
Curriculum vitae

Marja van den Heuvel-Panhuizen was born in 1950 in Gemert, The Netherlands. After completing secondary education (ULO-B) in Gemert she studied at the Kweek-school in Veghel to become a teacher. She taught in primary education and special education for the next eleven years. While teaching, she studied Pedagogy at the Katholieke Leergangen in Tilburg, and later enrolled in a graduation program in Pedagogy, with a speciality in Educational Science, at Utrecht University. She received her doctorandus degree in 1983 and became involved in the research and development of mathematics education at a number of institutes and organizations.

She collaborated on a program for Dutch Educational Television (NOT) called 'Pluspunt', whose purpose was to introduce teachers to realistic mathematics education. Subsequently, at the Pedagogical Institute (PI) in Rotterdam, she participated in the development of 'Zo reken ik ook!', a mathematics textbook series for children with learning disabilities. This was followed by a study – commissioned by the National Institute for Curriculum Development (SLO) – on the practice of mathematics education, which resulted in the publication of the report entitled 'Zo rekest Nederland'. Thereafter, as a member of the 'Zorgverbreding' project at the SLO, she conducted a study into the potential of accommodating a wider range of educational needs in mathematics education.

Since 1987, she has been employed by the Freudenthal Institute of Utrecht University, where she has been involved in a variety of research and development projects. She participated in the MORE project, an extensive study involving research into the use and effects of mathematics textbooks in primary education, which was conducted in collaboration with the Educational Science Department (VOU) at Utrecht University. The development of tests that took place during this research, and the experiences gained from developing these tests, provided the stimulus for further research in this area and, in turn, led to the present dissertation on assessment in realistic mathematics education. She was also involved in the large-scale 'Mathematics in Context' project. This project was a collaboration with the University of Wisconsin at Madison, aimed at developing a new American mathematics curriculum for grades 5 through 8. Her primary activities in this project focused on number.

Presently, a significant part of her work at the Freudenthal Institute is the development of an in-service training course for primary school teachers. She is also engaged in research into the differences in mathematics achievements between girls and boys. Furthermore, she is involved in a number of (international) assessment projects, including a project in the United States on developing a multi-media assessment tool for teachers.
