

# Publicaties Lectoraat Duurzame Talentontwikkeling

Bekijk de full text publicaties van het lectoraat in de HBO-Kennisbank

## 2026

- Caratozzolo, P., Rueda-Castro, V., Azofeifa, J. D., Nørgaard, B., Sjoer, E., Yadav, A., Osorio Sanchez, J., Diaz-Perez, W., & Villanueva, C. (2026). Empowering Future Educators across Borders and Disciplines for Experiential Learning Ecosystems. In *Open Science and the Future of Education: A Global Manifesto for Open Solutions Through Interdisciplinary Collaboration* (1st Edition, pp. 43–55). Routledge. <https://doi.org/10.4324/9781003732945>
- De Hei, M., Altorf, D., Kuijlenburg, D., Lerink-Mulderink, M., Müller, E. ., & Admiraal, W. (2026). The added value of equitable multistakeholder co-creation in higher education. *International Journal for Students as Partners*, 10(1). <https://doi.org/10.15173/ijsap.v10i1.6681>
- Frie, L. (2026). *Van expert naar flexpert*. HR Square, 2026 (1) 39-41. [Tijdschrift - HR Square](#)

## 2025

- Bergsma, A. (2025, 22 augustus). *Mantelzorg is geen zorgzame oplossing* [Opinie]. Verpleging en verzorging, *Zorgvisie*. <https://www.zorgvisie.nl/blog/opinie-mantelzorg-is-geen-zorgzame-oplossing/>
- Bergsma, A. (2025, 10 september). *Ongemak* [column]. TvZ. <https://www.tvznext.nl/magazine-artikelen/column-annemarie-bergsma-ongemak/>
- Bergsma, A. (2025). Wat betekent planetaire gezondheid en duurzaamheid voor integratief verpleegkundigen? In A. Eliëns, N. Strybol & W. Bijl (Red.), *Integratieve verpleegkunde: Een antwoord op actuele vraagstukken bij gezondheid en ziekte* (pp. 62-83). Uitgever Virtuosoos.
- De Hei, M., Ambagts, M., Issa, T., & Tabacaru, C. (2025). Implementing Group Learning Activities to Foster Intercultural Competence: Facilitating Interaction Across Differences in Higher Education. In P. Genkova, M. Flynn, M. Morley, & M. Rašticová (Eds.) *Handbook of diversity competence: European perspectives* (pp 189 – 202). Springer Cham. <https://doi.org/10.1007/978-3-031-69308-3>
- Frie, L. (2025). *Van expert naar flexpert: hoe HR flexpertise stimuleert*. Tijdschrift Voor HRM. <https://tijdschriftvoorhrm.nl/van-expert-naar-flexpert-zo-maakt-hr-duurzame-loopbanen-mogelijk/>
- Frie, L.S., Gombault, M.Y., Altorf, D.E., Dobbinga, S., & Van der Heijden, B.I.J.M. (2025, June 25-29). *A system dynamics approach to the processes by which adaptive leaders promote career sustainability*. Paper presented at the Annual Academy of Management Conference 2025, Copenhagen, Denmark.
- Frie, L.S., Van der Heijden, B.I.J.M, Sjoer, E., & Korzilius, H. (2025). Van Expert naar Flexpert: De rol van HR in het bevorderen van duurzame loopbanen. *Tijdschrift voor HRM*.
- Haenen, J., & Ommering, B. (2025, juni 4 - 6). *Studenten voorbereiden op leven lang ontwikkelen: epistemic agency als fundament voor student agency?* Ronde tafel tijdens de Onderwijs Research Dagen (ORD) 2025, Leuven, België
- Haenen, J., Vink, C. C., Sjoer, E., & Admiraal, W. F. (2025, juni 4 - 6). *Het stimuleren van agentic gedrag in open leeromgevingen in het hoger onderwijs*. Paper gepresenteerd als onderdeel van een symposium op de Onderwijs Research Dagen (ORD) 2025, Leuven, België
- Haenen, J., Vink, S, Sjoer, E., & Admiraal, W. (2025). Motivating students with optimal challenge in an open learning environment. *Social Sciences & Humanities Open*, 11, 101577. <https://doi.org/10.1016/j.ssaho.2025.101577>
- Hensel, R., Visser, R. & Sjoer, E. (2025). Developing effectuation skills in digitally operating, entrepreneurial teams: the functionality of a multisource assessment system. *European Journal of International Management* 26(3 4):512-540. DOI: [10.1504/EJIM.2024.10065071](https://doi.org/10.1504/EJIM.2024.10065071)
- Lengelle, R. (2025). Autoethnography for Transcending Taboos. In B. Thompson & R.A. Neimeyer. (Eds). *From Mourning to Meaning: The Expressive Arts in Grief Therapy*. Routledge. (In press)

- Lieshout, H. van, Corporaal, S., Biemans, P. & Sjoer, E. (2025) Geen achtbaan, maar een richting voor LLO. In: *LLO in 2030. Acht perspectieven van de samenwerkende human capital lectoraten voor het realiseren van een doorbraak voor een toekomstbestendige arbeidsmarkt*. Techyourfuture, pp 6-13.
- Nørgaard, B., Sjoer, E., Smith, C., Caratozzolo, P., Puente, S. G., Schrey-Niemenmaa, K., Overgaard Markman, A., Clausen, N. R. (2025, November). Who are the Professional Engineers Participating in Continuing Engineering Education? In *Proceedings from the International Research Symposium on Problem-Based Learning (IRSPBL)*, Pretoria, South Africa. <https://doi.org/10.54337/irspbl-11091>
- Slijper, J., Biemans, P. & Sjoer, E. (2025) De missing link in een leven lang ontwikkelen: beroepsbeelden. In: *LLO in 2030. Acht perspectieven van de samenwerkende human capital lectoraten voor het realiseren van een doorbraak voor een toekomstbestendige arbeidsmarkt*. Techyourfuture, pp 49-56
- Trillo, A., Ortega-Maldonado, A., Lopez-Pena, B., & Bretones, F. D. (2025). Psychosocial predictors of job satisfaction in nursing: Insights from a Spanish hospital setting. *Behavioral Sciences*, 15(3), 274. <https://doi.org/10.3390/bs15030274>
- Van den Hee, M., Haenen, J., Den Hertog, J., & Liu, W. (2025, November 25-27). *Enhancing students', teachers' and societal partners' agency in transdisciplinary learning contexts* [Round Table]. European Association for Practitioner Research on Improving Learning (EAPRIL) 2025, Valetta, Malta
- Zwart, Z., Stokhof, H., Van den Langenberg, K., & Haenen, J. (2025). *De STUURkracht Challenge: student agency bevorderen in mbo en hbo*. Vaktijdschrift Profiel, 7, 6-8.

## 2024

- Brink, S. C., de Hei, M., Sjoer, E., Carlsson, C. J., Georgsson, F., Keller, E., ... Admiraal, W. (2024). Curriculum Agility principles for transformative innovation in engineering education. *European Journal of Engineering Education*, 50(3), 455–471. <https://doi.org/10.1080/03043797.2024.2398165>
- Bergsma, A. (2024, 29 augustus). Column Annemarie Bergsma | Vrede. *TVZ Next*. <https://www.tvznext.nl/magazine-artikelen/column-annemarie-bergsma-vrede/>
- Bergsma, A., Bakker, E., & Verhaegh, K. (2024). Planetary health voor gezondheid en welzijn. *TT - Wijzer*, 29(1), 111.
- Bergsma, A., Brauer, H., & Rambaran, D. (2024). *Verstevigen van veerkracht in gemeenschappen voor rechtvaardige en duurzame transitie*. De Haagse Hogeschool.
- Den Elzen, K., Neimeyer, R.A. & Lengelle, R. (Eds)(2024) *Living with Loss: from grief to wellbeing*. Routledge.
- Frie, L.S., Korzilius, H. P., Dobbinga, S., Van der Heijden, B. I., & Sjoer, E. (2024). Meeting new expertise needs throughout careers: A group model building approach in the field of HR/D. *Human Resource Development Quarterly*. <https://doi.org/10.1002/hrdq.21544>
- Frie, L.S., Van der Heijden, B. I., Korzilius, H. P., & Sjoer, E. (2024). How workers meet new expertise needs throughout their careers: An integrative review revealing a dynamic process model of flexpertise. *International Journal of Management Reviews*. <https://doi.org/10.1111/ijmr.12362>
- Frie, L.S., Sjoer, E., Van der Heijden, B., & Korzilius, H. (2024). 26. Fostering career sustainability: renewal bundles of HR/D practices for flexpertise development. In T.S. Rocco, M. Lane Morris, & R.F. Poell (Eds.), *The Sage Handbook of Human Resource Development* (pp. 318-329). SAGE Publications, Ltd. (UK).
- Haenen, J. (2024). [22. Janine Haenen \(ORD special\) - Student agency - Kortsluiting - de Podcast | Podcast on Spotify](#)
- Haenen, J., Götte, B., Stapel, S., & Blom, E. (2024, November 26 - 28). *Stimulate your students' agency. Student Agency Toolkit for higher education*. [Workshop]. European Association for Practitioner Research on Improving Learning (EAPRIL) 2024, Hasselt, België
- Halem, N. van, Haenen, J., Schoots-Snijder, A., & Volman, M. (2024, juli 10 - 12). *Leerlingen en studenten voorbereiden op een betekenisvol leren in een veranderende wereld vanuit agency perspectief*. [Paper symposium]. Onderwijs Research Dagen (ORD) 2024, Tilburg, Nederland
- Hensel R.W., Visser, R.C. & Sjoer, E. (2024). Developing effectuation skills in digitally operating, entrepreneurial teams: the functionality of a multi-source assessment system'. *European Journal of International Management*, 24(4), 362-391.
- Huyer, N.G., Dikken, J., Sjoer, E., Hutter, R. I., Venema, A., & Renden, P. G. (2024). Insights in Flexible Assessment from Students' and Teachers' Perspectives: A Focus Group Study. *Higher Education Studies*, 14(3), 1-73.
- Lengelle, R. (2024). Professor out of a suitcase or Ferris Bueller's year off. In A. Grant, & E. Lloyd-

Parkes (Eds.), *Meaningful journeys: Autoethnographies of quest and identity transformation*. (pp. 167-186). Routledge.

- Lengelle, R. (2024). Foreword: Philosophy in autoethnography: A reflection on quality in qualitative research. In A. Grant, & E. Lloyd-Parkes. (Eds), *Writing Philosophical Autoethnography*. (pp. xi-xix) Routledge.
- Lengelle, R., Altorf, D. & Dobbinga, S. (2024). Onderzoeker worden van binnenuit: Levensthema's ontdekken met een schrijfcursus. *LoopbaanVisie* (Augustus), 43-38.
- Lengelle, R., Hughes, D. & Hambly, L. (Eds) (2024). *Art that Tells the Truth: Creative Methods for Guidance and Counselling*. Routledge.
- McNichol, K., Lengelle, R., & Poell, R. (2024). Career Writing Interventions for Career Learning: An Integrative Literature Review. *British Journal of Guidance and Counselling*. (Release late 2024)
- Slijper, J., Biemans, P., Sjoer, E., & Verstegen, P. (2024). Van beroepsbeeld naar beroepswerkelijkheid. *Tijdschrift voor arbeidsvraagstukken, jaargang 40, (4), 471-493*.2023

## 2023

- Aangenendt, M., Sjoer, E. & Wallner, C. (2023). Facilitation of Value Creation in Professional Learning Networks. *Higher Education Studies*; 13 (3). doi:10.5539/hes.v13n3p31.
- Biemans, P., Sjoer, E., Slijper, J. & Versteegen, P. (2023) Een ecosysteem van loopbanen. *PW*, 52-54.
- Elzen, K. den, & Lengelle, R. (Eds.). (2023). *Writing-for-wellbeing: Theory, research, and practice*. Routledge.
- Elzen, K. den, & Lengelle, R. (2023). When your partner dies. A conversation about writing and post-traumatic growth in widowhood. In K. Den Elzen & R. Lengelle (Eds.), *Writing for wellbeing: Theory, research, and practice* (pp. 15-32). Routledge.
- Frie, L. S. (2023). *From expert to flexpert: How workers meet new expertise needs throughout their careers* [Doctoral dissertation, Radboud University]. Nijmegen : Radboud University Press.
- Frie, L., Van der Heijden, B., Korzilius, H., & Sjoer, E. (2023, May 24-27). *Fostering flexpertise through workplace learning: An empirical study using Group Model Building* [Paper presentation]. 21st EAWOP Congress, Katowice, Poland.
- Haenen, J. (2023, May 8-12). *Promoting student agency in an open learning environment in higher education*. [Round table]. ICO Spring School 2023, Blankenberge, Belgium.
- Haenen, J., & Hendriks, R. A. (2023, Juli 5-7). *Het stimuleren van student agency in het hoger onderwijs*. [Poster presentatie]. ORD 2023, Amsterdam, The Netherlands.
- Hei, M. de, & Audenaerde, I. (2023). How to support co-creation in higher education: The validation of a questionnaire. *Higher Education Studies*, 13(3). <https://doi.org/10.5539/hes.v13n3p54>
- Hei, M. de, & Audenaerde, I. (2023). *Quick Scan Co-creation in Higher Education*. DANS. <https://doi.org/10.17026/dans-xgc-dagw>
- Hei, M. de, Müller, E., Altorf, D., Lerink, M., & Kuijlenburg, D. (2023, November 22-24). *Co-creation in higher education: lessons learned from ten pilots* [Conference presentation]. EAPRIL 2023 conference, Belfast, Northern Ireland.
- Hendriks, R. A., & Haenen, J. (2023, July 5-7). *Een gemeenschappelijke taal is wel zo ideaal. Maar hoe doen we dat?* [Workshop]. ORD 2023, Amsterdam, The Netherlands
- Hendriks, R. A., Lui-Leyten, F. L., & Haenen, J. (2023, dec 13-15). *Questionnaire development for agency resources of Dutch-speaking students*. [Poster presentation]. Higher Education with Impact, Hasselt, Belgium.
- Hensel, R. W. (2023, June, 12-14). *Theoretically understanding entrepreneurial learning: the relevance of the Big 5 related person-environment fit* [Paper presentation]. EURAM 2022 Annual Conference: Transforming Business for Good, Dublin, Ireland.
- Kerngroep Netwerk Learning Communities. (2023). *Een nieuw samenspel van innoveren, werken en leren?* [https://regieorgaan-sia.nl/documents/488/Publicatie onderzoeksprogramma en Netwerk Learning Communities.pdf](https://regieorgaan-sia.nl/documents/488/Publicatie Onderzoeksprogramma en Netwerk Learning Communities.pdf)
- Konings, M. (2023, November 22-24). *Strengthening multi-level agency in the ET-TLC learning communities* [Conference presentation]. EAPRIL 2023 conference, Belfast, Northern Ireland.

- Kort, R., Pivor, J., Antó, J. M., Bergsma, A., Blankestijn, P. J., Bollen, O., Van Bree, E., Browne, J. L., De Bruin, J., Buikx, J., Cadeddu, C., Cole, J., Costabile, F., De Croon, A., Depoux, A., Fussel, I., Goodwin, B., Groenewegen, A., Grootjen, M., ... Meyers, S. S. (2023). Outcomes from the First European Planetary Health Hub Convening at ARTIS in Amsterdam. *Challenges*, 14(3), 33. <https://doi.org/10.3390/challe14030033>
- Lengelle, R., & Den Elzen, K. (2023). Introduction to writing for wellbeing. In K. Den Elzen & R. Lengelle (Eds.), *Writing for wellbeing: Theory, research, and practice* (pp. 1-12). Routledge.
- Lengelle, R., Sayers, J., & Chavis, G. (2023). Poetry and connection: Encounter, surprise, and dialogue. In K. Den Elzen & R. Lengelle (Eds.), *Writing for wellbeing: Theory, research, and practice* (pp. 33-47). Routledge.
- Mathew, L. E., Den Elzen, K., Neimeyer, R. A., & Lengelle, R. (2023). Living with Loss [Editorial]. *British Journal of Guidance and Counselling*, 51(3), 335-337. <https://doi.org/10.1080/03069885.2023.2219109>
- Müller, E. (2023). Imagining excentric and poly (ex)centric positionality: Modelling Helmuth Plessner's theory as 'philosophical transformative learning in action' in higher education. *Internationales Jahrbuch für philosophische Anthropologie*, 11(1), 127-152.
- Müller, E., & Rotteveel, A.-K. (2023, september 7). Europese jeugd aanpak tegen fake news. Media geleterdheid als harnas. *IP - Vakblad voor Informatieprofessionals*, 18-20.
- Müller, E., & Rotteveel, A.-K. (2023). *Effectiviteit en ervaringen van de SMILES' Workshops. Wat hebben scholen en bibliotheken geleerd van SMILES? Eindrapportage Werkpakket 3*. De Haagse Hogeschool; Koninklijke Bibliotheek Den Haag. <https://smiles.platoniq.net/processes/report>
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- Müller, E., & Rotteveel, A.-K. (2023). *Eficacia y experiencias de los talleres de SMILES ¿Qué han aprendido los insatutos y las bibliotecas de SMILES? Eindrapportage Werkpakket 3*. De Haagse Hogeschool; Koninklijke Bibliotheek Den Haag. <https://smiles.platoniq.net/processes/report>
- Schoots, A., Haenen, J. Rune, F., Mohammadi Zenouzagh, Z., Kusters, M., & Wilfried, A (2023, March 15-17). *An ecological approach on agency in education: A cross-country perspective on teacher and student agency*. [Paper symposium]. NERA 2023, Oslo, Norway
- Soleymani, A., van den Brom, P., Ahmed, S., Konings, M., Sjoer, E., Itard, L., Zeiler, W., De Laat, M., & Specht, M. (2023). Learnings networks and professional development in building energy management systems industry. *Education Sciences*, 13(2), 215. <https://doi.org/10.3390/educsci13020215>

## 2022

- Aangenendt, M., & Wallner, C. (2022). *4\*4 PitStop method for pop-up professional (learning) networks: Introduction and guide for facilitators*. The Hague University of Applied Sciences; Leiden University of Applied Sciences. <https://edu.nl/kbxwg>.
- Biemans, P., Sjoer, E., Slijper, J. V., Dobbinga, S., & Van Harn, R. (2022). *Leespresentatie - Naar een lerende omgeving voor een leven lang ontwikkelen*. The Hague University of Applied Sciences; Hogeschool Inholland.
- Biemans, P., Sjoer, E., Slijper, J. V., & Dobbinga, S. (2022). *Workshoptemplates – Naar een lerende omgeving voor een leven lang ontwikkelen*. The Hague University of Applied Sciences; Hogeschool Inholland.
- Brink, S.C., Schedin, S., Vikström, S., Mejtoft, T., & Sjoer, E. (2022). Curriculum agility at faculty, department, program and course level. In: *Proceedings of the 50th Annual Conference of The European Society for Engineering Education, 1872-1877*.
- Ahmed, M.S., van der Velden, J., Soleymani, A., van den Brom, P., Konings, M., Itard, L., Specht, M., Sjoer, E., & Zeiler, W. (2022). Learning and knowledge transfer of professionals within the building services sector. *CLIMA 2022 Conference*. <https://doi.org/10.34641/clima.2022.142>.
- Elzen, K. den & Lengelle, R. (2022). A tale of two widows: Investigating meaning-making and identity development through writing in the face of grief. *British Journal of Guidance and Counselling*. <https://doi.org/10.1080/03069885.2022.2070126>.
- Frie, L., Potting, K., Sjoer, E., Van der Heijden, B., & Korzilius, H. (2022, August). Het ontwikkelen van Flexpertise: Een nieuwe kijk op duurzame loopbanen. *Loopbaanvisie, 3*.
- Frie, L., Sjoer, E., Van der Heijden, B.I.J.M., & Korzilius, H.P.L.M. (2022, June 16). *Fostering career sustainability: Renewal bundles of HR/D practices for flexpertise development*. Yearly IMR ResearchDay Radboud University, Nijmegen, The Netherlands.
- Frie, L., Van der Heijden, B., Korzilius, H., & Sjoer, E. (2022, June 10). *The flexpertise phenomenon: The process by which professionals adapt to new expertise needs* [Conference presentation]. IMR Research Day Radboud University, Nijmegen, The Netherlands.
- Frie, L., Van der Heijden, B., Korzilius, H., & Sjoer, E. (2022, November 9-11). *Understanding the resilience of experts: A Group Model Building approach to unravel the flexpertise phenomenon* [Conference presentation]. Dutch HRM Network Conference, Enschede, The Netherlands.
- Haenen, J. (2022, July 6-8). *Op zoek naar student agency in een open leeromgeving: Net zo motiverend en uitdagend als een escaperoom* [Poster presentation]. Onderwijs Research Dagen (ORD) 2022 Conference, Hasselt, Belgium.
- Haenen, J. (2022, November 23-25). *How can we develop an open learning environment that challenges and motivates (honours) students?* [Conference presentation]. European Association for Practitioner Research on Improving Learning (EAPRIL) 2022 Conference, Nijmegen, Netherlands.

- Hei, M. de, & Audenaerde, C.M. (2022). *The validation of a co-creation questionnaire in higher education*. Paper presentation at EAPRIL (European Association for Practitioner Research on Improving Learning), Nijmegen, Nederland.
- Hensel, R. W., & Sjoer, E. (2022). *Developing Effectuation skills in small, digitally operating teams: the value of a 360-degree assessment system*. EURAM 2022 Annual Conference: Leading digital transformation, Winterthur, Switzerland, conference proceedings.
- Hensel, R. W., & Sjoer, E. (2022, October 20-21). *Developing Effectuation skills in small, digitally operating teams: a multi-level approach* [Paper presentation]. XII International Workshop on Human Resource Management, Cádiz, Spain.
- Hensel, R. W., & Sjoer, E. (2022, October 20-21). *A Model suggestion for Knowledge Creation in Communities of Practice: a Bayesian Approach*. [Paper presentation]. XII International Workshop on Human Resource Management, Cádiz, Spain.
- Janssen, V. M. A. & Van Helvoort, J. (2022). *Achter het nepnieuws*. Utrecht: Eburon.
- Konings, M., Sjoer, E., Specht, M., Soleymani, A., Van den Brom, P., & Ahmed, S. (2022, July 6-8). *Design framework voor learning communities in de installatiesector* [Poster presentation]. Onderwijs Research Dagen, Hasselt, Belgium.
- Konings, M., Sjoer, E., Specht, M., Soleymani, A., Van den Brom, P., & Ahmed, S. (2022, November 22-25). *Design framework for boundary crossing learning communities in the installation sector: boosting innovative learning together* [Paper presentation]. Eapril, Nijmegen, The Netherlands.
- Lehmann, O. V., Neimeyer, R. A., Thimm, J., Hjeltnes, A., Lengelle, R., & Kalstad, T. G. (2022). Experiences of Norwegian mothers attending an online course of therapeutic writing after the unexpected loss of a child. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2021.809848>.
- Lengelle, R. (2022). An autoethnography of becoming a qualitative researcher: A dialogic view of academic development. [Book review]. *LIRIC Journal*, 2(2), 139-144.
- Lengelle, Reinekke. (2022). Foreword. In L.E. Mathew, *Life: To be given back to whence it came: A pilgrimage through prolonged grief, confronting grief illiteracy and healing loss through the art of storytelling* (xix-xxvi). DioPress.
- Lengelle, R. & Haggerty, E. (2022). Career writing and the Tale of Two Sisters: The family project, heroic drive, and how no sibling has the same parents. In Marc Schreiber (Ed). *Narrative approaches in counseling and coaching* (pp. 116-122) Springer. (In press).
- Lengelle, R., Pouw, P., Post, M. & Goren, S. (2022). Happy U: Zenmeditatie, loopbaanschrijven en een diversiteitsdialoog in De Haagse Hogeschool. *LoopbaanVisie* (1), 61-66.
- Van den Berg, B., Poldner, K. A., Sjoer, E., & Wals, A. E. J. (2022). 'Sweet acid' An interpretative phenomenological analysis of students' navigating regenerative higher education. *Education Sciences*, 12(8):533. <https://doi.org/10.3390/educsci12080533>
- Van den Berg, B., Poldner, K., Sjoer, E., & Wals, A. E. J. (2022). Practises, drivers and barriers of an emerging regenerative higher education in the netherlands — A podcast-based inquiry. *Sustainability*, 14(15):9138. <https://doi.org/10.3390/su14159138>
- Van Harn, R., Sjoer, E., Molenaar, T., El-Kobrossi, E., & Van der Munnik, L. (2022, July 6-8). *Waarde van ontwerpdenken bij het vormgeven van een leven lang ontwikkelen* [Paper presentation]. Onderwijs Research Dagen, Hasselt, Belgium.
- Van Harn, R., Van de Mortel, M., & De Hei, M.S.A. (2022). *Teamontwikkeling* [MOOC]. Saxion. <https://mooc.saxion.nl/login?next=/dashboard>

- Van Helvoort, J. & Thissen, M. (2022). Creating news: An activating approach to make children newsliterate. In: S. Kurbanoglu, S. Špiranec, Y. Ünal, J. Boustany & D. Kos (Red.), *Information Literacy in aPost-Truth Era. ECIL 2021*. (pp. 29-37). Springer. [https://doi.org/10.1007/978-3-030-99885-1\\_3](https://doi.org/10.1007/978-3-030-99885-1_3).

## 2021

- Aangenendt, M., & Wallner, C. (2021). *4\*4 PitStop methode voor pop-up professionele (leer)netwerken: Introductie en handreiking voor facilitators*. De Haagse Hogeschool; Hogeschool Leiden. Geraadpleegd op <https://edu.nl/weg6>.
- Aangenendt, M. & Wallner, C. (2021). *Value creation in pop-up professional networks – the LearningNetwork Facilitator Compass*. Workshop at the EAPRIL conference (European Association for Practitioner Research on Improving Learning). 24-26 november.
- Biemans, P., Verstegen, P., Sjoer, E., Van Harn, R., & Slijper, J. (2021). Verschuivingen op de arbeidsmarkt in Nederland. Over kansverschillen in duurzame loopbanen. In Biemans, P., & Sjoer, E. (Red.), *De kracht van verbinding! Loopbaantheorieën in het licht van verschuivende beroepsbeelden*. Den Haag: Hogeschool Inholland en De Haagse Hogeschool.
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