Acknowledgements

Working on a PhD-project sometimes can be a rather solitary enterprise. More importantly, I could not have completed this thesis without the valuable contribution and support of others. It is my pleasure to acknowledge those who had an important role in the realization of this thesis.

I am grateful to Prof. dr. Michiel Westenberg. I appreciate his belief in me from the very beginning as well as his enthusiasm for the developmental aspect of metacognition.

Above all, I am indebted to Dr. Marcel Veenman. He inspired me with his lectures about metacognition. Also, he encouraged me to take up investigating metacognition in a longitudinal design. His proficient comments on the manuscript helped me to develop my scientific skills and to raise the level of this thesis. Marcel supported me all the way through. It was a great pleasure working with him.

The studies presented in this thesis would not have been possible without the willingness of both schools and students to participate. Their contribution is very much appreciated. A special word of thanks to Rola Hulsbergen-Paanakker and Hans de Bruin, former principal and former deputy principal of the Aloysius College, The Hague. Not only did they give consent for the three-year longitudinal project, they also gave me a warm welcome every time I visited the school. Hans de Bruin put an enormous effort in the logistics, resulting in the students being present at the right time and at the right place.

Finally, I thank my husband and children, Ruurd, Remco, and Tosca van den Berg, for their unconditional support. They were there when I needed something completely different.
Curriculum Vitae

Manita van der Stel was born in the city of Schiedam, the Netherlands on April 5, 1959. She graduated from the Stedelijk Gymnasium at Schiedam in 1977. She obtained a Master of Arts degree in Spanish linguistics at Leiden University in 1983. After holding various teaching jobs, she was appointed as board member for educational affairs at InterCollege, Inc., The Hague in 1986. Four years later, Manita joined the Hague University of Applied Sciences as a staff member. She obtained a Master of Science degree in educational psychology at Leiden University in 2003. Subsequently, she was employed as an educational advisor at the Haags Centrum voor Onderwijsbegeleiding (HCO) in The Hague. In 2005 Manita started the longitudinal research project that led to this dissertation. Manita is a member of the Dutch Institute of Psychologists (NIP) and the European Association for Research on Learning and Instruction (EARLI).