies*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Van Gog, T., Paas, F., & Van Merriënboer, J. J. G. (2004, June). *Experts als bron voor het ontwerpen van procesgerichte uitgewerkte voorbeelden [Experts as a source for the design of process-oriented worked examples]*. Paper presented at the Onderwijs Research Dagen [Educational Research Days], Utrecht, The Netherlands.

2003

Van Gog, T., Paas, F., & Van Merriënboer, J. J. G. (2003, May). *Het verkrijgen van informatie over het probleem-oplos proces van experts: Een vergelijking van twee methoden [Eliciting information about experts' problem-solving processes: A comparison of two methods]*. Paper presented at the Onderwijs Research Dagen [Educational Research Days], Kerkrade, The Netherlands.

Van Gog, T., Paas, F., & Van Merriënboer, J. J. G. (2003, August). *The development of process-oriented worked-out examples*. Paper presented at the biannual meeting of the European Association for Research on Learning and Instruction, Padova, Italy.

2001

Van den Boom, G., **Van Gog, T.**, & Paas, F. (2001, June). *Het verwerven van self-regulated learning competence middels tutoring frames in een elektronische leeromgeving [Tutoring frames as a means to acquire self-regulated learning competence in an electronic learning environment]*. Paper presented at the Onderwijs Research Dagen [Educational Research Days], Amsterdam, The Netherlands.