

ECS Research output 2016

Journal contributions

- Ameyaw, J. Arts, B., Wals A.E.J. (2016) Challenges to responsible forest governance in Ghana and its implications for professional education, *Forest Policy and Economics* 62, 78-87.
- Biemans, H., Mariën, H., Fleur, E., Tobi, H., Nieuwenhuis, L., & Runhaar, P. (2016). Students' Learning Performance and Transitions in Different Learning Pathways to Higher Vocational Education. *Vocations & Learning*, 9(3), 315-332. (DOI: 10.1007/s12186-016-9155-6; ISI – Q1).
- Baggen, Y., Lans, T., Biemans, H.J.A., Kampen, J. & Mulder, M. (2016). Fostering entrepreneurial learning on-the-job: Evidence from innovative small and medium-sized companies in Europe. *European Journal of Education*, 51(2), 193-209. (DOI: 10.1111/ejed.12171; ISI – Q3)
- Blok, V., Gremmen, B. and Wesselink, R., (2016). Dealing with the Wicked Problem of Sustainability: The Role of Individual Virtuous Competenceusiness and Professional Ethics *Journal*, 34, 3, 297-327. DOI: 10.5840/bpej201621737. (non – ISI 2 credits)
- Cremers, P.H.M, Wals, A.E.J., Wesselink, R., Mulder, M. (2016) Utilization of design principles for hybrid learning configurations by interprofessional design teams, *Instructional Science*, 1-21 (ISI)
- Cremers, P.H.M., A.E.J. Wals, R. Wesselink & M. Mulder (2016). Design principles for hybrid learning configurations at the interface between school and workplace. *Learning Environments Research*, 19, 309–334. (ISI)
- Desjardins, R., Lans, T., & Ederer, P. (2016). Adult Learning, Adult Skills and Innovation. *European Journal of Education*, 51(2), 141-145.
- Dillon J, Stevenson RB, Wals AEJ. (2016). Moving from Citizen to Civic Science to Address Wicked Conservation Problems. *Conservation Biology*, 30:450-455. Q1
- Karimi, S., Biemans, H.J.A., Lans, Th., Aazami, M. & Mulder, M. (2016). Fostering students' competence in identifying business opportunities in entrepreneurship education. *Innovations in Education and Teaching International*, 53(2), 215-229. (DOI: 10.1080/14703297.2014.993419; ISI – Q2)
- Karimi, S., Biemans, H.J.A., Lans, Th., Chizari, M. & Mulder, M. (2016). The Impact of Entrepreneurship Education: A Study of Iranian Students' Entrepreneurial Intentions and Opportunity Identification. *Journal of Small Business Management*, 54(1), 187-209. (DOI: 10.1111/jsbm.12137; ISI Q2 - Management)
- Kasule, G., Wesselink, R., & Mulder, M. (2016). Professional Development Status of Teaching Staff in a Ugandan Public University. *Journal of Higher Education Policy and Management*, 38, 4, 434 – 447. (DOI: <http://dx.doi.org/10.1080/1360080X.2016.1181883>) (non-ISI 2 credits)
- Khaled, A., Gulikers, J., Biemans, H. & Mulder, M. (2016). Occurrences and quality of teacher and student strategies for self-regulated learning in hands-on simulations. *Studies in Continuing Education*, 38(1), 101-121. (DOI: 10.1080/0158037X.2015.1040751; ISI – Q4).
- Lans, T., Verhees, F., & Verstegen, J. (2016). Social Competence in Small Firms—Fostering Workplace Learning and Performance. *Human Resource Development Quarterly*, 27(3), 321-348. doi: 10.1002/hrdq.21254 (ISI)

Lotz-Sisitka, H., MB Ali, G Mphepo, M Chaves, T Macintyre, T Pesanayi, Wals, AEJ... (2016) Co-designing research on transgressive learning in times of climate change. *Current Opinion in Environmental Sustainability* 20, 50-55 Q1)

Noroozi, O., Biemans, H. & Mulder, M. (2016). Relations between Scripted Online Peer Feedback Processes and Quality of Written Argumentative Essay. *The Internet & Higher Education*, 31, 20-31 (ISI – Q1).

Noroozi, O., McAlister, S., & Mulder, M. (2016). Impacts of a digital dialogue game and epistemic beliefs on argumentative discourse and willingness to argue. *The International Review of Research in Open and Distributed Learning*, 17, 3, pp. 208-230. (ISI)

Oonk, C., Gulikers, J., & Mulder, M. (2016). Educating collaborative planners: strengthening evidence for the learning potential of multi-stakeholder regional learning environments. *Planning Practice & Research*, 31(5), 533-551. doi: 10.1080/02697459.2016.1222108 (non-ISI).

Osagie, E., R. Wesselink, V. Blok, T. Lans, & M. Mulder (2016). Individual Competencies for Corporate Social Responsibility: A Literature and Practice perspective. *Journal of Business Ethics*, 135(2), pp. 233-252. DOI 10.1007/s10551-014-2469-0. (ISI)

Peters, M.A. & Wals, A.E.J. (2016) Transgressive learning in times of global systemic dysfunction: interview with Arjen Wals, *Open Review of Educational Research*, 3:1, 179-189. Doi: dx.doi.org/10.1080/23265507.2016.1217166

Cremers, P., Wals, A.E.J., Renate, W., & Mulder, M. (online – November, 2016). Utilization of design principles for hybrid learning configurations by interprofessional design teams, *Instructional Science*. DOI 10.1007/s11251-016-9398-5. (ISI)

Ginkel, S. van, Gulikers, J., Biemans, H. & Mulder, M. (2016). The Impact of The Feedback Source on Developing Oral Presentation Competence. *Studies in Higher Education* (ISI – Q2; DOI: 10.1080/03075079.2015.1117064)

Ginkel, S. van, Gulikers, J., Biemans, H. & Mulder, M. (2016). Fostering Oral Presentation Performance: Does the Quality of Feedback Differ When Provided by the Teacher, Peers or Peers Guided by Tutor? Assessment and Evaluation in Higher Education (ISI – Q2?; DOI: 10.1080/02602938.2016.1212984)

Karimi, S., Biemans, H., Naderi Mahdei, K., Lans, T., Chizari, M., & Mulder, M. (2016). Testing the Relationship between Personality Characteristics, Contextual Factors and Entrepreneurial Intentions in a Developing Country. *International Journal of Psychology* (DOI: 10.1002/ijop. 12209; ISI – Q2)

Noroozi, O. (2016). Considering students' epistemic beliefs to facilitate their argumentative discourse and attitudinal change with a digital dialogue game. *Innovations in Education and Teaching International*. <http://dx.doi.org/10.1080/14703297.2016.1208112>. (ISI - Q3).

Noroozi, O., & Mulder, M. (2016). Design and evaluation of a digital module with guided peer feedback for student learning biotechnology and molecular life sciences, attitudinal change, and satisfaction. *Biochemistry and Molecular Biology Education*. <http://dx.doi.org/10.1002/bmb.20981>. (ISI - Q4).

Osagie, E., Wesselink, R., Blok, V., & Mulder, M. (2016). Contextualizing Individual Competencies for Managing the Corporate Social Responsibility Adaptation Process: The Apparent Influence of the Business Case Logic. *Business and Society*. DOI: 10.1177/0007650316676270 (4 credits – Q2).

Runhaar, P., Bednall, T., Sanders, K., & Yang, H. (2016). Promoting VET Teachers' Innovative Behaviour: Exploring the Roles of Task Interdependence, Learning Goal

Orientation and Occupational Self-Efficacy. *Journal of Vocational Education and Training*, 68 (4). DOI: 10.1080/13636820.2016.1231215

Runhaar, P. (2016). How can schools and teachers benefit from Human Resources Management? Conceptualising HRM from content and process perspectives. *Educational Management Administration & Leadership*. ISI Q3 DOI: 10.1177/1741143215623786. <http://journals.sagepub.com/doi/full/10.1177/1741143215623786>

Spelt, E., Luning, P.A., Boekel, T. van, & Mulder, M. (Published online, August 26, 2016). A multidimensional approach to examine student interdisciplinary learning in science and engineering in higher education. *European Journal of Engineering Education*, DOI: 10.1080/03043797.2016.1224228.

Ginkel, S. van, Laurentzen, R., Mulder, M., Mononen, A., Kyttä, J., & Kortelainen, M. (Accepted). Assessing Oral Presentation Performance: Designing a Rubric and Testing its Validity with an Expert Group. *Journal of Applied Research in Higher Education*.

Books

Mulder, M. (Ed.) (2017). *Competence-Based Vocational and Professional Education. Bridging the Worlds of Work and Education*. Cham, Switzerland: Springer. 1142 pages; DOI 10.1007/978-3-319-41713-4.

Inaugural speech

Mulder, M. (2016). Competence for life. A review of developments and perspective for the future. Farewell address upon retiring as Professor of Education and Competence Studies at Wageningen University & Research on 20 October 2016. Wageningen: Wageningen University

PhD Dissertations

Birru, W.T. (2016). Competence modelling for export performance improvement in Ethiopia. Doctoral dissertation. Wageningen University & Research.

Chaves, M. (2016). Answering the "Call of the Mountain": Co-creating sustainability through networks of change in Colombia. Doctoral dissertation. Wageningen University & Research.

Cremers, P.H.M (2016). Designing hybrid learning configurations at the interface between school and workplace. Doctoral dissertation. Wageningen University & Research.

Oonk, C. (2016). Learning and teaching in the regional learning environment : Enabling students and teachers to cross boundaries in multi-stakeholder practices. Doctoral dissertation. Wageningen University & Research. DOI: <http://dx.doi.org/10.18174/391709>

Osagie, E.R. (2016). Learning and corporate social responsibility. A study on the role of the learning organization, individual competencies, goal orientation and the learning climate in the CSR adaptation process. Doctoral dissertation. Wageningen University & Research.

Solomon, G.H. (2016). Towards competence-based technical-vocational education and training in Ethiopia. Doctoral dissertation. Wageningen University & Research.

Book chapters

- Mulder, M. (2017). Competence and the alignment of education and work. In: Mulder. M. (Ed.), *Competence-Based Vocational and Professional Education. Bridging the Worlds of Work and Education*. Cham, Switzerland: Springer, pp. 229-251.
- Mulder, M. (2017). Competence Theory and Research: a Synthesis. In: Mulder. M. (Ed.), *Competence-Based Vocational and Professional Education. Bridging the Worlds of Work and Education*. Cham, Switzerland: Springer, pp. 1071-1106.
- Mulder, M. and J. Winterton (2017). Introduction. In: Mulder. M. (Ed.), *Competence-Based Vocational and Professional Education. Bridging the Worlds of Work and Education*. Cham, Switzerland: Springer, pp. 1-43.
- Noroozi, O., & McAlister, S. (2017). Software tools for scaffolding argumentation competence development. In M. Mulder, (Ed.), *Competence-based vocational and professional education. Bridging the worlds of work and education* (pp.819-839). Cham: Springer International Publishing Switzerland. http://dx.doi.org/10.1007/978-3-319-41713-4_38.
- Popov, V., Brinkman, D. & Van Oudenhoven J. P. (2017). Becoming Globally Competent through Student Mobility. Mulder, M. (Ed.) *Competence-based Vocational and Professional Education. Bridging the Worlds of Work and Education*. Cham, Switzerland: Springer, pp. 1007-1028.
- Runhaar, P. (2017). Factors influencing professional development in teacher teams within CBE contexts. In: Mulder, M. & Winterton J. (Eds.) *Competence-Based Vocational and Professional Education. Bridging the World of Work and Education*. Springer. pp755-773
- Wals, A.E.J. (2016) Sustainability and Education. In: M.A. Peters (ed.), *Encyclopedia of Educational Philosophy and Theory*, New York: Springer. DOI 10.1007/978-981-287-532-7_445-1.
- Wals, A.E.J. ; Tassone, V.C. ; Hampson, Gary P. ; Reams, Jonathan (2016) Learning for Walking the Change: Eco-Social Innovation through Sustainability-oriented Higher Education. In: *Routledge Handbook of Higher Education for Sustainable Development* / Barth, Matthias, Michelsen, Gerd, Rieckmann, Marco, Thomas, Ian, London : Routledge - ISBN 9780415727303 - p. 25 - 39.
- Wesselink, R., H.J.A. Biemans, J. Gulikers and M. Mulder (2017). Models and Principles for Designing Competence-Based Curricula, Teaching, Learning and Assessment. In: Mulder. M. (Ed.), *Competence-Based Vocational and Professional Education. Bridging the Worlds of Work and Education*. Cham, Switzerland: Springer, pp. 533-553.

Reports

- Biemans, H. & Wallenaar, M. (2016). De toegevoegde waarde van online intervisie Pilot onder startende leraren. *Van 12 tot 18*, 26(4), 30-31.
- Gulikers, J. & Oonk, C. (2016). Het waarderen van leren met partijen buiten de school. *OnderwijsInnovatie*, 3, 17-26.
- Gulikers, J. T. M., & Oonk, C. (2016). Boundary crossing in regioleren: Actief ondersteunen van student-stakeholder samenwerking. In A. Bakker, I. Zitter, S. Beausaert en E. de Bruijn (Eds.). *Het leerpotentieel van grenzen: Opleiden en professionaliseren in de beroepspraktijk* (pp. 226-246). Koninklijke Van Gorcum.

Harbers, J. & Biemans, H. (2016). Het Groene Lyceum, een doorlopende leerlijn nader onderzocht. Van 12 tot 18, 26(2), 36-37.
<http://www.voterra.nl/cms/data/media/Downloads/hGL%20in%20van%202012%20tot%2018.pdf>

Runhaar, P., Gulikers, J., & Hendricks, A. (2016). Teken je ideale leraar! Ontwikkelingen in professionele identiteit van leraren in beeld brengen. VELON tijdschrift voor lerarenopleiders, 37(1), 79-92.

Zoethout, H., Bouwmans, M., Runhaar, P. & Wesselink, R. (2016). Eén voor allen, allen voor één. O&O 29(2), 22-26.

Paper presentations & Abstracts in proceedings & Activities/Non textual

Baartman, L. & Gulikers, J. (2016). Teachers' formative assessment practices in the classroom with effects on students. Paper presented at the Onderwijs Research Dagen, Rotterdam, May 26.

Biemans, H. & Harbers, J. (2016). *Eén Groen Lyceum*. Presentatie op NRO Voortgangsbijeenkomst Groen Onderwijs 03-02-2016. Wageningen: Stoas.

Biemans, H. (2016). *Onderzoek naar het Groene Lyceum: opzet en uitkomsten*. Presentatie op de werkconferentie Het Groene Lyceum 18-03-2016. Doetinchem: AOC Oost.

Biemans, H., Mariën, H., Fleur, E., Beliaeva, T., Tobi, H., Nieuwenhuis, L., & Runhaar, P. (2016, Oktober). *Promoting Students' Transitions to Higher Vocational Education*. Paper presented at the Competence 2016 Conference, Wageningen, The Netherlands.

Bosma, R.H., Phung, L.D., Hien, L.M., Van An, L. The An, N., Minh Hang, T.T. & Wals, A.E.J. (2016) Making Agriculture Curricula Competence-Oriented While Inserting Issues on Gender and Climate Change at Vietnamese Universities. In: Proceedings of the Education and research in Southeast Asia for Climate Change Response. Accu-Niche/VNM/105 Symposium. Hanoi: Agricultural University Press, p33-48.

Bouwmans, M., Runhaar, P., Wesselink, R. & Mulder, M. (2016). *De ontwikkeling van gespreid leiderschap en de rol van teamleren*. Presentation at the Onderwijs Research Dagen, Rotterdam, May 27.

Bouwmans, M., Runhaar, P., Wesselink, R. & Mulder, M. (2016). *Stimulating teachers' team performance through team-oriented HR practices: Unravelling the role of affective team commitment and team learning*. Paper presented at EARLI SIG 14, Regensburg, Germany, August 24.

Bouwmans, M., Runhaar, P., Wesselink, R. & Mulder, M. (2016). *Towards distributed leadership: From opportunities created by formal leaders to a development through team learning*. Paper presented at the Competence 2016 Conference, Wageningen, The Netherlands.

Brinkman, B. & Popov, V. (2016) Becoming globally competent through student mobility. Paper presented at the Competence 2016 Conference, Wageningen, The Netherlands, October 19

Chalachew, A., Wesselink, R., Biemans H., & Mulder, M. (2016). Developing and Validating a Competence Profile for Development Agents: A Case Study. Paper presented at the Competence 2016 Conference, Wageningen, October 21.

Ginkel, S. van, Gulikers, J., Biemans, H.J.A., & Mulder, M. (2016). *The Impact of the Feedback Source on Developing Oral Presentation Competence*. Paper presented at the AERA, Washington, D.C., April 9.

Ginkel, S. van, Gulikers, J., Biemans, H., & Mulder, M. (2016). Towards a Set of Design Principles for Developing Oral Presentation Competence in Higher Education. Paper presented at the Competence 2016 Conference, Wageningen, Octobre 19.

Ginkel, S. van, Gulikers, J., & Biemans, H. (2016). Fostering Oral Presentation Performance: Does the Quality of Feedback Differ When Provided by the Teacher, Peers or Peers Guided by Tutor? Paper presented at the Competence 2016 Conference, Wageningen, Octobre 19.

Gulikers, J. & Baartman, L. (2016). Teachers' formative assessment practices in the classroom with effects on students. Paper presented at the Competence 2016 Conference, Wageningen, Octobre 20.

Gulikers, J., Runhaar, P., & Brinkman, D. (2016). Development of intercultural competencies during international internships using a rubric Paper presented at the Competence 2016 Conference, Wageningen, Octobre 20.

Gulikers, J. (2016). Towards sustainable assessment practices and data use: combining assessment for learning and data-based decision making. Paper presented at the AERA, Washington, D.C., April 9

Le Thi Hong, P., Biesbroek, R. Le Thi Hoa, S. & Wals, A.E.J. Increasing the smallholder farmers' adaptive capacities to climate change through social learning interventions in Central Vietnam. In: Proceedings of the Education and research in Southeast Asia for Climate Change Response. Accu-Niche/VNM/105 Symposium. Hanoi: Agricultural University Press, p76.

Lotz-Sisitka, H. and Wals, AEJ (2016) Transformative, transgressive approaches to social learning: Unlocking disruptive pedagogy and epistemic disobedience in higher education. Paper presented at the AERA conference held in Washington DC, April 8-12, 2016.

Misbah, Z., Gulikers, J., Widiharso, W., & Mulder, M. (2016). Exploring Connections of Teacher Interpersonal Behaviour, Student Motivation and Competency Level. Paper presented at the Competence 2016 Conference, Wageningen, Octobre 20.

Mulder, M. (2016). *The competence construct in educational practice: A critical review of global critiques*. Paper presented at the WERA conference, Washington, D.C., April 9.

Mulder, M. (2016). Emerging Trends in Competence-Based Extension Education Science. In: K. Ghadei, D. Mishra, S.K. Tamminana & N. Upreti (Eds.). *International Extension Education Conference on Education, Research and Services, Abstract-book*. Varanasi: Banaras Hindu University (lead paper 1; 7 pages; no page numbers).

Mulder, M. (2016). *Competence Theory, Research and Practice: A Synthesis*. Paper presented at the Conference of the Association of International Agricultural and Extension Education, Portland, Oregon, USA, April 6.

Mulder, M. (2016). *Publishing research in scholarly journals and assessment of research output*. Professional Development workshop facilitated at the Conference of the Association of International Agricultural and Extension Education, Portland, Oregon, USA, April 6.

Mulder, M. (2016). *Publishing Research – Lessons Learned*. Presentation at the Addis Ababa University, April 25.

Mulder, M. (2016). *The competence construct in educational practice: A critical review of global critiques*. Presentation at the Addis Ababa University, April 26.

Mulder, M. (2016). *Distinct Contributions of Educational Researchers in VETNET*. Keynote at the ECER conference, VETNET Opening Session, Dublin, August 23.

Mulder, M. (2016). *Strengths and Weaknesses of Dual Training Systems in the Netherlands*. Contribution to panel discussion at the ECER conference, Dublin, August 24.

Mulder, M., (2016). *Competence for the Unknown Future*. Keynote address for the Conference 21st Century Skills, of the ASEM LLL Hub, Copenhagen, Denmark, October 5.

Mulder, M. (2016). *VET and companies – demands and contributions; Case: Netherlands*. Keynote at the VET Researcher Community Forum, European Vocational Skills Week, European Commission, Brussels, December 8.

Mulder, M. & Pachuau, A. (2016). *Publishing to Advance Education and Extension Theory and Research*. Presentation at the International Extension Education Conference on Education, Research and Services, at Banaras Hindu University, Varanasi, India, 27 January.

Mulder, M., Wesselink, R., Biemans, H., & Lans, T. (Eds.) (2016). *Conference Proceedings Competence 2016 – International Conference on Competence theory, research and practice (October 19-21, 2016)*. Wageningen: Education & Competence Studies group/Wageningen University & Research.

Noroozi, O. (2016). Fostering argumentation competence in higher education. *International Conference on Competence Theory, Research and Practice*, pp. 399-403. Wageningen, the Netherlands, 19th-21st October, 2016.

Noroozi, O. (2016). Fostering 21st century skills in higher education. *International Conference on Competence Theory, Research and Practice*, pp. 417-421. Wageningen, the Netherlands, 19th-21st October, 2016.

Noroozi, O., & Hatami, J. (2016). Effects of a digital guided peer feedback on students' argumentation competence, learning, and satisfaction. In M. Mulder., R. Wesselink., H. Biemans., & T. Lans (Ed.). *Proceedings of the 1st International Conference on Competence Theory, Research and Practice*, pp. 253-257. Wageningen, the Netherlands, 19th-21st October, 2016.

Noroozi, O., & Mulder, M. (2016). Fostering argumentative discourse and attitudinal change through a digital dialogue game with emphasis on students' epistemic beliefs. In L. Gómez Chova., A. López Martínez, & I. Candel Torres (Ed.). *Proceedings of the 8th International Conference on Education and New Learning Technologies*, pp. 7927-7932. Barcelona, Spain, 4th-6th July, 2016.

Noroozi, O., & Tramper, H. (2016). Effects of computer-supported argumentation scripts on students' domain-specific knowledge gain and attitudinal change. In M. Mulder., R. Wesselink., H. Biemans., & T. Lans (Ed.). *Proceedings of the 1st International Conference on Competence Theory, Research and Practice*, pp. 403-407. Wageningen, the Netherlands, 19th-21st October, 2016.

Oonk, C., Gulikers, J., & Mulder, M. (2016) *Ondersteuning van student-stakeholdersamenwerking in de Regionale Leeromgeving en het effect op het leren van studenten: Een interventiestudie*. Paper presented at the Onderwijs Research Dagen. Rotterdam, the Netherlands.

Oonk, C., Gulikers, J., & Mulder, M. (2016). *Supporting student-stakeholder collaboration in the multi-stakeholder Regional Learning Environment and the effects on students' boundary crossing learning*. Paper presented at the WASS Graduate School PhD day. Wageningen, the Netherlands. 12 mei 2016.

Oonk, C. & Gulikers, J. (2016). Stimulating students' boundary crossing learning in the multi-stakeholder Regional Learning Environment. Paper presented at the Competence 2016 Conference, Wageningen, Octobre 19.

Oonk, C., Gulikers, J., Mulder, M. (2016). *Supporting Student-Stakeholder Collaboration in the Multistakeholder Regional Learning Environment and the Effects on Student Learning*. Paper presented at the AERA, Washington, D.C., April 9.

Purnhagen., K. & Noroozi, O. (2016). Enhancing the quality of argumentation in national and international food law through argumentation-based computer-supported collaborative learning (ABCSCCL). In M. Mulder., R. Wesselink., H. Biemans., & T. Lans (Ed.). *Proceedings of the 1st International Conference on Competence Theory, Research and Practice*, pp. 407-412. Wageningen, the Netherlands, 19th-21st October, 2016.

Runhaar, P., Gulikers, J., & Wesselink, R. (2016). Beyond induction; a comprehensive view on novice teachers' induction in Dutch secondary education. Paper presented at the Competence 2016 Conference, Wageningen, October 20.

Solomon, H.G., Wesselink, R., & Noroozi, O. (2016). Realization of competence-based education and training: teachers', students' and graduates' perspectives. In M. Mulder., R. Wesselink., H. Biemans., & T. Lans (Ed.). *Proceedings of the 1st International Conference on Competence Theory, Research and Practice*, pp. 49-55. Wageningen, the Netherlands, 19th-21st October, 2016.

Valero-Haro, A., Noroozi, O., & Biemans, H.J.A. (2016). The effects of first-order and second-order scaffolding on computer-supported collaborative argumentation: A systematic review. In M. Mulder., R. Wesselink., H. Biemans., & T. Lans (Ed.). *Proceedings of the 1st International Conference on Competence Theory, Research and Practice*, pp. 423-431. Wageningen, the Netherlands, 19th-21st October, 2016.

Wals, AEJ (2016) Protecting and expanding children's innate sustainability through intergenerational ecologies of learning. Keynote presented at the 68th OMEP World Assembly and International Conference, Seoul on July 7, 2016.

Wals, AEJ (2016) Working on SDG14 in the Anthropocene using SDGs 4 and 17. Keynote presented at the Marine Days, Gothenburg University & Chalmers University, Gothenburg, November 14, 2016.

Wals, AEJ (2016) Transitional Learning and Capacity-Building for a Sustainable World. Presented at the GMV-ESD Dialogue meeting held at GMV, Gothenburg, October 25, 2016.

Wals, AEJ (2016) Imagining living and learning in the city with sustainability in mind. Keynote Chinese Association for Nature Conservation Education, Taipei, Taiwan, November 6, 2016.

Wals, AEJ (2016) Duurzaamheid als aanjager van toekomst- bestendig onderwijs voor een betere wereld. Keynote conferentie "Leren voor Duurzame Ontwikkeling. Gewoon doen!" gehouden bij STOAS/Vilentum op 12 mei, 2016.

Wals, AEJ (2016) De aantrekkelijke onduidelijkheid van duurzaamheid. Lezing gehouden voor de zondaguniversiteit van de BBLTHK te Wageningen op 7 januari, 2016

Wals, AEJ (2016) Education for a more sustainable world: whole school approaches for the 21st century. Afternoon presentation at the "GEM Lärande för hållbar utveckling" held at Borås University, May 3rd, 2016

Wals, AEJ (2016) Societal Engagement in Marine Sustainability – education and research for disruption and adaptation. Keynote at the Marine Research PhD-Day held at the Business School of Gothenburg University on December 12, 2016.

Wals, AEJ (2016) "Learning our way out of systemic global dysfunction" Morning keynote held the University of Jönköping, May 3rd, 2016.

Wals, AEJ (2016) More than the sum of its parts: sustainability linking science and society. Keynote held during the Eco-Campus Dialogue in Abu Dhabi, UAU on February 3rd, 2016.

Wals, AEJ (2016) Social learning and transformative learning for sustainability to respond climate change challenges. Presentation held at the seminar "Researching transformative learning in the times of climate change" held at Hanoi National University on August 26th, 2016.

Wals, AEJ (2016) Education unusual to disrupt business-as-usual: T-Learning in higher education practice. Presentation held at the "Sharing Post-Secondary Education for Sustainability Best Practices" pre-SEPN conference held at the University of Saskatchewan in Saskatoon on June 10th, 2016.

Wals, AEJ (2016) De aantrekkelijke onduidelijkheid van duurzaamheid. Inleiding gehouden op de UNESCO-School thema-middag "Haal de wereld in je les," Nassau-College, Harderwijk, 5 april, 2016.

Wals, AEJ (2016) Het mobieltje uitgekleeft: de aantrekkelijke onduidelijkheid van duurzaamheid. Inleiding gehouden tijdens het Bèta Café Duurzaamheid in Voortgezet Onderwijs, gehouden op het Zaanlands Lyceum te Zaanstad op 21 maart, 2016.

Wals, AEJ (2016) Leren voor duurzame ontwikkeling in het 'post-truth' tijdperk. Duurzaamheids 'hotspot' presentatie samen met Suzanna van der Meer, gehouden tijdens het DuurzaamDoor! Slotfestival bij de AERES Hogeschool te Wageningen op 15 december, 2016

Wesselink, R., Runhaar, P., & Gulikers, J. (2016). Beyond induction. A comprehensive view on novice teachers' induction in Dutch secondary schools. Paper presented at the AERA, Washington, D.C., April 9

Zoethout, H., Wesselink, R., Runhaar, P., Mulder, M. (2016). Teamleren en transactiviteit in docententeams in het mbo. Paper presented at the Onderwijs Research Dagen 2016, Rotterdam, May 27

Zoethout, H., Wesselink, R., Runhaar, P., Mulder, M. (2016). Team Learning and Transactivity in Teacher Teams in Dutch Vocational Education and Training: a Qualitative Approach. Paper presented at the INGGroup 2016 conference, Helsinki, July 15

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