

**Curriculum Vitae of Dr Christophe DIERENDONCK - Research scientist**  
**University of Luxembourg – FHSE – Department of Education and Social Work (DESW)**

- Since 2013: Research scientist, permanent contract.
- 2007 – 2012: Auxiliaire scientifique, permanent contract.
- 2004 – 2007: Scientific collaborator on projects
- 2001 – 2004: Researcher at University of Liège

**Training**

- PhD in Educational and Psychological Sciences, University of Liège (ULg). 2010-2011.
- Diploma of advanced studies in Educational Sciences, ULg., 2001-2002.
- Master in Educational Sciences, ULg., 1998-2001.
- Diploma of Primary teacher, Haute Ecole Charlemagne, Liège, 1995-1998.

**Teaching**

- Autorisation à Diriger des Recherches (ADR) – June 2024
- Since 2023: Teaching in Doctoral school in Education (Dealing with students' heterogeneity through Multi-Tiered Systems of Support)
- Since 2017: Teaching in BSCE (331, 431, Introduction à la recherche en éducation, 12 ECTS)
- 2009 – 2015: Teaching assistant at UL (Prof. Houssemand - BAP Psycho/Research settings, Master in Assessment/Assessment of competences in school)
- 2001 – 2004: Teaching assistant at the University of Liège (Prof. Lafontaine, Prof. de Landsheere, Prof. Demeuse, Prof. Monseur)

**Supervision**

- Coordinator of the MTSS-K *HORIZON EUROPE* project – Three randomized control trials aiming at adapting, implementing and assessing the effectiveness and efficiency of the Multi-Tiered System of Support (MTSS) educational approach for kindergarten in six European countries.
- Principal investigator and coordinator of the study “*MENFP/OEJQS – School and career orientation*”
- Principal investigator and coordinator of the study “*MENFP/OEJQS – Large-scale study about kindergarten and primary educational actors*”
- Principal investigator and coordinator of the study “*MENFP – Supporting schools in their development*”
- Coordinator of the study “*Internal – Perception of the Epreuves standardisées*”
- Coordinator of the study “*Internal – Students motivation and effort in low-stakes testing*”
- Supervision of five bachelor or master thesis
- Member of the CET of 9 doctoral candidates:
  - Alison Demangeon - University of Nancy – (starting date: 2019; end-date: 2023)
  - Alice Kamga – Universities of Paris and Yaoundé– (starting date: 2019; end-date: 2023)
  - Alpha Amadou Diallo – University of Laval – (starting date: 2020)
  - Mélanie Tinnes-Vigne – University of Luxembourg – (starting date: 2021)
  - Jean Baron – University of Liège – (starting date: 2022)
  - Pacôme Beylandier – Haute Ecole Pédagogique du Canton de Vaud – (starting date: 2025)
  - Raquella Gebran – Université du Luxembourg – (starting date: 2025)
  - Guillaume Viatour – Université du Luxembourg – (starting date: 2025)
  - Mahdis Riahi – Université du Luxembourg – (starting date: 2025)

**Reviewer for international journals**

- *Frontiers in Psychology* – since 2023
- *Frontiers in Education* – since 2023
- *Les Dossiers des Sciences de l'Éducation* – since 2020
- *Pédagogie médicale* – since 2019
- *Swiss Journal of Educational Science* – since 2019
- *Revue française de pédagogie* – since 2016
- *E-Jiref* – since 2017
- *Mesure et évaluation en éducation (INT2)* – since 2008

## International activities

- One of the initiators of a new scientific network dedicated to the MTSS approach in Europe – Since 2025
- Member of the Editorial Board of the Presses de l'ADMEE – Since 2021
- European Editor of the *Mesure et évaluation en éducation journal* (INT2) – 2014-2018
- President of the Scientific Committee of the 28<sup>th</sup> international ADMEE-Europe congress – 2016
- Member of the Administration Council of the ADMEE-Europe – 2008-2018
- Main organizer of the 24<sup>th</sup> international ADMEE-Europe congress – 2012
- Co-organizer of the 19<sup>th</sup> international ADMEE-Europe congress – 2006

## Research interests

- Response to intervention and multi-tiered systems of support
- Teaching and assessment methods
- Parental involvement and relationship between schools and families
- Regulation of education systems
- Statistics and measurement models
- Student self-concept, motivation and engagement

## Merit based funding

- UL FHSE Researchers' Merit-based funding scheme 2024 (ESF assessment – 3/3 positive recommendations)
- UL FHSE Researchers' Merit-based funding scheme 2020 (ESF assessment – 3/3 positive recommendations)

## Research projects (in bold: as PI)

- **2025-2028: MTSS-K Hop on : integration of a sixth country in the MTSS-K study (€500'000)**
- **2024-2028: HORIZON EUROPE – MTSS-K : RCT study in five education systems (€3'800'000)**
- **2020-2023: MENFP/ONQS – Study about kindergarten and primary teachers (€155'000)**
- 2018-2020: Erasmus+ – Families and schools. The involvement of foreign families in schools.
- 2019: Internal – Quality of the peer-review expertise process in scientific congresses
- 2017-2019: PUL – Development of early number ability through a play-based intervention (MATHPLAY)
- 2017-2018: Erasmus+ – Reducing school dropout (FAVAS)
- **2018: Internal – Perception by the users of “Epreuves standardisées”**
- **2017: MENFP – Supporting schools in their development (€15'000)**
- **2015-2017: Internal – Students motivation and effort in low-stakes testing**
- 2013: National report of PISA 2012
- 2011-2013: National report of the *Epreuves standardisées*
- 2011-2012: MENFP – Action-research PARTNERS
- 2010: National report of PISA 2009
- 2008-2012: MENFP – Development of the *Epreuves Standardisées* (mathematic test)
- 2004-2008: FNR – The place of the school in the Luxembourgish society of tomorrow
- 2002-2004: MENFP – Research on the effectiveness of open teaching and classrooms

## Selected publications

(please see orbi.lu for complete list of 152 publications)

### Doctoral Thesis

- **Dierendonck, C.** (2011). *Ségrégation scolaire, pratiques éducatives familiales et réussite scolaire au Luxembourg*. Unpublished doctoral thesis, University of Liège, Liège, Belgium.

### Books

- **Dierendonck, C., Loarer, E., & Rey, B.** (Eds.). (2014). *L'évaluation des compétences en milieu scolaire et en milieu professionnel*. De Boeck.
- Burton, R., & **Dierendonck, C.** (2011). *Les enquêtes internationales*. Québec : Presses Université Laval.
- Martin, R., **Dierendonck, C.**, Meyers, C., & Noesen, M. (2008). *La place de l'école dans la société luxembourgeoise de demain. Vers de nouveaux modèles de fonctionnement du système éducatif*. Brussels, Belgium: De Boeck Université.

## Selection of Publications since 2010

- **Dierendonck, C.** (2024). The Effort-Reward Imbalance Questionnaire for Teachers: Psychometric Properties Using the Bifactor ESEM Framework, *International Education Studies*, 17(4), <https://doi.org/10.5539/ies.v17n4p1>
- **Dierendonck, C.**, Poncelet, D., & Tinnes-Vigne, M. (2024). Why teachers do (or do not) implement recommended teaching practices? An application of the Theory of Planned Behavior, *Frontiers in Psychology*, <https://doi.org/10.3389/fpsyg.2024.1269954>
- **Dierendonck, C.** (2023). Measuring the classroom level of the Dynamic Model of Educational Effectiveness through teacher self-report: development and validation of a new instrument. *Frontiers in Education*, <https://doi.org/10.3389/feduc.2023.1281431>
- Poncelet, D., Macià Bordalba, M., & **Dierendonck, C.** (2023). Parental involvement in secondary education in Belgium, France and Luxembourg: Associations with family and school characteristics. *European Journal of Education*, 58, 719-740. doi:10.1111/ejed.12590
- **Dierendonck, C.**, Poncelet, D., & Tinnes-Vigne, M. (2023). Résultats de la Consultation nationale des acteurs de l'école fondamentale (CAEF) menée en 2021-2022. Rapport de recherche.
- de Chambrier, A.-F., & **Dierendonck, C.** (2022). Vers l'implémentation du modèle de Réponse à l'Intervention dans les systèmes éducatifs européens francophones ? *L'année psychologique*, 122, 301-337. <https://www.cairn.info/revue-l-annee-psychologique-2022-2-page-301.htm>
- **Dierendonck, C.**, Tóth-Király, I., Morin, A. J. S., Kerger, S., Milmeister, P., & Poncelet, D. (2021). Testing associations between global and specific levels of student academic motivation and engagement in the classroom. *Journal of experimental education*. <https://doi.org/10.1080/00220973.2021.1913979>
- **Dierendonck, C.**, de Chambrier, A.-F., Fagnant, A., Luxembourger, C., Tinnes-Vigne, M., & Poncelet, D. (2021). Investigating the dimensionality of early numeracy using the bifactor exploratory structural equation modeling framework. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2021.680124>
- de Chambrier, A.-F., Baye, A., Tinnes-Vigne, M., Tazouti, Y., Vlassis, J., Poncelet, D., Giauque, N., Fagnant, A., Luxembourger, C., Auquièr, A., Kerger, S., & **Dierendonck, C.** (2021). Enhancing children's numerical skills through a play-based intervention at kindergarten and at home: a quasi-experimental study. *Early Childhood Research Quarterly*, 54, 164-178. <https://doi.org/10.1016/j.ecresq.2020.09.003>
- **Dierendonck, C.**, Milmeister, P., Kerger, S., & Poncelet, D. (2020). Examining the measure of student engagement in the classroom using the bifactor model: Increased validity when predicting misconduct at school. *International Journal of Behavioral Development*. 43 (3), 279-286. <https://doi.org/10.1177/2F0165025419876360>
- Poncelet, D., de Chambrier, A.-F., Tinnes-Vigne, M., Baye, A., Tazouti, Y., & **Dierendonck, C.** (2020). Pratiques éducatives parentales et premières compétences en numératie des enfants d'âge préscolaire selon le niveau socio-économique et culturel des familles, *Revue internationale de l'éducation familiale*, 47, 119-149.
- Poncelet, D., Tinnes-Vigne, M., & **Dierendonck, C.** (2019). Motivation des parents à s'engager dans l'accompagnement scolaire de leur enfant au préscolaire : l'influence des croyances émotionnelles. *Sociétés et Jeunesses en Difficulté: Revue Pluridisciplinaire de Recherche*, 22(Printemps), 1-23.
- **Dierendonck, C.**, & Cavaco, C. (2017). Evaluer : pour contrôler ou pour apprendre ? *Evaluer : Journal International de Recherche en Education et Formation*, 3(1-2), 99-100.
- **Dierendonck, C.**, Kafai, A., Fischbach, A., Martin, R., & Ugen, S. (2015). Les Épreuves Standardisées : Élément-clé du pilotage du système éducatif luxembourgeois. *Éducation & Formations*, 86-87, 61-81.
- **Dierendonck, C.**, & Fagnant, A. (2014). Approche par compétences et évaluation à large échelle : deux logiques incompatibles ? *Mesure et Evaluation en Education*, 37(1), 43-82.
- **Dierendonck, C.** (2010). Convergences et divergences entre parents et enfants en tant que sources d'information sur la famille. *Mesure et Evaluation en Education [MEE]*, 33(2).
- Brunner, M., Keller, U., **Dierendonck, C.**, Reichert, M., Ugen, S., Fischbach, A., & Martin, R. (2010). The structure of academic self-concepts revisited: The nested Marsh/Shavelson model. *Journal of Educational Psychology*, 102(4), 964-981. <https://doi.org/10.1037/a0019644>

## Metrics

Scopus: 10 documents cited by 185 documents (3 in 2021) - h-index: 5 (1 in 2021)  
 Google scholar: 751 citations (271 in 2017) - h-index: 13 (6 in 2017) - i10-index: 15 (4 in 2017)  
 Researchgate.net Research Interest Score: 491.3 (182.1 in 2020)