

Monique Verhoeven



Assistant Professor

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Monique works as an Assistant Professor for the Department of Education at Utrecht University. She is driven by the ambition to promote equal opportunities in education. To this end, her research focuses on themes such as educational inequality, meaningful learning, diversity in the classroom, and the support of adolescents' (learner) identity development. In her research, she adopts a holistic, sociocultural perspective, examining how processes both inside and outside the school inform the learning and development of students and do so, moreover, in an intertwined way. She is also involved in the project 'Interest and Diversity in and beyond Educational Arrangements' as a supervisor of Indy Joosten's PhD research.

Additionally, Monique works as a teacher in the teacher education program (Graduate School of Teaching) and the research master program 'Educational Sciences: Learning in Interaction'. She is currently involved as a mentor in the supervision of internships of student teachers, and she also teaches 'Pedagogy', 'Diversity-Sensitive Teaching', and 'Theories of Learning'.

Finally, Monique is an ISCAR representative of the Central Europe Region.

Some relevant publications:

Verhoeven, M. (2021). Creating space for agency: A conceptual framework to understand and study adolescents' school engagement from a Funds of Identity perspective. *Mind, Culture, and Activity*, 28(2), 125-137. <https://doi.org/10.1080/10749039.2021.1908363>

Verhoeven, M., Zijlstra, B. J. H., & Volman, M. (2021). Understanding school engagement: The role of contextual continuities and discontinuities in adolescents' learner identities. *Learning, Culture and Social Interaction*, 28, Article 100460. <https://doi.org/10.1016/j.lcsi.2020.100460>

Verhoeven, M., Poorthuis, A. M. G., & Volman, M. (2019). The role of school in adolescents' identity development: A literature review. *Educational Psychology Review*, 31(1), 35-63. <https://doi.org/10.1007/s10648-018-9457-3>