

Prof. Dr. Wim Gijsselaers*Full Professor*

School of Business and Economics

Maastricht University, the Netherlands

Phone: +31 43 3883729

Email: W.Gijsselaers@Maastrichtuniversity.nl

**BIOSKETCH**

Wim Gijsselaers holds the chair of Educational Research at the Department for Educational Research and Development, School of Business and Economics, Maastricht University, the Netherlands. His research interests include Leader Identity Development, Organizational Learning, Team Learning, and Expertise Development. Previous research projects include: understanding the impact of learning culture on professional performance and team decision making, leadership behavior and team learning, and cognitive approaches to leadership development. His educational development work focused on the further development of Problem-Based Learning in Business Education. Next to teaching in the award-winning Master program Learning and Development in Organizations, he teaches as a visiting professor at the University of Bern (Switzerland) in a post-graduate program for Health Care Professionals. Wim is a member of several international advisory boards of Institutes for Higher Education in Europe. He is one of the founding editors (currently associate editor) of the Springer Book Series Innovation and Change in Professional Education. Next, he is affiliated with the consulting firm Talent Miles (based in Helsinki). In this role, he has presented workshops for Scandinavian-based companies on topics of Innovation and Change. He was co-founder and chair of the EDINEB network in the Nineties. Next, he was the founding editor of the Springer Book Series Educational Innovation in Economics and Business. He served positions as Program Director of International Business, and Associate Dean of Education. Currently, he is chair of the department of Educational Research and Development, at the School of Business and Economics (Maastricht University). Several of his Ph.D.'s received awards for their Ph.D. Thesis, papers presented at meetings of the American Educational Research Association, the Association for the Advancement of Computing in Education, and the EARLI Special Interest Group 14 "Learning and Professional Development". According to the journal *PLoS Biol*, 2020, 18(10): e3000918, and AD Scientific Index, Wim Gijsselaers ranks in the top 2% of scientists of their main subfield discipline on the career-spanning list since 2019.

Professional Experience & Education**Degrees**

Ph.D.	1988	Education Sciences Maastricht University, the Netherlands
MSc	1983	Education Sciences Nijmegen University, the Netherlands Specialization: Statistics & Methodology
VWO-B	1977	Secondary School, Mathematics & Sciences Profile

Academic Positions

1999-present	Full Professor in Education, Maastricht University, department of Educational Research and Development, School of Business and Economics (SBE)
1992-1998	Associate Professor in Education, Maastricht University, department of Educational Development & Educational Research, (SBE)
1985-1992	Assistant Professor in Education, Maastricht University, department of Educational Development & Educational Research, (SBE)

1982-1985 Researcher, Research Project Instructional Evaluation, Maastricht University, department of Educational Development & Educational Research, Faculty of Medicine.

ADMINISTRATIVE POSITIONS-ACADEMIC

Associate Dean

- Associate Dean (Dean of Education) Faculty of Economics and Business Administration, Maastricht University. September 2004 – August 2007. Led 7 Program Directors which were in total responsible for about 3700 students, 7 programs and more than 200 courses. Led all (inter)national accreditation and review processes. In total 6 accreditations (new and renewal) took place during this appointment as associate dean, including international EFMD / EQUIS accreditation.

Program Director

- Program Director at the Faculty of Economics and Business Administration, Maastricht University. Four-Year Program: International Business Studies, December 2000 – August 2003. This program has an annual intake of about 450 students, and offers more than 100 courses. Led the Bologna conversion to Bachelor and Master programs.
- Program Director at the Faculty of Economics and Business Administration, Maastricht University. One-Year Master Program: International Business, September 2003 – August 2004. Led the design of Master Programs in International Business.

Committees

- Chair "Leading in Learning Program" at Maastricht University. Annual budget about € 1.000.000. This program aimed for the development of new learning platforms for Maastricht University (2009 - 2012).
- Chair Department of Educational Development & Educational Research, School of Business and Economics (1998 - present). Annual departmental budget increased from €120.000 (1998) to more than € 1.000.000 (2016).
- Chair "New Initiatives Profile". Maastricht University (2001 – 2005). Led a university-wide project on instructional reform (budget about € 1.5 Million).
- Member University Platform for Education (1995-2007).
- Chair program committee Educational Sciences (1997 – 1999). Led the design of a 4-year program in Educational Sciences.
- Member Management team Department of Educational Development & Educational Research (from 1992 - 2002).
- Member / Chair various Curriculum / Program / Exam committees / Task forces on Educational Innovation (from 1985 - current)

PROFESSIONAL ACTIVITIES: SOCIETIES, REVIEWER, CONFERENCES, EDITORSHIPS, AWARDS, NOMINATIONS, PRESS/MEDIA

Member / Fellow of Societies, Networks & Associations

- EDINEB Executive Board EDINEB Network, chairman (December 1993 - 2000)
- The international EDINEB Network www.EDINEB.net encouraged innovation in the design of learning experiences for business education and training.

- EDINEB foundation, chairman (June 1992 - 2010). The EDINEB foundation supported the network through the provision of a secretariat and funding of the activities of the EDINEB Network. This network ended its activities in 2019.
- AERA Member American Educational Research Association (1990 – present), Division I (Education for the Professions), and Special Interest Group Problem-based Learning.
- EARLI Member European Association for Learning and Instruction (2010 – 2017)
- VOR member. The Dutch association for Educational Research (2005 - 2012)

Reviewer International Conferences

- International Conference Learning Sciences, Chicago, Ill. USA, June 2010; Utrecht, the Netherlands, June 2008.
- Annual Meeting American Educational Research Association, Division I, Panel Reviewer, April 2021, San Diego, CA, April 2010, Denver, CO. Annual Meeting American Educational Research Association, Division I, March 2008, New York, NY. Annual Meeting American Educational Research Association, Division I, April 2006, San Francisco, CA. Annual Meeting American Educational Research Association, Division I, April 2005, Montreal Canada. Annual Meeting American Educational Research Association, Division I, April 2004, San Diego, CA. Annual Meeting American Educational Research Association, Division I, April 2003, Chicago, Ill. Annual Meeting American Educational Research Association, Division I, April 2001, Seattle, WA.. Annual Meeting American Educational Research Association, Division I, April 2000, New Orleans LA.. Annual Meeting American Educational Research Association, Division I, April 1999, Montreal Canada.
- Member Outstanding Research Publication Award Subcommittee, American Educational Research Association, Division I, 2020, 2021, 2022.

Reviewer Journals

- Journal of Educational Psychology, Educational Psychology Review, Learning and Instruction, Learning and Individual Differences, Instructional Science, Journal of Computer Assisted Learning, Educational Research Review, Educational Research and Evaluation, European Journal of Work and Organizational Psychology, Studies in Educational Evaluation, Studies in Higher Education, Learning Environments Research, Asia Pacific Education Review, Learning Environments Research, BMJ Open, Thinking Skills and Creativity, Computers and Education, Journal of Human Resources Development and Management, Human Resource Development International, Human Resource Development Quarterly, The International Journal of Human Resource Management, Advances in Health Sciences Education, Teaching and Learning in Medicine, Medical Education, Higher Education, Austrian Journal of Higher Education [Zeitschrift fuer Hochschuldidaktik], Journal of Excellence in College Teaching, Dutch Journal of Educational Research [Tijdschrift voor Onderwijsresearch], Dutch Journal of Higher Education [Tijdschrift voor Hoger Onderwijs], Dutch Journal of Pedagogical Studies [Pedagogische Studiën].

Conference Organization

- 2010 & 2011 Leading in Learning Conferences. Maastricht, Maastricht University. Chairman of the executive organizing committee.
- 2011 Annual Conference of the Dutch and Flemish Educational Research Association [VOR], June 2011, Maastricht, the Netherlands. Chairman of the executive organizing committee.

- EFMD 2011 Executive Education Conference “Executive Education in a Virtual World”, Maastricht. Chairman of the Conference.
- 15 International EDINEB Conferences: Baltimore, MD USA (2009), Malaga (2008), Vienna (2007), Lisbon (2006), Antwerpen (2005), Maastricht (2004), Salzburg (2003), Mexico (2002), Nice (2001), Newport Beach, CA, USA (2000), Bergen (1999), Cleveland, OH, USA (1998), Edinburgh (1997), Orlando, FL, USA (1996), Maastricht (1993). Chairman of the executive organizing committee.
- Austrian conferences on the improvement of Medical Education: Konferenz “Qualität der Lehre”, Medizinstudium 2000. Alternatives for Learning, Teaching, Assessment and Evaluation. Karl-Franzens-Universität, Graz, 15 - 17 April, 1998.

International Workshops Organization

- EDINEB-workshops “Designing problem-based programs,” Maastricht, December 1994, December 1995, June 1997, December 2000, December 2002.
- Workshop “Qualitätsmanagement der Lehre in der Medizin.” Ludwig-Maximilians-Universität München. Chirurgische Klinik und Poliklinik. München, 22 - 23 April, 1994.
- Workshop “faculty development Lehre Heute.” Ludwig-Maximilians-Universität München. Chirurgische Klinik und Poliklinik. München, 20 - 21 Marz, 1992.

Editorial boards Journals / Book Series

- Chief Editor Book series *Innovation and Change in Professional Education*. Kluwer Academic Publishers. 2000 – 2004. Springer Science Publishers (2006-2020) Published Volumes:
 1. Volume (1) Segers, M., Dochy, F., & Cascallar, E. (Eds.) (2003). *Optimising New Modes of Assessment: In Search of Qualities and Standards*.
 2. Volume (2) Boshuizen, H.P.A., Bromme, R., & Gruber, H. (Eds.) (2004). *Professional Learning: Gaps and Transitions on the Way from Novice to Expert*. Nominated for best book publication Div I AERA (2005)
 3. Volume (3) Kalman. C.S. (2008). *Successful Science and Engineering Teaching: Theoretical and Learning Perspectives*.
 4. Volume (4) Dall’Alba, G. (2009). *Learning to be a Professional*.
 5. Volume (5) Kaner, C. (2010). *Elaborating Professionalism: Studies in practice and theory*.
 6. Volume (6) Hafler, J. (2010). *Extraordinary Learning in the Workplace*.
 7. Volume (7) McKee, A., & Eraut, M. (2012). *Learning Trajectories, Innovation and Identity for Professional Development*.
 8. Volume (8) Bridges, S., MacGrath, C., & Whitehill, T. (2012). *Researching Problem-based Learning in Clinical Education: The Next Generation*.
 9. Volume (9) Baroncelli, S., Farneti, R., Horga, I., & Vanhoonacker, S. (2013) (Eds.). *Teaching and Learning the European Union. Traditional and Innovative Methods*.
 10. Volume (10) Edgecombe, K., & Bowden, M. (2014) (Eds.). *Clinical Learning and Teaching Innovations in Nursing*.
 11. Volume (11) Steinert, Y. (2014) (Ed.). *Faculty Development in the Health Professions. A Focus on Research and Practice*.
 12. Volume (12). Andersen, Siig, Heilesen, Anders Simon B. (2015) (Eds.). *The Roskilde Model: Problem-Oriented Learning and Project Work*.
 13. Volume (13). Wimmers, P.F., & Mentkowski, M. (2016) (Eds.). *Assessing Competence in Professional Performance across Disciplines and Professions. With a Foreword by Lee S. Shulman*.

14. Volume (14). Oskam, J.A., Dekker, D., & Wiegerink, K. (2018) (Eds.) *Innovation in Hospitality Education. Anticipating the Educational Needs of a Changing Profession.*
 15. Volume (15). ten Cate, Olle, Custers, Eugène, Durning, Steven (2018) (Eds.) *Principles and Practice of Case-based Clinical Reasoning Education. A Method for Preclinical Students.*
 16. Volume (16). Kalman, Calvin S. (2018). *Successful Science and Engineering Teaching. Theoretical and Learning Perspectives.*
 17. Volume (17). Nestel, D., Dalrymple, K., Paige, J., Aggarwal, R. (2019) (Eds.) *Advancing Surgical Education. Theory, Evidence and Practice.*
 18. Volume (18). Jensen, A.A., & Stentoft, D., & Ravn, O. (2019) (Eds.). *Interdisciplinarity and Problem-Based Learning in Higher Education. Research and Perspectives from Aalborg University.*
 19. Volume (19). Lingard, L., & Watling, C. (2020) (Eds.). *Story, Not Study: 30 Brief Lessons to Inspire Health Researchers as Writers.*
- Associate editor book series *Advances in Business Education and Training*. Springer Publishers (2006 – 2015)
 1. Volume (1) Barsky, N.P., Clements, M., Ravn, J., Smith, K. (Eds.) (2008). *The Power of Technology of Learning.*
 2. Volume (2). Daly, P., & Gijsselaers, D. (Eds.) (2009). *Real Learning Opportunities at Business School and Beyond.*
 3. Volume (3). Bossche van den, P., Gijsselaers, W.H., & Milter, R.M. (2011). *Building Learning Experiences in a Changing World.*
 4. Volume (4). Bossche van den, P. Gijsselaers, W.H., & Milter, R.M. (2012). *Connecting Learning Practices with Educational Research.*
 5. Volume (5). Bossche van den, P. Gijsselaers, W.H., & Milter, R.M. (2013). *Facilitating Learning in the 21st Century: Leading through Technology, Diversity and Authenticity.*
 6. Volume (6). Dailey-Hebert, Amber & Dennis, Kay S (2015) (Eds.). *Transformative Perspectives and Processes in Higher Education.*
 - Member editorial board. *Medical Education* [Medizinische Ausbildung.] George Thieme Verlag Stuttgart – New York (1998-2006)

Academic Awards, Nominations & Honors

- New Investigator Award of the American Educational Research Association (AERA) Division-I Education in the Professions. Meeuwissen, S., Gijsselaers, W. H., Wolfhagen, I. & OudeEgbrink, M. (2020, Apr 17 - 21). *Successful Interdisciplinary Teamwork in Medical Education: An Ethnographic Case Study Revealing Leader Contributions to Inclusiveness* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/vhnmszb> (Conference Cancelled due to Covid19). Stephanie received the award at the virtual annual meeting of the American Educational Research Association, Friday, April 9 - Monday, April 12, 2021, USA
- For the 2nd time listed as the world's top 2% scientists by Stanford University. Named among the World's Top 2% Scientists by Stanford University in the list published in October 2021 by Baas, Jeroen; Boyack, Kevin; Ioannidis, John P.A. (2021), "August 2021 data-update for "Updated science-wide author databases of standardized citation indicators"", Mendeley Data, V3, <https://doi.org/10.17632/btchxktzyw.3> Published October 19, 2021. Retrieved from <https://elsevier.digitalcommonsdata.com/datasets/btchxktzyw/3>

- Ranked within the top 2% of scientists of their main subfield discipline, across those that have published at least five papers. In: Ioannidis, J.P.A., Boyack, K.W., & Baas, J. (2020) Updated science-wide author databases of standardized citation indicators. *PLoS Biol*, 18(10): e3000918. <https://doi.org/10.1371/journal.pbio.3000918>. According to AD Scientific Index 2023 <https://www.adscientificindex.com/scientist.php?id=1873009> Wim Gijsselaers ranks in the top 2% of the career-spanning list.
- Nominated for the Best Paper Award of the INGroup Conference. Koeslag-Kreunen, M., Van den Bossche, P., Van der Klink, M. & Gijsselaers, W (2019, July). What do they think? An elicitation study on how team leaders perceive leadership and interpret team situations. Paper presented at the 2019 INGroup conference., Instituto Universitário de Lisboa (ISCTE-IUL) Lisbon, Portugal on July 18, 2019.
- Best PhD Supervising Team Award of the Dutch Association for Educational Research (VOR). Award granted to W. Gijsselaers, P. van den Bossche & Marcel van der Klink at the Annual Meeting of the Dutch Association for Educational Research, Antwerpen, June 28-30, 2017. This award was received at the Annual 2017 meeting.
- Best Paper Award of the EARLI Special Interest Group 14 “Learning and Professional Development”. Grohnert, T., Meuwissen, R., & Gijsselaers, W.H. (2014). Uninformed and Unaware - Enabling Professionals to Make Informed Judgments in Low-Validity Environments. Paper presented at the 7th EARLI SIG 14 Conference on Learning and Professional Development. University of Oslo, Norway, August 27-29, 2014. Therese received the award at the 16th (August 25-29, 2015) Biennial EARLI conference for Research on Learning and Instruction at Cyprus.
- New Investigator Award of the American Educational Research Association (AERA) Division-I Education in the Professions Grohnert, T., Meuwissen, R., & Gijsselaers, W.H. (2014). Supporting Professional Learning in Low-Validity Environments: Lessons from Deliberate Practice. Paper presented at the Annual Meeting of the American Educational Research Association, April 3–7, 2014, Philadelphia, PA, USA. Therese received the award at the annual meeting of the American Educational Research Association, Thursday, April 16 - Monday, April 20, 2015, Chicago, Illinois, USA.
- Outstanding Paper Award of the EdMedia 2014 Conference. Rehm, M., Gijsselaers, W.H., & Segers, M.S.R. *Unified Yet Separated - Empirical Study on the Impact of Hierarchical Positions within Communities of Learning*. Paper presented at the annual EdMedia World Conference on Educational Media and Technology at the University of Tampere (Finland) June 23-26, 2014. Organized by the Association for the Advancement of Computing in Education (AACE).
- New Investigator Award of the American Educational Research Association (AERA) Division-I Education In the Professions: Gabelica, C., van den Bossche, P., Segers, M., & Gijsselaers, W. *When Do Professional Teams Learn to Perform? How Coordination Impacts Performance*. Paper presented at the Annual Meeting of the American Educational Research Association, April 2013, San Francisco, CA., USA. Catherine received the award at the Annual Meeting of the American Educational Research Association, April 3–7, 2014, Philadelphia, PA, USA.
- Best Dissertation Award for the PhD thesis “*Minds in Teams*” written by Piet van den Bossche (2006) and awarded by the Dutch / Flemish Association for Educational Research.
- Nominated for METEOR / GSBE Excellent Fellow Award (2008), (2009), (2012), (2014) & (2015).
- Nominated for EARLI 2009 Publication Award: Nijhuis, J., Segers, M., & Gijsselaers, W.H. (2008). The Extent of Variability of Learning Strategies and Students’ Perceptions of The Learning Environment. A cluster analysis. *Learning and*

Instruction, 18, 121-134. Akkerman, S., Van den Bossche, P., Admiraal, W., Gijsselaers, W.H., Segers, M., Simons, & R.J., Kirschner, P.A. (2007). Reconsidering Group Cognition: From Conceptual Confusion to a Boundary Area Between Cognitive and Socio-Cultural Perspectives? *Educational Research Review*, 2, 39-63.

- Nominated for Best Dissertation Award for the PhD thesis "*Developing Managerial Expertise: Studies on Managerial Cognition and the Implications for Management Education.*" Written by Jos Arts (2007) and nominated by the Dutch / Flemish Association for Educational Research.
- Nominated for Best Paper Award AERA 2005, Division I: Bossche Van den, P., van Gennip, N., Gijsselaers, W.H., & Segers, M.S.R (2005, April). *Effects of Diversity on Conflict and Group Performance in Professional Work Groups*. Annual Meeting of the American Educational Research Association, April 2005, Montreal Canada.

Press/Media

- *Auditing is geen verzameling vakken* [Learning Auditing requires more than passing Audit courses]. Interview conducted by Luc Quadackers and published in *the Accountant* [de Accountant], 14 December 2022. <https://www.accountant.nl/magazines/accountant-2022-nr.-6/>
- *Helping others to learn how to learn*. Therese Grohnert & Wim Gijsselaers, Episode 6, The Talking Education Podcast. <https://open.spotify.com/episode/4sYeh0rQ20PInqLtGnEII?si=80d250998ca644b9&nd=1> April 2022.
- *Zorgen slimme mensen voor slimme besluiten?* [Smart people – Smart decisions?] Interview conducted by Wendy van Ierschot for BNR radio / Podcast. <https://www.bnr.nl/podcast/werkprofessor/10468748/zorgen-slimme-mensen-voor-slimme-besluiten> *Zorgen slimme mensen voor slimme besluiten? | BNR Nieuwsradio* Februari 2022.
- *Leading change and cultural transformation in hybrid times*. Thuresson, A., Gijsselaers, W., & Salenius, B-M. (2021). Podcast. Web publication/site <https://talentmiles.pro/talentmiles-talks-episode-17/> December 2021.
- *Zeven-vragen-over-het-accountantskantoor-als-lerende-organisatie* [Seven questions about the accounting firm as a learning organization]. Interview conducted by Luc Quadackers for EY on the research program led by Therese Grohnert, Roger Meuwissen & Wim Gijsselaers. https://www.ey.com/nl_nl/assurance/inform/zeven-vragen-over-het-accountantskantoor-als-lerende-organisatie, April 2021.
- *Leren van docentteams vraagt om gezamenlijk leiderschap* [team learning in teacher teams calls for leadership]. Review in ScienceGuide on Koeslag, M., van der Klink, M., Bossche van den, P., & Gijsselaers, W.H (2021). Vertical or shared? When leadership supports team learning for educational change. *Higher Education*, 82(1), 19–37. <https://doi.org/10.1007/s10734-020-00620-4> <https://www.scienceguide.nl/2021/06/leren-van-docentteams-vraagt-om-gezamenlijk-leiderschap/> June 1, 2021.
- *CEA 2021 lustrumbijdrage – Wim Gijsselaers*. Amsterdam: Commissie Eindtermen Accountantsopleiding. <https://www.cea.nl/themas/lustrum/lustrumbijdragen/>

PROFESSIONAL ACTIVITIES: VISITING PROFESSORSHIPS & CONSULTANCY

- Workshop leader, together with Dr. Therese Grohnert, in a Hackathon Series organized by the Dutch Committee for Educational Objectives in Accounting Education [CEA, Commissie Eindtermen Accountancy] and the Council for Accounting Professionals [RPO], June 2022, September 2022, Woerden & Hilversum.

- Workshop leader, together with Prof. Dr. Roger Meuwissen and Dr. Therese Grohnert *Creating a Quality Culture: How is Judgment Quality Driven by the Individual, the Team, and the Firm?* Invited presentation at PWC 2019 Global Assurance Leadership Teams (GALT) Meeting May 28 – 29, 2019, London, UK.
- Workshop leader, together with Prof. Dr. Roger Meuwissen and Dr. Therese Grohnert, *“Root cause analysis, the Behavioral Enigma”*. Invited Presentation for PWC 2018 Global QR Leaders Meeting “the Dawn of a New Era”, 4 – 6 December, 2018, Cascais, Portugal.
- Workshop leader, together with Prof. Dr. Roger Meuwissen and Dr. Therese Grohnert, at the summer school “Changing our Behaviors” conducted at a Big4 firm between June – September 2018, the Netherlands. The workshop series consisted of 25 simulation-based workshops on professional behavior and judgment and decision-making for 1.200 experienced auditors, paired with a comprehensive research project including consultancy with the firm’s Learning & Development department, meetings with the Dutch assurance and supervisory board, and workshops at assurance and quality meetings at the firm's global level. Training Evaluation: 4.6/5
- Visiting Professor, Nanyang Technological University, Singapore. Invited speaker for the Distinguished Speakers Series *“Problem-based Learning and Teaching.”* Teaching, Learning Pedagogy Division of NTU, May 11 – May 15, 2015, Singapore.
- Consultant for Talent Miles / Learning Miles / CLC (Center for Leading Competence), Helsinki, Finland. March 2020 – Summer 2021, a series of Podcasts and Webinars on Leadership and the Future of Work during Covid19. November 6, 2019, Webinar - Leadership Journey / MasterClass 3 - Psychological Safety and Learning Capacity. September 5, 2018, Webinar – Masterclass together with Prof. Amy Edmondson (Harvard Business School) on Psychological Safety: ‘Keys for Continuous Development and New Ways of Working’. Breakfast Booster August 2017 Talent & Expertise Development. June 2015, Breakfast Booster ‘Talent is Made!’ and pre-course training new consultants. October 2013, Two-day course on Talent Development. September 2012 - Current, project on redesign of Scandinavian Newspaper Industry. September 2010, Three-Day Course as part of the Module on Leadership and Change in the Nordic Media Program, Module 3, Helsinki, Finland. October 2008: Two-Day Workshop on *Leadership and “New Individualism”*. February 2008: Two-Day Workshop for Nokia IT Division *“Unintended Consequences of Successful Performance: An Inconvenient Truth.”* January 2005: One-Day Workshop on Development of Human Competence & Team Learning for HR Directors Pension Funds, Finland.
- Conducting workshops for AMI-Consultancy on team dynamics and leadership on invitation (2004 – 2023). <https://ami-consultancy.com/>
- Conducting a series of workshops for ASML’s Learning Academy on team dynamics and team leadership, 2021 – 2022. <https://www.asml.com/en>
- Visiting Professor, University of Bern, Switzerland, April 1999, April 2000, May 2001, May 2002, May 2003, May 2005, May 2007, May 2009, May 2011, April 2013, April 2015, June 2017, June 2019, June 2021, June 2023. Course leader for a 3-4 day Course “Change Management & Faculty Development”. The Master of Medical Education Program Bern (MME Bern) is a part-time, postgraduate Master of advanced studies in medical education provided by the Medical Faculty of the University of Bern. It was developed in collaboration with the University of Illinois in Chicago and was established in 1999. The study program follows a systematic, evidence-based approach, and thus prepares participants for the growing demands in initial and continuing education in the healthcare sector.

- Visiting Professor, University of Freiburg, a series of workshops and presentations on “Putting Problem-Based Learning in Context”, July 2021, May, 2016, February 2014, October 2013.
- Visiting Professor, Nyenrode University, the Netherlands, September 2008. MBA-program “Foundations of Management,” HRD course.
- Visiting Professor, Dublin Institute of Technology, 7th – 8th September 2000; 1st – 2nd September 2001. Courses “Facilitating Tutor Behavior”; “Advanced PBL.”
- Consultant at the University of Hamburg, Medical School (Klinikum Hamburg Eppendorf). Project Curriculum Reform. November 2003 - January 2004.

ADVISORY BOARDS

- Member Advisory Board [Hochschulrat] of the University of Marburg - Philipps-Universität Marburg – Germany (2023-2027). <https://www.uni-marburg.de/de/universitaet/administration/gremien/hochschulrat/hochschulrat>
- Member International Advisory Board of the Foundation for Innovation in Higher Education, Hamburg, Germany. [Stiftung Innovation in der Hochschullehre, Hamburg, Deutschland] (2020-2024).
- Member International Advisory Board of the Technische Hochschule Köln [Technical University of Cologne], Germany (2020-2024).
- Member Strategic Advisory Board (SAB) of the Faculty of Educational Sciences, the University of Helsinki, Finland (2020-2023).
- Member Advisory Board (wissenschaftliche Beirat) for the Master of Medical Education Program, Medical School (Medizinische Fakultät), Universität Bern, (June 2005 – current).
- Member Advisory Board (wissenschaftliche Beirat) Curriculum Reform, Medical School (Medizinische Fakultät), Universität zu Köln, (December 2003 – 2018).
- Member Advisory Board (wissenschaftliche Beirat) für das Kompetenzzentrum Medizinische Fakultät, Kompetenzzentrum für Hochschuldidaktik in Medizin. Tübingen - Freiburg – Ulm. (2003 - 2010). This center is specialized in professional development and teacher training for medical teachers.
- Member of the Audit Committee of the Network of Medical Schools of Baden-Württemberg, Germany (Audit des externen wissenschaftlichen Beirat des Kompetenznetzes Lehre in der Medizin Baden-Württemberg). Bi-Annual Audit of the Competence Center for Educational Quality (2010 – 2018).
- Member International Hospitality Advisory Board: International Hotel Management School Maastricht / Hoge Hotelschool Maastricht. (2003 - 2008).
- Member of the Advisory Board for the project “Academic Schools” (Limburg). This Government funded project encourages secondary schools to conduct their own educational research, and use research outcomes for instructional (re)design of courses. September 2006 – September 2008.
- Member of the International Advisory Board on Curriculum Reform in Medicine [“Project Studien Reform Medizin.”] Karl-Franzens Universität Graz, Austria. 1998-1999.

RESEARCH

Research Projects: Reviewer, Fellowships Grants, Projects, PhD Supervision

Reviewer European Research Council

- EU-Reviewer European Research Council, ERC Advanced Grant 3rd Call - 2010.

Review Committees Dutch Science Foundation [NWO]

- Member of the review committee for NWO-VICI grant proposals MaGW (Division Social & Behavioral Sciences), 2014, 2015
- Member of the review committee for NWO-VIDI grant proposals MaGW (Division Social & Behavioral Sciences), 2009/2010/2011/2012/2017/2018/2019
- Member of the review committee (division of educational research) for grant proposals. Dutch Science Foundation, 2003/2004/2005.
- Member of the review committee for NWO / MaGW "Open Competition Social & Behavioral Sciences" (2005).
- Member of the Panel of NWO Reviewers 2005/2006/2007.

Educational Research Projects [Total k€ 590]

NWO [Dutch Science Foundation]

- Project leader: Subproject #1 "Management of Multiple Representations with Multiple Agents" Part of the Research Project "Knowledge sharing and decision-making in collaborative multidisciplinary teams with asynchronous and synchronous computer-mediated tools." Funded by NWO (the Dutch Science Foundation). Project in joint collaboration with Open University Netherlands Start September 1st 2001, End September 1st 2005. Total Contract Value €270.000. Contract Value Project #1: €135.000.

Network Social Innovation

- Project leader "The Development of Professional Skepticism through Skilled Intuition in the Auditing Profession. A Feedback Culture Perspective." Start January 2013, End December 2013. Contract Value €21.083,-
- Project leader "Improving Sharing of Expertise in Multi-Professional Design Teams Through Augmented-Reality Technology." Start September 2010, End August 2012. Contract Value €100.000,-.

Foundation for Auditing Research

- Project leader "Moving audit teams forward" Start October 2016, End December 2018. Contract Value €200.000,-. Project funded by the Foundation for Auditing Research. Project in joint collaboration with the Department of Accounting and Information Management, School of Business and Economics, Maastricht University.

Educational Development Projects [Total k€ 7030]

- Project leader of the University Wide Innovation Agenda "*Leading in Learning*". Contract Value € 4.500.000. February 2010 – February 2013.
- Project leader University Wide Educational Development Project "*Learning & Working*". Funded by Maastricht University. Contract Value € 1.000.000. September 2009 – September 2012.

- Project leader Educational Development Project “*e-learning in business education*”. Funded by the Faculty of Economics and Business Administration. Contract Value € 300.000. January 2009 – January 2011.
- Project leader Educational Development Project “*Work-Based Learning*”. Funded by the Faculty of Economics and Business Administration. Contract Value € 300.000. January 2008 – January 2010.
- Project leader: “*Quality-based Business Education*”. Funded by the Faculty of Economics and Business Administration. Start September 1st 1999, End September 1st 2002. Total Contract Value €400.000.
- Project leader: Educational Development Project “*Capturing professional practice in education*”. Funded by the Dutch Ministry of Education and Sciences. Start January 1999 – January 2001. Contract Value €150.000.
- Project leader. Educational Development Project “*Electronic Course books*” Funded by the Dutch Ministry of Education and Sciences. Start September 1998 – September 1999. Contract Value €60.000.
- Project leader. Educational Development Project “*Meta-evaluation*”. Funded by the Dutch Ministry of Education and Sciences. September 1996 – September 1998. Contract Value €100.000.
- Project leader Educational Research Project “*Evaluation of Clinical Education*”. January 1988 – January 1992. Funded by the Faculty of Medicine, Maastricht University. Contract Value: €120.000.
- Project leader Educational Research Project “*Evaluation of Educational Innovation in Medicine*”. July 1989 – July 1993. Funded by Faculty of Medicine, Maastricht University. Contract Value: €100.000.

Fellowships Accredited Dutch Research Schools

- Fellow KNAW (National Academy for Sciences) accredited Research School: GSBE – Graduate School of Business and Economics: January 2006 – December 2026.
- Fellow KNAW (National Academy for Sciences) accredited Research School: ICO-IV Interdisciplinary Center for Educational Research: January 2012 – 2016.
- Fellow KNAW (National Academy for Sciences) accredited Research School: ICO-III Interdisciplinary Center for Educational Research: January 2007 – 2011.
- Fellow KNAW (National Academy for Sciences) accredited Research School: ICO-II Interdisciplinary Center for Educational Research: September 1998 – 2003.
- Fellow KNAW (National Academy for Sciences) accredited Research School: ICO Interdisciplinary Center for Educational Research: September 1992 – September 1998.

PhD Supervision

Number of Ph.D. Students completed: 22

1. D. Dolmans (1994). *How students learn in problem-based learning*.
2. P.J. Beers (2005). *Negotiating common ground. Tools for multidisciplinary teams*
3. P. van den Bossche (2006). *Minds in teams. The influence of social and cognitive factors on team learning*. Awarded with the “Best Dissertation Award” by the Dutch Association for Educational Research [Vereniging voor Onderwijsresearch].
4. J. Nijhuis (2006). *Learning strategies, students’ characteristics and their perceptions of the learning environment. An integrated study among business students*.
5. J. Arts (2007). *Developing managerial expertise: Studies on managerial cognition and the implications for management education*. Nominated for the “Best

- Dissertation Award” by the Dutch Association for Educational Research [Vereniging voor Onderwijsresearch].
6. D. Tempelaar (2007). *Expectancy-value based achievement motivations and their role in student learning*.
 7. H. Otting (2009). [PhD extern from Stenden University Leeuwarden] *Knowledge, learning, and teaching: studies on the application of constructivist principles in higher education*.
 8. Bart Rienties (2010). *Understanding social interaction in computer-supported collaborative learning: The role of motivation on social interaction*.
 9. Nga Pham [PhD extern from Maastricht School of Management] (2010). *Facilitating transfer of training effects: The case of MBA programs in Vietnam*.
 10. Simon Beusaert (2011). *The use of personal development plans in the workplace. Effects, purposes and supporting conditions*.
 11. Martin Rehm (2013). *Unified yet separated. Empirical study on the impact of hierarchical positions within communities of learning*.
 12. Bas Giesbers (2013). *Adding eyebrows to CSCL. Understanding the combined use of synchronous and asynchronous communication and the role of motivation in computer-supported collaborative learning*.
 13. Janine van der Rijt (2014). *Instilling a thirst for learning. Understanding the role of proactive feedback- and help seeking in stimulating workplace learning*
 14. Catherine Gabelica (2014). *Moving teams forward. Effects of feedback and team reflexivity on team performance*.
 15. Alexandra Niculescu (2015). *Hidden in plain sight. Capturing freshmen emotional experiences and their effects on performance at university*.
 16. Beverley Wilson-Wünsch [PhD extern from Internationale Fachhochschule / Hotel Management School, Bad Honnef, Germany] (2016). *The making of hotel managers. Understanding individual differences, learning culture and workplace influences*.
 17. Therese Grohnert (2017). *Judge /Fail /Learn —Enabling auditors to make high-quality judgments by designing effective learning environments*.
 18. Mieke Koeslag-Kreunen (2018). *Leadership for team learning: engaging university teachers in change*. [PhD extern from Zuyd University of Applied Sciences, Heerlen, the Netherlands].
 19. Gwen Noteborn (2020). *Education revolution*.
 20. Stephanie Meeuwissen (2021). *Team learning at work: Getting the best out of interdisciplinary teacher teams and leaders*.
<https://doi.org/10.26481/dis.20211112sm>
 21. Laura Smeets (2022). *The auditor learning curve: Professional development through learning from errors and coaching*.
 22. Melanie Feeney (2023). *Becoming Sustainable? Analyzing industry and government responses to climate change and the energy transition*.

Number of Ph.D. Students in progress: 8

23. Sonja Zaar (2023). *The leadership mindset. How do leaders learn? A cognitive processes approach to leadership development*
24. Laura Kirsch (2024). *Responsible leadership and ethics* – External PhD
25. Christine Kawa (2024). *The art of a nudging: Design susceptibility* – External PhD
26. Catherine Dejardin (2024). *Culture & leadership in audit teams*.
27. Niels van der Baan (2024). *The learning professional: Mentor or coach?*
28. Iver Wiertz (2024). *Virtual audit teams in practice*.

29. Aisha Iqbar Ruiz (2025). *Well-Being and engagement in higher education*.
30. Leon Gnad (2026). *Remote work and team virtuality*.

Examiner in Doctoral Dissertation Committee: 56 PhD Candidates

SUPERVISOR HONORARY DOCTORATE

Honorary Supervisor of honorary doctorate recipient

- Honorary Supervisor for Prof. Dr. A.C. Edmondson (Harvard Business School), on the occasion of the 38th annual anniversary (38th Dies Natalis) of Maastricht University, January 2014.

TEACHING EXPERIENCE

Course Evaluations: 2016 – 2022

- Evaluations Course coordinator MSc course Theories and Models of Learning / Associate Coordinator BSc Course. Overall Average last three years: 8.6/10
- Overall Average tutor role: 8.6/10
- Member of the teacher team responsible for the MSc Management of Learning; most highly ranked UM program in the National Master Guide. Average rating around 8.5 over the past 7 years. Received 8 times in a row an award for its outstanding quality. Ranking 2019: Top-5 highest ranked Master programs. Rating 9.1/10

School of Business and Economics Maastricht University (1985 – current)

- Tutor in 1st and 2nd year courses “Management & Organization”, “Organizational Development”. Undergraduate Business Education.
- Course coordinator and tutor in SBE course electives (1988-2007):
 - Cognition & Learning
 - Management of Learning Processes
 - Schooling and Learning in Organizations
 - Teaching Business in Secondary Schools
 - Professional Development
- Course coordinator and tutor Master of Science Management of Learning / Learning and Development in Organizations, “Theories and models of Learning” (2008 – 2021). Associate course coordinator (2021 – current).
- (Associate) Course coordinator BSc elective “Cognition, Learning and Knowledge Development” (2008 – current).
- Member of Planninggroup 1st year BSc course Philosophy of Science for IB, IBE, ECT, & FE: Course title Reflections.
- Supervisor Master Thesis (#=50) in the Master of Science Programs “International Business”, “Educational Sciences”, “Management of Learning”.

Liberal Arts College / University College Maastricht (2005 – current)

- Supervisor Capstone Bachelor Thesis (total 15 thesis)
- Coordinator / Tutor / Reviewer Skills Training “Quantitative Methods in the Social Sciences” (2005-2015).
- Academic Advisor UCM students (2005 – current), 5 students per year.

Faculty of Psychology Maastricht University (2005 – 2008)

- Supervisor Master Thesis Students, Master of Science in Psychology.

Medical School Maastricht University (1981 – 1985)

- Tutor in 1st and 2nd year courses “Infection and Inflammation”, “Child Development”. Undergraduate Medical Education.

Faculty of Health & Medical Sciences

- Course coordinator and tutor in the Master of Health Education Program. Course on Curriculum Design and Curriculum Analysis (1988 – 1999).

EXECUTIVE DEVELOPMENT / PROFESSIONAL DEVELOPMENT PROGRAMS

UMIO-SBE Programs – Courses - Workshops

- Workshop leader in a series of workshop on team dynamics and leadership with UMIO clients (2015 – current).
- EURO*MBA / Maastricht University (2015-2019)
- EURO*MBA program (2015-2019). Academic Director, Residential Week Program at Maastricht University. Average course rating 8 (out of 10) or higher.
- Dedicated in-company programs for the Maastricht municipality, Province of Limburg, Social Domain, APG, Valid-IT, Kindante, etc.
- Three-day course Management Essentials “Learning, Innovation & Performance” (2014 – 2019). Average course rating 8 (out of 10) or higher.
- MBA program Courses on Leadership and Leadership Development (2014-current). Average course rating 8 (out of 10) or higher.
- TATT program Teacher’s Advanced Teacher Training. Average course rating 8 (out of 10) or higher.
- Fostering Future Leaders program for young academics (two-days workshop on leadership development), 2018 - current.
- Executive Master Culture and Leadership (2019 – current). Annual two-day course on leadership and teams.

Töpfler Foundation

- Lehreⁿ Hoch Program. Workshops on Curriculum Development. Schloss Hasenwinkel, Germany, January 2012, September 2014, July 2016, November 2017, September 2019. Initiated by the Töpfler Foundation / The Alliance for Academic Teaching.

University of Bern, Switzerland (1999 – current)

- Teaching a 4 day course on Change Management & Faculty Development in the Master of Medical Education program for workers in the Health Professions. Medical Faculty, Institute for Medical Education and Teaching (IMLE), Bern, Switzerland.

University of Cologne, Germany (2005 – 2008)

- Teaching a one-day course on Research in Medical Education in the Master of Medical Education program for workers in the Health Professions.

Nijenrode University (2008)

- Teaching a seminar on Talent Management in the Foundations of Management Program.

Maastricht University (1990 – 2000)

- Course coordinator & teacher of courses on “Curriculum Analysis”, “Curriculum Design”, “Quality Management”. These courses were designed for professionals working in health care participating in the Master of Health Professional Education (FHML).
- FHML (1982-1990). Courses / workshops / training programs on the design of problem-based learning, teacher behaviour, quality management, cognition and instruction, research on problem-based learning.

PUBLICATIONS

Scholarship Metrics – January 2023

<https://cris.maastrichtuniversity.nl/en/persons/wim-gijsselaers>

Number of peer-reviewed (inter)national journal articles: 120

Number of international books: 8

Number of national books: 3

Number (inter)national chapters in books: 53

Total number of peer-reviewed publications: 184

Total grant income: € 7,620000 (research & educational development projects)

Hirsch citation index (Google Scholar): 52

Number of papers > 10 citations: 118

Number of citations (Google Scholar): 11099

Hirsch citation index (Web of Science): 29

Number of citations (Web of Science): 2570

Number of invited presentations/keynotes: 75

Number of peer-reviewed papers presented at international conferences: 178

Number of PhD students completed: 22 (incl. 1 honorary doctorate)

Number of PhD students under supervision: 9

Academic awards and honors: 7

PhD Thesis

Gijsselaers, W.H. (1988). Measurement of Educational Quality: Studies on the reliability, validity and utility of student ratings of instruction. [*Kwaliteit van het onderwijs gemeten. Studies naar de betrouwbaarheid, validiteit en bruikbaarheid van studentoordelen*]. University of Maastricht.

Inauguration Address

Gijsselaers, W.H. (2000) *Studeren voor Nieuwe Geleerden: Over de Kunst van het Organiseren*. [*In Search for the New Learners: About the Art of Organizing Education*] Inauguration Address. Maastricht: Universitaire Pers.

JOURNAL ARTICLES SUBMITTED FOR PUBLICATION

Articles under review:

Grohnert, T., Meuwissen, R. H. G., Gijsselaers, W.H. & Trotman, K. (first revision under review). The Effects Of A Supportive Learning Culture And Rank On Professional Skepticism In Information Search. *Accounting Organizations and Society*.

Grohnert, T., Meuwissen, R. H. G., Gijsselaers, W.H. (submitted Feb 2022). Mitigating Auditors' Overconfidence during Decision Aid Use: Fostering Staff Auditors' Systematic Processing of Evidence. *AJPT*

Grohnert, T., Schmetz, B., Meuwissen, R. H. G., Gijsselaers, W.H (submitted Nov 2022). Supporting Auditors in Coping with Time Budget Pressure: Decreasing Quality-Threatening Behaviors through a Minimalistic Behavioral Intervention. *Contemporary Accounting Research*.

- Grohnert, T., & Gijsselaers, W.H. (in prep). A Meta-Analysis of the Link between Organizational Learning Culture, Performance, Innovation, and Job Attitudes.
- Baan, N., Gast, I., Gijsselaers, W.H., & Beusaert, S. (Submitted Feb 2022). Higher education interventions facilitating the education-to-work transition: Characteristics, effectiveness, and measures. *ERR*
- Feeney, Martens, Gijsselaers, Grohnert (under review). Framing strategic responses to climate change: A longitudinal frame analysis of energy company climate reporting. *Journal of Business Ethics*.
- Zaar, S., van den Bossche, P., & Gijsselaers (under review). Meaningful Experiences for Leadership Development in Higher Education: Moments that Matter for Shaping Knowledge, Skills, and Identity. *Academy of Management: Learning and Education*.
- Kirsch, L., Gijsselaers, W.H., Lokshin, B., & Vanstraelen, A. (under review). Responsible Leadership; Systematic Literature Review; Measurement; Upper Echelons Theory; Strategic Leadership. *Journal of Business Ethics*.
- Dejardin, C., Meuwissen, R., Gijsselaers, W.H., & Grohnert, T. (under review). Coping with Complexity - Mitigating Information Ambiguity through Team Situation Models and Reflexivity for Hierarchical Team Judgment Performance. *Small Group Research*.

PEER REVIEWED PUBLICATIONS

- Feeney, M.F., Grohnert, T., Gijsselaers, W.H., Martens, P., &. (2023). Organizations, learning and sustainability: A cross-disciplinary review and research agenda. *Journal of Business Ethics*, 184(1), 217-235. <https://doi.org/10.1007/s10551-022-05072-7>
- Meeuwissen, S., Gijsselaers, W.H., de Rijk, A.E., Huvencers, W., Wolfhagen, H.A.P., & oude Egbrink, M.A (2022). When theory joins practice: A design-based research approach for leader identity development. *Medical Teacher*, 44(6), 636-642. <https://doi.org/10.1080/0142159X.2021.2015532>.
- Smeets, L., Gijsselaers, W.H., Meuwissen, R.H.G., & Grohnert, T. (2022). Exploring the link between learning from error climate and professionals' engagement in social learning activities after errors. *Baltic Journal of Management*, 17(3), 413-428. <https://doi.org/10.1108/BJM-07-2021-0278>
- Kawa, C., Gijsselaers, W.H., Nijhuis, J., & Ianiro-Dahm, P. (2022). Are you "nudgeable"? Factors affecting the acceptance of healthy eating nudges in a cafeteria setting. *International Journal of Environmental Research and Public Health*, 19, 4107. <https://doi.org/10.3390/ijerph19074107>
- Kawa, C., Gijsselaers, W.H., Nijhuis, J., & Ianiro-Dahm, P. (2022). Effects of a thin body shape nudge and other determinants of adolescents' healthy and unhealthy food consumption in a school setting. *Food Quality and Preference*, vol 96, March 2022, article 104388, 1-9. <https://doi.org/10.1016/j.foodqual.2021.104388>
- Baan, N., Gijsselaers, W.H., Gast, I., & Beusaert, S. (2022). Coaching to prepare students for their school-to-work transition: conceptualizing core coaching competences. *Education + Training*, Vol. 64 No. 3, 398-415. <https://doi.org/10.1108/ET-11-2020-0341>
- Kawa, C., Ianiro-Dahm, P.M., Nijhuis, J.F.H., & Gijsselaers, W.H. (2021). Cafeteria online: Nudges for healthier food choices in a university cafeteria – a randomized online experiment. *International Journal of Environmental Research and Public Health*, 18(24), 12924; <https://doi.org/10.3390/ijerph182412924> .
- Grohnert, T., Meuwissen, R.H.G., & Gijsselaers, W.H. (2021). Retaining the learning professional: A survival study on workplace learning in professional service firms. *Human Resource Development Quarterly*, 4(32), 577-595. <https://doi.org/10.1002/hrdq.21436>

- Meeuwissen, S., Gijsselaers, W.H., van Oorschot T.D., Wolfhagen, H.A.P., & oude Egbrink, M.A (2021). Enhancing team learning through leader inclusiveness: A one-year ethnographic case study of an interdisciplinary teacher team. *Teaching and Learning in Medicine*, 33(5), 498-508. <https://doi.org/10.1080/10401334.2021.1887738>
- Smeets, L., Gijsselaers, W.H., Meuwissen, R.H.G., & Grohnert, T. (2021). Beyond Psychological Safety – the Role of Direct Supervisor Behavior in Fostering Learning from Errors at the Workplace. *Vocations and Learning*, 14(3), 533–558. <https://doi.org/10.1007/s12186-021-09272-6>
- Koeslag, M., van der Klink, M., Bossche van den, P., & Gijsselaers, W.H (2021). Vertical or shared? When leadership supports team learning for educational change. *Higher Education*, 82(1), 19–37. <https://doi.org/10.1007/s10734-020-00620-4>
- Meeuwissen, S., Gijsselaers, W.H., Wolfhagen, H.A.P., & oude Egbrink, M.A (2021). Working beyond disciplines in teacher teams: Teachers’ revelations on enablers and inhibitors. *Perspectives on Medical Education*, 10(1), 33-40. <https://doi.org/10.1007/s40037-020-00644-7>
- Meeuwissen, S., Gijsselaers, W.H., Wolfhagen, H.A.P., & oude Egbrink, M.A (2020). When I say ...team learning. *Medical Education*, 54(9),784–785. <https://doi.org/10.1111/medu.14174>
- Nellen, L., Gijsselaers, W.H., & Grohnert, T. (2020). A meta-analytic literature review on organization-level drivers of team learning, *Human Resource Development Review*, 19(2), 152–182. <https://doi.org/10.1177/1534484319894756>
- Zaar, S., Bossche van den P., & Gijsselaers, W.H. (2020). How business students think about leadership: A qualitative study on leader identity and meaning-making. *Academy of Management Learning and Education*, 19(2), 168-191. <https://doi.org/10.5465/amle.2017.0290>
- Meeuwissen, S., Gijsselaers, W.H., Wolfhagen, H.A.P., & oude Egbrink, M.A. (2020). How teachers meet in interdisciplinary teams: Hangouts, distribution centers and melting pots. *Academic Medicine*, 95(8), 1265-1273. <https://doi.org/10.1097/ACM.0000000000003115>
- Grohnert, T., Meuwissen, R.H.G., & Gijsselaers, W.H. (2019). Enabling young professionals to learn from errors. the role of a supportive learning climate in crossing help network boundaries. *Vocations and Learning*, 12(2), 217-243. <https://doi.org/10.1007/s12186-018-9206-2>
- Koeslag-Kreunen, M., van den Bossche, P., Hoven, M., van der Klink, M. R., & Gijsselaers, W.H. (2018). When leadership powers team learning: A meta-analysis. *Small Group Research*, 49(4), 475-513. <https://doi.org/10.1177/1046496418764824>
- Koeslag-Kreunen, M., van der Klink, M. R., van den Bossche, P., & Gijsselaers, W.H. (2018). Leadership for team learning: The case of university teacher teams. *Higher Education*, Vol. 75(2), 191–207. <https://doi.org/10.1007/s10734-017-0126-0>
- Grohnert, T., Meuwissen, R.H.G., & Gijsselaers, W.H. (2017). Valuing errors for learning: Espouse or enact? *Journal of Workplace Learning*, Vol. 29(5), 390-40. <https://doi.org/10.1108/JWL-11-2016-0102>
- Niculescu, A.C., Tempelaar, D.T., Dailey-Hebert, A., Segers, M., & Gijsselaers, W.H. (2016). Extending the change-change model of achievement emotions: The inclusion of negative learning emotions. *Learning & Individual Differences*, 47, 289-297. <http://dx.doi.org/10.1016/j.lindif.2015.12.015>
- Wilson-Wunsch, B., Beusaert, S., Tempelaar, D.T., & Gijsselaers, W.H. (2016). Expertise development of hospitality students: Do personality, emotional intelligence and learning style matter? *Journal of Hospitality & Tourism Education*, 28(3), 155-167. <https://doi.org/10.1080/10963758.2016.1190595>
- Stocker, M., Pilgrim, S.B., Burmester, M., Allen, M., & Gijsselaers, W.H. (2016). Inter-professional team management in pediatric critical care: Some challenges and possible

- solutions. *Journal of Multidisciplinary Healthcare*, 9, 47-58. <https://doi.org/10.2147/JMDH.S76773>
- Rehm, M., Mulder, R., Gijsselaers, W. & Segers, M. (2016). The impact of hierarchical positions on the type of communication within communities of learning. *Computers in Human Behavior*, 58, 158–170. <https://doi.org/10.1016/j.chb.2015.12.065>
- Gabelica, C., Fiore, S. M., Van den Bossche, P., Segers, M., Gijsselaers, W. (2016). Establishing team knowledge coordination from a learning perspective. *Human Performance*, 29(1), 33-53. <https://doi.org/10.1080/08959285.2015.1120304>
- Niculescu, A.C., Tempelaar, D.T., Leppink, J., Dailey-Hebert, A., Segers, M., & Gijsselaers, W.H. (2015). Feelings and performance in the first year at university: Learning-related emotions as predictors of achievement outcomes in mathematics and statistics. *Electronic Journal of Research in Educational Psychology*, 13 (3), 431-462. <https://doi.org/10.14204/ejrep.37.15012> .
- Jippes, M, Driessen, E., Broers, N.J., Majoor, G.D., Gijsselaers, W.H., & van der Vleuten, C.P.M. (2015). Culture matters in successful curriculum change: An international study of the influence of national and organizational culture tested with multilevel structural equation modeling. *Academic Medicine*, 90(7), 921-929. <https://doi.org/10.1097/ACM.0000000000000687>
- Rehm, M., Gijsselaers, W. & Segers, M. (2015). The impact of hierarchical positions on communities of learning. *International Journal of Computer-Supported Collaborative Learning*, 10(2), 117-138. <https://doi.org/10.1007/s11412-014-9205-8>
- Niculescu, A.C., Tempelaar, D.T., Dailey-Hebert, A., Segers, M., & Gijsselaers, W.H. (2015). Exploring the antecedents of learning emotions and their relations with achievement outcomes. *Frontline Learning Research*, 3(1), 1-17. <https://doi.org/10.14786/flr.v%25vi%25i.136>
- Tempelaar, D.T., Rienties, B.C., Giesbers, S., & Gijsselaers, W.H. (2015). The pivotal role of effort beliefs in mediating implicit theories of intelligence and achievement goals & academic motivations. *Social Psychology of Education: An International Journal*, 18(1), 101-120. <https://doi.org/10.1007/s11218-014-9281-7>
- Wilson-Wunsch, B., Beusaert, S., Tempelaar, D.T., & Gijsselaers, W.H (2015). The making of hospitality managers – the role of knowledge in expertise development. *Journal of Human Resources in Hospitality & Tourism*, Volume 14(2), 153-176. <https://doi.org/10.1080/15332845.2015.955562>
- Wijngaard, van den O., Beusaert, S., Segers, M.S.R., & Gijsselaers, W.H. (2015). The development and validation of an instrument to measure conditions for social engagement of students in higher education. *Studies in Higher Education*, 40(4), 704-720. <https://doi.org/10.1080/03075079.2013.842214>
- Rehm, M., Verstegen, D., Beusaert, S., Gijsselaers, W. & Segers, M. (2014). De invloed van hiërarchische posities op communities of learning [community of learning - observations from a practical example.] *Tijdschrift voor Hoger Onderwijs*, 32, 195-207. <https://doi.org/10.5553/tvho/016810952014032002005>
- Rienties, B., Tempelaar, D.T., Giesbers, B., Segers, M.S.R., & Gijsselaers, W.H. (2014). A dynamic analysis of why learners develop a preference for autonomous learners in computer-mediated communication. *Interactive Learning Environments*, 22(5), 631-648, <https://doi.org/10.1080/10494820.2012.707127>
- Gabelica, c., Van den Bossche, P., De Maeyer, S., Segers, M., Gijsselaers, W. (2014). The effect of team feedback and guided reflexivity on team performance change learning and instruction. *Learning and Instruction*, 34, 86-96. <https://doi.org/10.1016/j.learninstruc.2014.09.001>

- Rehm, M., Gijsselaers, W. & Segers, M. (2014). The transferability of hierarchical positions and network structures of communities of learning. *Frontline Learning Research*, Vol 2(2), 38-55. <https://doi.org/10.14786/flr.v2i2.85>
- Gabelica, C., Van den Bossche, P., Segers, M., Gijsselaers, W. (2014). Dynamics of team reflexivity after feedback. *Frontline Learning Research*, 2(3), 64-91. <https://doi.org/10.14786/flr.v2i2.79>
- Giesbers, B., Rienties, B., Tempelaar, D., Gijsselaers, W. (2014). A dynamic analysis of the interplay between asynchronous and synchronous communication in online learning: The impact of motivation. *Journal of Computer Assisted Learning*, 30(1), 30-50. <https://doi.org/10.1111/jcal.12020>
- Noteborn, G., Dailey-Hebert, A., Bohle Carbonell, K., & Gijsselaers, W.H. (2014). Essential knowledge for academic performance: Educating in the virtual world to promote active learning. *Teaching and Teacher Education*, Volume 37, 217-234. <https://doi.org/10.1016/j.tate.2013.10.008>
- Giesbers, B., Rienties, B., Tempelaar, D.T., & Gijsselaers, W.H. (2014). Why increased social presence through web-videoconferencing does not automatically lead to improved learning. *E-Learning & Digital Media*, 11(1), 31-45. <https://doi.org/10.2304/elea.2014.11.1.31>
- Böse, M., & Gijsselaers, W.H. (2013). Why supervisors should promote feedback-seeking behaviour in medical residency. *Medical Teacher*, 35(11), e1573–e1583. <https://doi.org/10.3109/0142159X.2013.803059>
- Jippes, M., Driessen, E., Majoor, G.D., Gijsselaers, W.H., & van der Vleuten, C.P.M. (2013) Impact of national context and culture on curriculum change: A case study. *Medical Teacher*, 35(8), 661-670. <https://doi.org/10.3109/0142159X.2013.785629>
- Jippes, M., Driessen, E., Broers, N., Majoor, G.D., Gijsselaers, W.H., & van der Vleuten, C.P.M. (2013) A medical school's organizational readiness for curriculum change (morc): Development and validation of a questionnaire. *Academic Medicine*, 88(9), 1346–1356. <https://doi.org/10.1097/ACM.0b013e31829f0869>
- Tempelaar, D.T., Wosnitza, M., Volet, S., Rienties, B., Giesbers, B., & Gijsselaers, W.H. (2013). The role of self- and social directed goals in a problem-based, collaborative learning context. *Higher Education*, 66(2), 253-267. <https://doi.org/10.1007/s10734-012-9602-8>
- Rijt van der J., Bossche van den, P., Wiel, M., De Maeyer, S., Gijsselaers, W.H., & Segers, M.S.R. (2013). Asking for help: A relational perspective on help seeking in the workplace. *Vocations and Learning: Studies in vocational and professional education*, Volume 6 (2), 259-279. <https://doi.org/10.1007/s12186-012-9095-8>
- Bohle Carbonell, K., Dailey-Hebert, A. & Gijsselaers, W. (2013). Unleashing the creative potential of faculty to create blended learning, *The Internet and Higher Education*, 18, 29–37. <https://doi.org/10.1016/j.iheduc.2012.10.004>
- Beausaert, S., Segers, M., Fouarge, D., & Gijsselaers, W. (2013). Effect of using a PDP on learning and development. *Journal of Workplace Learning*, 25(3), 145-158. <https://doi.org/10.1108/13665621311306538>
- Pham, Nga T.P., Segers, M.S.R., & Gijsselaers, W.H. (2013). Effects of work environment on transfer of training: Empirical evidence from Master of Business Administration programs in Vietnam. *International Journal of Training and Development*, 17(1) 1-19. <https://doi.org/10.1111/j.1468-2419.2012.00417.x>
- Giesbers, B., Rienties, B., Tempelaar, D., & Gijsselaers, W. (2013). Investigating the relations between motivation, tool use, participation, and performance in an e-learning course using web-videoconferencing. *Computers in Human Behavior*, 29(1), 285-292. <https://doi.org/10.1016/j.chb.2012.09.005>
- Taminiau E.M., Kester, L., Corbalan, G., Alessi, S.M., Moxnes, E., Gijsselaers, W.H., Kirschner, P.A., & Van Merriënboer, J.J.G. (2013). Why advice on task selection may hamper learning

- in on-demand education. *Computers in Human Behavior*, 29(1), 145–154. <https://doi.org/10.1016/j.chb.2012.07.028>
- Hänsel, M., Winkelmann, A.M., Hardt, F., Pollmer, M., Gijsselaers, W.H., Walcher, F., Rüsseler, M., Hacker, W., Stiehl, M., Müller, M. (2012). Impact of simulator training and crew resource management training on final-year medical students' performance in sepsis resuscitation: A randomized trial. *Minerva Anestesiologica*, 78(8), 901-909.
- Rijt van der J., Bossche van den, P., Wiel, M., Segers, M.S.R., & Gijsselaers, W.H. (2012). The role of individual and organizational characteristics in feedback seeking behaviour in the initial career stage. *Human Resource Development International*, 23(3), 283-301. <https://doi.org/10.1080/13678868.2012.689216>
- Rienties, B., Giesbers, B., Tempelaar, D. T., Lygo-Baker, S., Segers, M., & Gijsselaers, W. H. (2012). The role of scaffolding and motivation in CSCL. *Computers & Education*, 59(3), 893-906. <https://doi.org/10.1016/j.compedu.2012.04.010>
- Rijt van der J., Bossche van den, P., Wiel, M., Segers, M.S.R., & Gijsselaers, W.H. (2012). Contextual antecedents of informal feedback in the workplace. *Human Resource Development Quarterly*, 23(2), 233-257. <https://doi.org/10.1002/hrdq.21129>
- Gabelica, C., van den Bossche, P., Segers, M., & Gijsselaers, W.H. (2012). Feedback, a powerful lever in teams: A review. *Educational Research Review*, 7(2), 123–144. <https://doi.org/10.1016/j.edurev.2011.11.003>
- Noteborn, G., Bohle Carbonell, K., Dailey-Hebert, A., & Gijsselaers, W.H. (2012). The role of emotions and task significance in virtual education. *The Internet and Higher Education*, 15 (3), 176–183. <https://doi.org/10.1016/j.iheduc.2012.03.002>
- Tempelaar, D., Rienties, B., Niculescu, A., Gijsselaers, W.H., & Giesbers, B. (2012). How achievement emotions impact students' decisions for online learning, and what precedes those emotions. *The Internet and Higher Education*, 15(3), 161-169. <https://doi.org/10.1016/j.iheduc.2011.10.003>
- Beusaert, S., Segers, M., & Gijsselaers, W.H. (2011). The use of a Personal Development Plan and the undertaking of learning activities, expertise-growth, flexibility and performance: The role of supporting assessment conditions. *Human Resource Development International*, 14(5), 527-543. <https://doi.org/10.1080/13678868.2011.620782>
- Beusaert, S., Segers, M., & Gijsselaers, W. (2011). Professionals en persoonlijke ontwikkelingsplannen. *Opleiding & Ontwikkeling*, 6, 31-35.
- Beusaert, S., Segers, M., & Gijsselaers, W. (2011). Using a Personal Development Plan for different purposes: Its influence on undertaking learning activities and job performance. *Vocations and Learning: Studies in Vocational and Professional Education*, 4, 231-252. <https://doi.org/10.1007/s12186-011-9060-y>
- Beusaert, S., Segers, M., & Gijsselaers, W. (2011). The Personal Development Plan Practice Questionnaire: The development and validation of an instrument to assess the employee's perception of personal development plan practice. *International Journal of Training and Development*, 15(4), 249-270. <https://doi.org/10.1111/j.1468-2419.2011.00375.x>
- Tempelaar, D., Schim van der Loeff, S., Gijsselaers, W.H., & Nijhuis, J. (2011). On subject variations in achievement motivations: a study in business subjects. *Research in Higher Education*, 52, 395–419. <https://doi.org/10.1007/s11162-010-9199-7>
- Van den Bossche, P., Gijsselaers, W.H., Segers, M.S.R., Woltjer, G., & Kirschner, P.A. (2011). Team learning: Building shared mental models. *Instructional Science*, 39 (3), 283 – 301. <https://doi.org/10.1007/s11251-010-9128-3>
- Lochner, L., & Gijsselaers, W.H. (2011). Improving lecture skills: A time-efficient 10-step pedagogical consultation method for medical teachers in healthcare professions. *Medical Teacher*, 33(2), 131–136. <https://doi.org/10.3109/0142159X.2010.498490>
- Otting, H., Zwaal, W., Tempelaar, D., & Gijsselaers, W. (2010). The structural relationship between students' epistemological beliefs and conceptions of teaching and learning.

- Studies in Higher Education*, 35(7), 741-760.
<https://doi.org/10.1080/03075070903383203>
- Pham, Nga T.P., Segers, M.S.R., & Gijsselaers, W.H. (2010). Understanding training transfer effects from a motivational perspective: A test of MBA programs. *Business Leadership Review*, 7(3), 1-25.
- Thomas, S., Gijsselaers, W.H., & Segers, M.S.R. (2010). Mechanisms that drive cognitive performance across business expertise development – an integrated cross-cultural study. *International Journal of Electronic Customer Relationship Management*, 4(1), 43–59.
<https://doi.org/10.1504/IJECRM.2010.031381>
- Otting, H., Zwaal, W., & Gijsselaers, W.H. (2009). International hospitality management students' epistemological beliefs and conceptions of teaching and learning. *Journal of Hospitality & Tourism Education*, 21(3), 44-53.
<https://doi.org/10.1080/10963758.2009.10696951>
- Giesbers, B., Rienties, B., Gijsselaers, W. H., Segers, M., & Tempelaar, D. (2009). Social presence, web-videoconferencing and learning in virtual teams. *Industry and Higher Education*, 23 (4), 301-310. <https://doi.org/10.5367/000000009789346185>
- Rienties B.A., Tempelaar D.T., Van den Bossche, P, Gijsselaers W.H., Segers, M.S.R. (2009). The role of academic motivation on computer supported collaborative learning. *Computers in Human Behavior*, 25 (6), 1195-1206. <https://doi.org/10.1016/j.chb.2009.05.012>
- Gijsselaers, W.H., Arts, J.A.R., Segers, M.S.R., Van den Bossche, P. (2009). Professional development, talent or training? [Ontwikkeling van professionals. Een kwestie van talent of training?] *Opleiding en Ontwikkeling*, 22 (9), 10-13.
- Rienties, B., van Wesel, M., & Gijsselaers, W.H. (2008). Integrating e-learning and classroom learning; four years of asynchronous learning to improve academic competences. *Journal of Systemics, Cybernetics and Informatics*, 6 (3), 56-60.
<http://www.iisc.org/journal/sci/FullText.asp?var=&id=E013YI>
- Fastré, G., Segers, M.S.R., & Gijsselaers, W.H. (2008). Selection to ensure study success: Looking for multiple criteria. the case of a European master of science program in business. *Journal of Education for Business*, 84 (1), 47-54. <https://doi.org/10.3200/JOEB.84.1.47-54>
- Kirschner, P., Beers, PJ, Boshuizen, H., & Gijsselaers, W.H. (2008). Coercing shared knowledge in collaborative learning environments. *Computers in Human Behavior*, 24, 403-420.
<https://doi.org/10.1016/j.chb.2007.01.028>
- Beers, P.J., Boshuizen, H.P.A., Kirschner, P.A., Gijsselaers, W.H., & Westendorp, J. (2008). Cognitive load measurements and stimulated recall interviews for studying the effects of information and communications technology. *Educational Technology, Research & Development*, 56, 309–328. <https://doi.org/10.1007/s11423-006-9020-7>
- Nijhuis, J., Segers, M., & Gijsselaers, W.H. (2008). The extent of variability of learning strategies and students' perceptions of the learning environment. a cluster analysis. *Learning and Instruction*, 18, 121-134. <https://doi.org/10.1016/j.learninstruc.2007.01.009>
- Tempelaar, D., Schim van der Loeff, S., & Gijsselaers, W.H. (2007). A structural equation model analyzing the relationship of students' attitudes toward statistics, prior reasoning abilities, and course performance. *Statistics Education Research Journal*, 6 (2), 78-102.
[https://iase-web.org/documents/SERJ/SERJ6\(2\)_Tempelaar.pdf?1402525008](https://iase-web.org/documents/SERJ/SERJ6(2)_Tempelaar.pdf?1402525008)
- Stalmeijer, R., Gijsselaers, W.H., Wolfhagen, H.A.P., Harendza, S., & Scherpbier, A. (2007). How interdisciplinary teams can create multidisciplinary education: On the interplay between team processes and educational quality. *Medical Education*, 41(11), 1059-1066.
<https://doi.org/10.1111/j.1365-2923.2007.02898.x>
- Beers, P. J., Boshuizen, H. P. A., Kirschner, P. A., & Gijsselaers, W. (2007). ICT support for grounding in the classroom. *Instructional Science*, 35, 535–556.
<https://doi.org/10.1007/s11251-007-9018-5>

- Tempelaar, D., Rienties, B., & Gijsselaers, W.H. (2007). Internationalisering: Leerbenaderingen van Nederlandse en Duitse studenten. [Internationalization: Learning Approaches by Dutch and German Students]. *Research in Education [Onderzoek van Onderwijs]*, 36, 4-9.
- Akkerman, S., Van den Bossche, P., Admiraal, W., Gijsselaers, W.H., Segers, M., Simons, & R.J., Kirschner, P.A. (2007). Reconsidering group cognition: From conceptual confusion to a boundary area between cognitive and socio-cultural perspectives? *Educational Research Review*, 2, 39-63. <https://doi.org/10.1016/j.edurev.2007.02.001>
- Beers, P.J., Boshuizen, H. P. A., Kirschner, P.A., & Gijsselaers, W.H. (2007). The analysis of negotiation of common ground in CSCL. *Learning and Instruction*, 17 (4), 427-435. <https://doi.org/10.1016/j.learninstruc.2007.04.002>
- Tempelaar, D., Gijsselaers, W.H., Schim van der Loeff, S., & Nijhuis, J. (2007). A structural equation model analyzing the relationship of student personality factors and achievement motivations, in a range of academic subjects. *Contemporary Educational Psychology*, 32, 105-131. <https://doi.org/10.1016/j.cedpsych.2006.10.004>
- Nijhuis J.F.H., Segers M.S.R., Gijsselaers, W.H. (2007). The interplay of personality, perceptions of the learning environment and learning strategies: A study amongst business students. *Studies in Higher Education*, Vol 32 (1), 59-77. <https://doi.org/10.1080/03075070601099457>
- Thijssen, T.J.P., & Gijsselaers, W.H. (2006). Closing the generation gap between youth, business school and business through learning-by-sharing: Combining academic rigor and practical relevance. *Science and Processes of Education [Mokslas Ir Edukaciniai Procesai]*, 1 (2), 186-195.
- Beers, P.J., Boshuizen H.P.A., Kirschner, P.A., & Gijsselaers, W.H. (2006). Common ground, complex problems and decision making. *Group Decision and Negotiation*, 15, 529-556. <https://doi.org/10.1007/s10726-006-9030-1>
- Segers, M., Nijhuis, J., & Gijsselaers, W.H. (2006). Redesigning a learning and assessment environment: The influence on students' perceptions of assessment demands and their learning strategies. *Studies in Educational Evaluation*, 33(2), 223-242. <https://doi.org/10.1016/j.stueduc.2006.08.004>
- Tempelaar, D., Rienties, B., & Gijsselaers, W.H. (2006). Internationalisering; en de Nederlandse student? Maastrichtse ervaringen met Nederlandse en Duitse studenten. [Internationalization; What about the Dutch Student? Maastricht's experiences with Dutch and German Students]. *Research in Education [Onderzoek van Onderwijs]*, 35, 40-45.
- Thijssen, T.J.P., & Gijsselaers, W.H. (2006). Dynamics in business and the consequences for learning business. learning by sharing as a model for revitalization. *Industry & Higher Education*, 20 (5), 299-306. <https://doi.org/10.5367/000000006778702355>
- Rienties, B., Tempelaar, D., Waterval, D., Rehm, M., & Gijsselaers, W.H. (2006). Remedial online teaching on a summer course. *Industry and Higher Education*, 20 (5), 327-336. <https://doi.org/10.5367/000000006778702300>
- Arts, J.A., Gijsselaers, W.H., & Boshuizen, H.P.A. (2006). Understanding managerial problem-solving, knowledge use and information processing: Investigating stages from school to the workplace. *Contemporary Educational Psychology*, 31, 387 - 410. <https://doi.org/10.1016/j.cedpsych.2006.05.005>
- Tempelaar, D., Gijsselaers, W.H., Schim van der Loeff, S. (2006). Puzzles in statistical reasoning. *Journal of Statistics Education Volume 14, Number 1 (2006)*, www.amstat.org/publications/jse/v14n1/tempelaar.html
- Van den Bossche, P, Gijsselaers, W.H., Segers, M.S.R., & Kirschner, P.A. (2006). Social and cognitive factors driving teamwork in collaborative learning environments: Team learning beliefs and behaviors. *Small Group Research*, 37 (5), 490 - 521. <https://doi.org/10.1177/1046496406292938>

- Arts, J.A., Gijsselaers, W.H., & Segers, M.R.S. (2006). From cognition to instruction to expertise: Measurement of expertise effects in an authentic, computer supported, and problem-based course. *European Journal for Psychology of Education*, 21(1), 71-90. <https://doi.org/10.1007/BF03173570>
- Beers, P.J., Boshuizen H.P.A., Kirschner, P.A., & Gijsselaers, W.H. (2005). Computer support for knowledge construction in collaborative learning environments. *Computers in Human Behavior*, 21 (4), 623-643. <https://doi.org/10.1016/j.chb.2004.10.036>
- Nijhuis J.F.H., Segers M.S.R., Gijsselaers, W.H. (2005). Influence of redesigning a learning environment on student perceptions and learning strategies. *Learning Environment Research*, 8 (1), 67-93. <https://doi.org/10.1007/s10984-005-7950-3>
- Arts, J.A., Gijsselaers, W.H., & Segers, M.R.S (2002). Cognitive effects of an authentic computer-supported problem-based learning environment. *Instructional Science*, 30, 465-495. <https://doi.org/10.1023/A:1020532128625>
- Dolmans, H.J.M., Gijsselaers, W.H., Moust, J.H.C., de Grave, W., Wolfhagen, H.A.P., & Van der Vleuten, C.P.M. (2002). Trends in research on the tutor in problem-based learning: Conclusions and implications for educational practice and research. *Medical Teacher*, 24(2), 173-180. <https://doi.org/10.1080/01421590220125277>
- Gijsselaers, W.H. (1999). To what degree is problem-based Learning millenium-proof? [Is PGO Millenium-proof? Renovatie en innovatie van een succesvol onderwijsmodel.] *Tijdschrift voor Hoger Onderwijs*, 17, 71-84.
- Gijsselaers, W.H. (1999). Implementation of curriculum innovation: Designing your corporate identity. *Zeitschrift für Hochschuldidaktik*, 22 Jahrgang, Heft4/1998, 37-51.
- Gijsselaers, W.H. (1998). Innovating professional education: The need for curriculum reform. *Zeitschrift für Hochschuldidaktik*, 21 Jahrgang, Heft 3/1997, 20-30.
- Wolfhagen, H.A.P., Gijsselaers, W.H., Dolmans, D., Essed G., & Schmidt, H.G. (1997). Improving clinical education through evaluation. *Medical Teacher*, 19, 99-103. <https://doi.org/10.3109/01421599709019360>
- Gijsselaers, W.H. (1997). Effects of contextual factors on tutor behavior. *Teaching and Learning in Medicine*, 9(2), 116-124. <https://doi.org/10.1080/10401339709539825>
- Gijsselaers, W.H. (1996). Fundamental considerations of the evaluation process: Goals, reliability, validity and utility. *Zeitschrift für Hochschuldidaktik*, 20, 29-43.
- Dolmans, D.H.J.M., Schmidt, H.G., & Gijsselaers, W.H. (1995). The relationship between student-generated learning issues and self-study in problem-based learning. *Instructional Science*, 22, 251-267. <https://doi.org/10.1007/BF00891779>
- Schmidt, H.G., Dolmans, D., Gijsselaers, W.H., & Des Marchais, J.E. (1995). Theory-guided design of a rating scale for course evaluation in problem-based curricula. *Teaching and Learning in Medicine*, 7, 82-91. <https://doi.org/10.1080/10401339509539719>
- Gijsselaers, W.H., & Schmidt, H.G. (1995). Effects of quantity of education on time spent on learning and achievement. *Educational Research and Evaluation: An International Journal on Theory and Practice*, 1, 183-201. <https://doi.org/10.1080/1380361950010204>
- Dolmans, D.H.J.M., Schmidt, H.G., & Gijsselaers, W.H. (1994). Utilization of student-generated learning issues to improve problems in a problem-based curriculum. *Teaching and Learning in Medicine*, 6, 199-202. <https://doi.org/10.1080/10401339409539676>
- Gijsselaers, W.H., & Schmidt, H.G. (1993). Return on investment in instruction hours. [Investeren in instructietijd: Spaarzaamheid loont de moeite.] *Educational Research [Onderzoek van Onderwijs]*, 22, 57-60.
- Dolmans, D.H.J.M., Gijsselaers, W.H., & Schmidt, H.G. (1993). Course content coverage as a measure of instructional quality. *Evaluation and Health Professions*, 16, 448-471. <https://doi.org/10.1177/016327879301600407>

- Dolmans, D.H.J.M., Gijsselaers, W.H., Schmidt, H.G., & Meer, S., van der (1993). Problem effectiveness in a course using problem-based learning. *Academic Medicine*, 68, 207-213.
- Root, J.M.H., op 't, Wolfhagen, H.A.P., & Gijsselaers, W.H. (1991). Clinical clerkships [Assistenten in opleiding]. *Medical Bulletin [Bulletin Nederlandse Vereniging van Medisch Onderwijs]*, 46, 59-60.
- Dolmans, D., Wolfhagen, H.A.P., & Gijsselaers, W.H. (1990). Learning issues: data collection and methodology for assessing self-directed learning activities. [Het registreren van leerdoelen: Een manier om zicht te krijgen op de leeractiviteiten van studenten.] *Educational Research [Onderzoek van Onderwijs]*, 3, 41-43.
- Wolfhagen, H.A.P., & Gijsselaers, W.H. (1990). Profiles: A methodology for quality assessment in clinical clerkships. [Profielanalyse: Een methode om de kwaliteit van co-assistentenschappen te bepalen.] *Medical Bulletin [Bulletin Nederlandse Vereniging van Medisch Onderwijs]*, 45, 621-623.
- Wolfhagen, H.A.P., Gijsselaers, W.H., Stalenhoef, B.F., & Essed, G.G.M. (1989). Evaluation of clinical clerkships. [Programma-Evaluatie van de co-assistentenschappen.] *Medical Bulletin [Bulletin Nederlandse Vereniging van Medisch Onderwijs]*, 8, 126-131.
- Bouhuijs, P.A.J., & Gijsselaers, W.H. (1987). Construction of problems in problem-based learning. [De constructie van taken in probleemgestuurd onderwijs.] *Schooling [Vorming]. Journal of Adult Education [Tijdschrift voor Volwasseneneducatie]*, 36, 26-39.
- Tans, R.W. Schmidt, H.G., Schade-Hoogeveen, B.E.J., & Gijsselaers, W.H. (1986). Directing learning processes through problems: A field experiment. [Sturing van het onderwijsleerproces door middel van problemen: Een veldexperiment]. *Journal of Educational Research [Tijdschrift voor Onderwijsresearch]*, 11, 35-46.
- Volder, de, M.L., Grave, de, W.S., & Gijsselaers, W.H. (1985). Peer teaching: Academic achievement of teacher-led versus student-led discussion groups. *Higher Education*, 14, 643-650.
- Schmidt, H.G., Volder, de, M.L., Gijsselaers, W.H., & Kerkhofs, L.M.M. (1985). Reply to Wilbrink [Wat bewijst Wilbrink nou eigenlijk?] *Journal of Educational Research [Tijdschrift voor Onderwijsresearch]*, 10, 145-147.
- Schmidt, H.G., Volder, de, M.L., Gijsselaers, W.H., & Kerkhofs, L.M.M. (1984). Positive associations between curriculum year, learning outcomes, and prior knowledge. [Een positief verband tussen studiejaar en tentamenresultaat en de rol van toenemende voorkennis.] *Journal of Educational Research [Tijdschrift voor Onderwijsresearch]*, 9, 183-189.

EDITOR SPECIAL ISSUES

Problem-based Learning: Theory, research and practice. Editors F. Eitel & W.H. Gijsselaers. Austrian Journal of Higher Education [*Zeitschrift für Hochschuldidaktik*], 21. Jahrgang,, Heft 1/1997, 1-199. Österreichische Gesellschaft für Hochschuldidaktik.

BOOKS AND EDITED VOLUMES

- Gijsselaers, W.H., Lemmink, J., van Veen, T. (Eds.) (2021). *Together we are. More than 35 years SBE*. Maastricht: Maastricht University.
- Bossche Van den, P., Gijsselaers, W.H., & Milter, R.G. (Eds.) (2013). *Facilitating learning in the 21st century: Leading through technology, diversity and authenticity*. Advances in Business Education and Training Volume (5). Dordrecht, Boston, London: Springer Science Publishers.
- Bossche Van den, P., Gijsselaers, W.H., & Milter, R.G. (Eds.) (2012). *Learning at the crossroads of theory and practice*. Advances in Business Education and Training Volume (4). Dordrecht, Boston, London: Springer Science Publishers.
- Bossche Van den, P., Gijsselaers, W.H., & Milter, R.G. (Eds.) (2011). *Building learning experiences in a changing world*. Advances in Business Education and Training Volume (3). Dordrecht, Boston, London: Springer Science Publishers.
- Bentzen-Bilkvist, A., Milter, R.G., & Gijsselaers, W.H. (Eds.) (2002). *Educational innovation in economics and business administration volume vii. Educating knowledge workers for corporate leadership: Learning into the future*. Dordrecht, Boston, London: Kluwer Academic Publishers. ISBN 1-4020-1064-8
- Borghans, L., Gijsselaers, W.H., Milter, R.G., & Stinson, J.E. (Eds.) (2000) *Educational innovation in economics and business administration volume V: Business Education for the changing workplace*. Dordrecht, Boston, London: Kluwer Academic Publishers. ISBN 0-7923-6550-X
- Milter, R.G., Stinson, J.E., & Gijsselaers, W.H. (Eds.) (1998). *Educational innovation in economics and business administration volume III. Innovative practices in business education*. Dordrecht, Boston, London: Kluwer Academic Publishers.
- Wilkerson, L., & Gijsselaers, W.H. (Eds.) (1996). *Bringing problem-based learning to higher education: Theory and practice*. New Directions in Teaching and Learning, Jossey-Bass Quarterly Sourcebooks, number 68. San Francisco: Jossey-Bass Publishers.
- Gijsselaers, W.H., Tempelaar, D.T., Keizer, P.K., Blommaert, J.M., Bernard, E.M., & Kasper, H. (Eds.) (1995). *Educational innovation in economics and business administration: the case of problem-based learning*. Dordrecht, Boston, London: Kluwer Academic Publishers.
- Willems, J., Gijsselaers, W.H., & Bie, D., de. (1994). Students & quality assurance, guidelines for students' evaluations of courses. [*Qualitätssorge In Der Lehre. Leitfaden Für Die Studentische Lehrevaluation. Übersetzt Und Herausgegeben Von Roland Richter*]. Neuwied: Luchterhand Verlag. ISBN 3-472-02120-9. 101pp.
- Willems, J., Gijsselaers, W.H., & Bie, D., de. (1992). Students & quality assurance. [*De student en kwaliteitszorg. Gids voor onderwijsevaluatie*]. Groningen, Wolters-Noordhoff. ISBN 90-01-951406, 138pp.

BOOK CHAPTERS

- Zaar, S., Van den Bossche, P., and Gijsselaers, W. (in Press). Schema, Identity, and Leadership Development, Chapter 4. In Epitropaki, O., & Kark, R. (Eds.), *Oxford Handbook of Leadership, Followership, and Identity*, second edition. Oxford, UK: Oxford University Press
- Zaar, S., Van den Bossche, P., and Gijsselaers, W. (2021). New avenues for leadership education and development: Shaping leader identity through meaning-making from experiences. In Kjaergaard A., Lindgreen A., Rosier E., Thomson, T.U., and Tunçdoğan, A. (Eds.), *Handbook of Teaching and Learning at Business Schools: A Practice-Based Approach (Second Edition)*, (pp. 249-263). Edward Elgar Publishing. ISBN: 978 1 78990 746 9. <https://www.elgar.com/shop/gbp/handbook-of-teaching-and-learning-at-business-schools-9781789907469.html>
- Rehm, M., Gijsselaers, W., & Segers, M. (2020). The transferability of hierarchical positions into communities of learning – a social networking perspective. In K. Kansteiner, C. Stamann, C. G. Buhren, & P. Theurl (Hrsg.), *Professionelle Lerngemeinschaften als Entwicklungsinstrument im Bildungswesen* (pp. 159–178). Weinheim; Basel: Beltz Juventa.
- Grohnert, T., Meuwissen, R. H. G., & Gijsselaers, W.H. (2018). Deliberate practice as a lever for professional judgment - lessons from informal workplace learning. In G. Messmann, M. Segers, & F. Dochy (Eds.), *Informal learning in the workplace* (pp. 63 - 79). New York, NY: Routledge.
- Grohnert, T., Meuwissen, R. H. G., & Gijsselaers, W.H. (2017). Vol vertrouwen [Full of Confidence]. In Kloppenburg, M., & Jansen, T. (Eds.), *Artikel 5 De Beroepseer Van De Accountant* [Article 5 Professional Honors of the Accountant] (pp. 145-153). Utrecht: Stichting Beroepseer. ISBN: 9789492458063
- Könings, K.D., & Gijsselaers, W.H. (2015). Bringing learning to the workplace: A smartphone app for reflection and increased authenticity of learning. In A. Dailey-Hebert & D.S. Kay (Eds.), *Transformative Perspectives and Processes in Higher Education. Advances in Business Education and Training Volume VI* (pp. 117-136). Dordrecht, Boston, London: Springer Science Publishers.
- Gijsselaers, W.H., & Dailey-Hebert, A. (2015). Does increased teaching equate to increased learning? In M.K. Harmes, H. Huijser, P.A. Danaher (Eds.), *Myths in Education, Learning and Teaching. Policies, Practices, and Principles* (pp. 59 – 72). New York, NY: Palgrave MacMillan
- Gijsselaers, W.H., Dailey-Hebert, A., & Niculescu, A.C. (2014). Shaping the new professional for the new professions. In S. Baroncelli, R. Farneti, I. Horga, & S. Vanhoonacker (Eds.), *Teaching and Learning the European Union: Traditional and Innovative Methods* (pp. 9 - 26). Dordrecht, Boston, London: Springer Science Publishers.
- Beusaert, S., Segers, M.S.R., van den Berge, A., Hommes, J., & Gijsselaers, W.H. (2013). The crucial role of the supervisor in supporting employees' use of a Personal Development Plan: An exploratory intervention study. In P. Bossche Van den, W.H. Gijsselaers, & R.G. Milter (Eds.), *Facilitating Learning in the 21st Century: Leading through Technology, Diversity and Authenticity*. Advances in Business Education and Training Volume V (pp. 47 - 68). Dordrecht, Boston, London: Springer Science Publishers.
- Beusaert, S., Segers, M., & Gijsselaers, W.H. (2012). Het gebruik van Persoonlijke Ontwikkelingsplannen op de werkplek: Effecten, doelen en ondersteunende condities. In P. Schramade (Ed.), *Handboek effectief opleiden*.
- Bossche van den P., Gijsselaers, W.H., & Milter, R.G. (2011). Building learning experiences in (and for) a changing world: An overview. In P. van den Bossche, W. Gijsselaers, & R. Milter

- (Eds.), *Building learning experiences in a changing world. Advances in Business Education and Training Volume III* (pp. 1-6). Dordrecht: Springer.
- Beusaert, S., Segers, M., van der Rijt, J., Gijsselaers, W. (2011). The use of Personal Development Plans in the workplace: A literature review. In P. van den Bossche, W. Gijsselaers, & R. Milter (Eds.), *Building learning experiences in a changing world. Advances in Business Education and Training Volume III* (pp. 235-265). Dordrecht: Springer.
- Pham, N.T.P., Gijsselaers, W.H., & Segers, M.R. (2011). The effects of trainees' perception of the training design on transfer of training. In P. van den Bossche, W. Gijsselaers, & R. Milter (Eds.), *Building learning experiences in a changing world. Advances in Business Education and Training Volume III* (pp. 215-234). Dordrecht: Springer.
- Gijsselaers, W.H. & Milter R.G. (2010). Issues in accounting/business education. In: P. Peterson, E. Baker & B. McGaw, (Eds.), *International Encyclopedia of Education. volume 3*, (pp. 39-44). Oxford: Elsevier.
- Gijsselaers, W.H., & Milter, R.G. (2009). The challenge of change in business and economics education: lessons learned from the EDiNEB Network. In R. De Filippi & C. Wankel (Eds.), *Being and Becoming a Management Education Scholar. Research in Management Education and Development, volume 7* (pp. 153-170). Greenwich, Con: Information Age Publishing.
- Tempelaar, D.T., Schim van der Loeff, S., & Gijsselaers, W.H. (2009). Business Students' Self-Theories, Goal Orientations, and Achievement Motivation. In P. Daly & D. Gijbels (Eds.), *Real Learning Opportunities at Business School and Beyond* (pp. 53-70). Dordrecht, Heidelberg, London, New York: Springer.
- Van den Bossche, P., Akkermans, M., Gijsselaers, W.H., & Segers, M.S.R. (2009). Shared mental models and team learning: Consequences for improving patient safety. In A. Heller (Ed.), *Dresden Teamwork concept for Medical High Risk Organizations* (pp. 45 - 64). New York: Nova Publishers.
- Rienties, B., Tempelaar, D.T., Dijkstra J, Rehm, M., & Gijsselaers, W.H. (2008). Longitudinal study of online remedial education effects. In N.P. Barsky, M. Clements, J. Ravn & K. Smith (Eds.), *The Power of Technology for Learning. Advances in Business Education and Training* (Vol. 1, pp. 43-61). Berlin, Boston: Springer.
- Kirschner, P., Beers, P.J., Boshuizen, H.P.A., & Gijsselaers, W.H. (2006). Coercing shared knowledge in collaborative learning environments. In Sasha A Barab, Kenneth E Hay, Nancy Butler Songer, Daniel T Hickey (Eds.), *Making a Difference: Volume I and II: The Proceedings of the Seventh International Conference of the Learning Sciences (ICLS)* (pp. 342-348). London: Routledge.
- Gijsselaers, W.H., Arts, J.A., Boshuizen, H.P.A., & Segers, M.S.R. (2006). A trade-off between formal and dynamic knowledge occurs as graduates enter the workplace. In R. De Filippi & C. Wankel (Eds.), *New Visions of Graduate Management Education. Research in Management Education and Development, volume 5* (pp. 65-86). Greenwich, Con: Information Age Publishing.
- Gijsselaers, W.H. & Harendza, S. (2006). Dynamics of planned change: when participants talk back. In L. Hunt, A. Bromage, & B. Thomkinson (Eds.), *The Realities of Educational Change* (pp. 101-114). London: Routledge Falmer Press.
- Beers, P.J., Kirschner, P. A., Boshuizen, H.P.A., & Gijsselaers, W.H. (2005). *coercing knowledge construction in collaborative learning environments*. Proceedings of the CSCL 2005.
- Arts, J.A., Gijsselaers, W.H., & Segers, M.S.R (2004). Fostering managerial problem-solving. from cognitive research to instructional design to expertise. In H.P.A. Boshuizen, R. Bromme & H. Gruber (Eds.), *Professional Learning: Gaps and Transitions on the Way from Novice to Expert* (pp. 97-120). Dordrecht: Kluwer Academic Publishers.
- Nijhuis, J., Segers, M.S.R., & Gijsselaers, W.H. (2004). Learning about teaching information systems in a problem-based curriculum: An exploratory study of the impact of students'

- individual differences on their conception and perception of problem tasks. In R. Ottewill, A. Wall & L. Falque (Eds.), *Educational Innovation in Economics and Business VIII: Pedagogy, Technology & Innovation* (pp.229-249). Dordrecht, London, Boston: Kluwer Academic Publishers.
- Gijsselaers, W.H., & Arts, J.A. (2003). The graduate: Transfer of knowledge within the managerial workplace. In H.P.A. Boshuizen, (Ed.), *Expertise Development: the Transition Between School and Work* (pp. 75-94). Heerlen: Open University Press. ISBN 90 358 2063 0
- Gijsselaers, W.H., & Wolfhagen, H.A.P. (2002). *Structure follows strategy: the new Maastricht medical curriculum*. In P. Dieter (Ed.), *New Pathways in Medical Education* (pp. 27-34). Leipzig: Leipziger Messe Verlag.
- Bollen, L., Jansen, B., & Gijsselaers, W.H. (2002). Measuring the effect of innovations in teaching methods on the performance of accounting students. In A. Bentzen-Bilkvist, R.G. Milner & W.H. Gijsselaers (Eds.), *Educational Innovation in Economics and Business VII: Educating Knowledge Workers for Corporate Leadership: Learning into the Future* (pp. 21-40). Dordrecht, London, Boston: Kluwer Academic Publishers.
- Hommel, J., & Gijsselaers, W.H. (2002). Staff development in a problem-based curriculum: organizational requirements for best tutor practices. In A. Bentzen-Bilkvist, R.G. Milner & W.H. Gijsselaers (Eds.), *Educational Innovation in Economics and Business VII: Educating Knowledge Workers for Corporate Leadership: Learning into the Future* (pp. 263-274). Dordrecht, London, Boston: Kluwer Academic Publishers.
- Semeijn, J., Van Der Velden, R., Boone, C., Gijsselaers, W., & Van Witteloostuijn, A. (1999). Graduates learning style and labour market entry. In J. Troy, M. Pettigrew, P. Keizer & J. Hommel (Eds.), *Educational Innovation in Economics and Business IV: The Changing Learning Environment* (pp. 83-108). Dordrecht, London, Boston: Kluwer Academic Publishers.
- Gijsselaers, W.H., & Woltjer, G. (1998). Cognitive science perspectives on learning and instructional quality. In D.T. Tempelaar, E. Gunnarsson & F. Wiederheim-Paul (eds.), *Educational Innovation In Economics And Business II: In Search Of Quality* (pp. 345-354). Dordrecht, London, Boston: Kluwer Academic Publishers.
- Wilkerson, L., & Gijsselaers, W.H. (1996). Concluding comments. In L. Wilkerson & W.H. Gijsselaers (eds.), *Bringing Problem-Based Learning To Higher Education: Theory and Practice* (pp. 101-104). New Directions in Teaching and Learning, Jossey-Bass Quarterly Sourcebooks, number 68. San Francisco: Jossey-Bass Publishers.
- Gijsselaers, W.H. (1996). Connecting problem-based practices with educational theory. In L. Wilkerson & W.H. Gijsselaers (eds.), *Bringing Problem-Based Learning to Higher Education: Theory and Practice* (pp. 13-22). New Directions in Teaching and Learning, Jossey-Bass Quarterly Sourcebooks, number 68. San Francisco: Jossey-Bass Publishers.
- Gijsselaers, W.H., & Wolfhagen, H.A.P. (1996). Konsequenzen der Lehrevaluation -die Maastrichter Erfahrungen. In J. Koebeke, E. Neugebauer & R. Lefering (eds.), *Die Qualität Der Lehre In Der Medizin* (pp. 309-317). München, Wien, Baltimore: Urban & Schwarzenberg.
- Gijsselaers, W.H., & Keizer, P. K. (1995). Introduction. In W.H. Gijsselaers, D.T. Tempelaar, P.K. Keizer, J.M. Blommaert, E.M. Bernard & H. Kasper (eds.), *Educational Innovation In Economics and Business Administration: The Case Of Problem-Based Learning* (pp. 2-6). Dordrecht, Boston, London: Kluwer Academic Publishers.
- Gijsselaers, W.H. (1995). Perspectives on problem-based learning. In W.H. Gijsselaers, D.T. Tempelaar, P.K. Keizer, J.M. Blommaert, E.M. Bernard & H. Kasper (eds.), *Educational Innovation In Economics and Business Administration: The Case Of Problem-Based Learning* (pp. 39-52). Dordrecht, Boston, London: Kluwer Academic Publishers.

- Bouhuijs, P.A.J., & Gijsselaers, W.H. (1993). Course construction in problem-based learning. In P.A.J. Bouhuijs, H.G. Schmidt & H. van Berkel (eds.), *Problem-Based Learning As an Educational Strategy* (pp. 79-90). Maastricht: Network Publications.
- Bosch, H., van den, & Gijsselaers, W.H. (1993). The Introduction of problem-based learning in the faculty of policy and administrative sciences: A management approach. In E. de Graaff & P.A.J. Bouhuijs (eds.), *Implementation of Problem-Based Learning In Higher Education* (pp. 31-37). Amsterdam: Thesis Publishers.
- Dolmans, D., Gijsselaers, W.H., Schmidt, H.G., & Meer, S, van der (1992). Students' learning activities beyond teachers' objectives. In T.J. Plomp, J.M. Pieters, & A. Feteris (eds.), *European Conference on Educational Research. Book Of Summaries, Volume 3* (pp. 1133-1137). Enschede: University of Twente.
- Gijsselaers, W.H., & Bosch, H., van den (1992). Managing the introduction of a problem-based curriculum in an established faculty: A case study. In T.J. Plomp, J.M. Pieters, & A. Feteris (eds.), *European Conference On Educational Research. Book Of Summaries, Volume 3* (pp. 1202-1205). Enschede: University of Twente.
- Wolfhagen, H.A.P., Vleuten, C.P.M. van der, Gijsselaers, W.H., & Essed, C.G.M. (1992). Reproducibility of scores for clerkship program evaluation ratings. In I. R. Hart, R.M. Harden & J. des Marchais (eds.), *More Developments In Assessing Clinical Competence* (pp. 454-460). Montreal: Can-Heal..
- Dolmans, D., Gijsselaers, W.H. & Schmidt, H.G. (1992). Een praktijkgerichte methode voor het ontwikkelen van inhoudsvalide toetsen. In C.P.M. Vleuten, A.J.J.A. Scherpbier, & M.C. Pollemans (eds.), *Gezond Onderwijs - I* (pp. 288-295). Houten: Bohn Stafleu Van Loghum.
- Dolmans, D., Gijsselaers, W.H., & Schmidt, H.G. (1991). Kunnen toetsen meten wat studenten weten? In J.K. Koppen, H. Stroomberg & M. van der Kamp (eds.), *Hoger Onderwijs En Volwasseneneducatie* (pp. 91-100). Amsterdam: Stichting Centrum voor Onderwijsonderzoek.
- Gijsselaers, W.H., & Ramaekers, G. (1991). Studiekeuzegedrag als functie van onderwijsaanbod en arbeidsmarktontwikkelingen. In W. Smit (ed.), *Aansluitingsproblemen En Studievaardigheid*. Proceedings 11^e Landelijke Dag Studievaardigheden 1991 (pp. 66-78). Amsterdam: Vrije Universiteit Amsterdam.
- Gijsselaers, W.H. (1990). Onderwijsevaluatie en verandering van docentengedrag. In W.M.G. Jochems, D.N.M. Gruijter, & M.J.H. Weiden (eds.), *Onderwijsverbetering, Voorbeelden Uit Het W.O* (pp. 79-88). Delft: Delftse Universitaire Pers.
- Grave, W.S., Gijsselaers, W.H., & Wolfhagen, H.A.P. (1990). Ervaringen met de tutorrol in probleemgestuurd onderwijs. In F.J. Slobbe, J. Blankestijn, O.S.C. Zeeuwen & T.J.M. Willemsen, (eds.), *Terugblik Op 10 Jaar Studievaardigheden. Toekomstige Ontwikkelingen* (pp. 25-35). Eindhoven: Technische Universiteit Eindhoven.
- Gijsselaers, W.H. (1990). Curriculum evaluation. In C. van der Vleuten & W.H.F.W. Wijnen (eds.), *Problem-Based Learning: Perspectives From The Maastricht Experience* (pp. 51-62). Amsterdam: Thesis Publishers.
- Gijsselaers, W.H., & Wolfhagen, H.A.P. (1990). Implementing an evaluation method for quality control and quality assurance in clinical education. In W. Bender, R.J. Hiemstra, A.J.J.A Scherpbier & R.P. Zwierstra (eds.), *Teaching And Assessing Clinical Competence* (pp. 578-583). Groningen: Boekwerk Publ.
- Grave, de, W.S., Volder, de, M.L., Gijsselaers, W.H., & Damoiseaux, V. (1990). Peer teaching and problem-based learning: Tutor characteristics, group functioning and student achievement. In Z. Nooman, H.G. Schmidt & E. Ezzat (eds.), *Innovation In Medical Education: An Evaluation Of Its Present Status* (pp. 123-134). New York: Springer Publishing Company.
- Moust, J.H.C., Grave, W.S., & Gijsselaers, W.H. (1990). The tutor role: A neglected variable in the implementation of problem-based learning. In Z. Nooman, H.G. Schmidt & E. Ezzat

- (eds.), *Innovation In Medical Education: An Evaluation Of Its Present Status* (pp. 135-151). New York: Springer Publishing Company.
- Gijsselaers, W.H., & Schmidt, H.G. (1990). The development and evaluation of a causal model of problem-based learning. In Z. Nooman, H.G. Schmidt & E. Ezzat (eds.), *Innovation In Medical Education: An Evaluation Of Its Present Status* (pp. 95-113). New York: Springer Publishing Company.
- Gijsselaers, W.H., & Schmidt, H.G. (1985). An approach to programme evaluation based on comparative data. In S. Goodlad (ed.), *Accountable Autonomy. Perspectives In Professional Education* (pp. 94-101). Guildford, Surrey: SRHE-NFER-Nelson.
- Bouhuijs, P.A.J., Gijsselaers, W.H., & Kerkhofs, L.M.M. (1984). The use of group data to trace the influence of individual students on group functioning: A pilot study. In H.G. Schmidt, & M.L. de Volder (eds.), *Tutorials In Problem-Based Learning*. Assen: Van Gorcum.
- Schmidt, H.G., Volder, de, M.L., & Gijsselaers, W.H. (1982). Associations between curriculum year and learning outcomes [De relatie tussen studiejaar en tentamenresultaat.] In H.G. Schmidt, *Activatie Van Voorkennis, Intrinsieke Motivatie En De Verwerking Van Tekst. Studies In Probleemgestuurd Onderwijs* (pp. 123-131). Apeldoorn: Van Walraven.

INVITED KEYNOTE ADDRESSES / INVITED PRESENTATIONS

- Gijsselaers, W.H. (2023). *How the work at the ward enables flexible learning paths for post-graduate medical training*. Invited presentation at the symposium fur ärztliche Weiterbildnerinnen [symposium for continuous professional development] University Hospital Zurich, Switzerland, March 24, 2023.
- Gijsselaers, W.H., & Grohnert, T. (2023). *Leadership - Learning Culture – Performance*. Invited presentation at Inspirational ELP Network Meetings In 2023, Leuven, Belgium, March 9th, 2023.
- Gijsselaers, W.H. (2022). *Audit teams under pressure*. Invited prestation at the 10th anniversary of the International Executive Master for Auditing (IEMA). Maastricht, Maastricht University, October 7th, 2022.
- Gijsselaers, W.H. (2022). *Opleiden voor accountancy [Educating for auditing]*. Invited presentation at the 15th anniversary of the Dutch Committee for Audit Education Objectives. Amsterdam, Netherlands, September 30th, 2022.
- Gijsselaers, W.H. (2022). Podcast. *Zorgen slimme mensen voor slimme besluiten?* [Smart people – Smart decisions?] Interview conducted by Wendy van Ierschot for BNR radio / Podcast. <https://www.bnr.nl/podcast/werkprofessor/10468748/zorgen-slimme-mensen-voor-slimme-besluiten> Zorgen slimme mensen voor slimme besluiten? | BNR Nieuwsradio February 2022.
- Gijsselaers, W.H. (2022). *If you can't TEL the other what to do, IT requires leadership*. Invited presentation at the annual symposium of the Educational Institute at the School of Business and Economics, Maastricht University, May 7th, 2022.
- Gijsselaers, W.H. (2021). Podcast. *Leading change and cultural transformation in hybrid times. With Anna Thuresson, Wim Gijsselaers & Bo-Magnus Salenius*. Presentation at the webinar series Talent Miles Talks, Episode 17. <https://talentmiles.pro/talentmiles-talks-episode-17/> December 2021. Talent Miles, Helsinki, Finland
- Gijsselaers, W.H. (2021). *All other things being equal. On the social connectedness of faculty development*. Invited keynote address at the 6th International Conference on Faculty Development in the Health Professions, in association with AMEE 2021. Online conference, August 28th, 2021.
- Gijsselaers, W.H. (2021). Podcast. *Leadership by trust; the force of work beyond the pandemic. With Inna Wahlberg, Wim Gijsselaers & Bo-Magnus Salenius*. Presentation at the webinar series Talent Miles Talks, Episode 16. <https://talentmiles.pro/talentmiles-talks-episode-16> May 2021. Talent Miles, Helsinki, Finland. <https://talentmiles.pro/talentmiles-talks-episode-16/>
- Gijsselaers, W.H. (2021). *PM Leadership & Teams*. Invited presentation at the PM Leadership @ ASML event. ASML, Feb 4, 2021 & April 22, 2021.
- Gijsselaers, W.H. (2020). *Cultuur en Leren [Culture and Learning]*. Invited presentation at the Academy for Consultancy Interventions, Doorwerth Groep. Westervoort, Netherlands, September 21, 2020.
- Gijsselaers, W.H. (2020). Podcast. Foundation for Auditing Research, YouTube channel <https://lnkd.in/dYeguS9> or Soundcloud <https://lnkd.in/ddZpkFF>, September, 2020.
- Gijsselaers, W.H. (2020). *Resilience. Corporate staying power in uncertain times: A conversation with Noel Keeley, CEO Musgraves Group (Ireland)*. Presentation at the webinar series Talent Miles Talks. www.talentmiles.pro, August 26th, 2020. Talent Miles, Helsinki, Finland.
- Gijsselaers, W.H. (2020). *Knowledge sharing in effective teams*. Presentation at the webinar series Virtual PM Coffee at ASML. July 10th, 2020, ASML the Netherlands.

- Gijsselaers, W.H., Grohnert, T., & Meuwissen, R. (2020). *Moving audit teams forward: Designing firm environments for sustainable learning from errors*. Invited presentation at the online FAR conference, June 22, 2020.
- Gijsselaers, W.H. (2020). *How to strengthen culture in remote teams in demanding times?* Presentation at the webinar series Talent Miles Talks. www.talentmiles.pro, June 16th, 2020. Talent Miles, Helsinki, Finland.
- Gijsselaers, W.H. (2020). *Flexible solutions for learning and development in unpredictable times*. Presentation at the webinar series Talent Miles Talks. www.talentmiles.pro, April 22nd, 2020. Talent Miles, Helsinki, Finland.
- Gijsselaers, W.H. (2019). *Disruptive innovations in higher education*. Invited presentation at the Lehre N Workshop “im Jahresprogramm für Führungskräfte in der Wissenschaft und im akademischen Management.” [Leadership Development Program for Deans, Directors and Executives in Higher Education]. Hasenwinkel, Germany, September 15th 2019.
- Gijsselaers, W.H., Grohnert, T., & Meuwissen, R. (2019). *Creating a quality culture: How is judgment quality driven by the individual, the team, and the firm?* Invited presentation at PWC 2019 Global Assurance Leadership Teams (GALT) Meeting May 28 – 29, 2019, London, UK.
- Gijsselaers, W.H. (2019). *Stars@Work. Creating new work practices that work*. Invited Presentation at UM’s Alumni Star Lectures Series. February 7, 2019. Breda, the Netherlands.
- Gijsselaers, W.H. (2018). *The dawn of a new era*. Invited keynote presentation at PWC 2018 Global QR Leaders Meeting “the Dawn of a New Era”, December 4 – 6, 2018, Cascais, Portugal.
- Gijsselaers, W.H. (2018). *De context van leren en ontwikkelen voor duurzame inzetbaarheid*. Inspiratie Event COMB, Maastricht, 9 maart, 2018.
- Gijsselaers, W.H. (2017). *Outside of higher education? Effects on the way we teach and learn*. Invited presentation at the Lehreⁿ Workshop “im Jahresprogramm für Führungskräfte in der Wissenschaft und im akademischen Management.” [Leadership Development Program for Deans, Directors and Executives in Higher Education]. Hasenwinkel, Germany, November 13th 2017.
- Gijsselaers, W.H. (2017). O.V.E.R.A.N.D.E.R.E.N.! [O, is about Change]. Invited presentation at the HS-Zuyd Innoveert Conference, Heerlen, the Netherlands, October 12th 2017.
- Gijsselaers, W.H. (2017). *De talent code: “Exceeds expectations.”* Invited Presentation for the Association of Young Innovators of Medicine. Hosted by the Association of Innovative Medicine, WTC, the Hague, February 23, 2017.
- Gijsselaers, W.H. (2017). *Leitbild oder Blick über den Zaun?* [Visions or Getting Visionaries from Outside?] Invited Workshop at the Hochschule für Medien, Stuttgart, Germany, February 15th, 2017.
- Gijsselaers, W.H. (2017). *Leren in netwerken* [Learning in networks]. Invited presentation at the Province of Limburg, February, 2nd, 2017.
- Gijsselaers, W.H. (2017). *Putting PBL in the context of higher education*. Invited Workshop at the Center of Higher Education, the Rheinische Friedrich-Wilhelms-Universität Bonn, Germany, January 20th, 2017.
- Gijsselaers, W.H. (2016). *Staff development and program quality*. Invited Workshop at the Medical Faculty of the University of Leipzig, Germany, October 21, 2016.
- Gijsselaers, W.H. (2016). *Putting problem-based learning in perspective*. Invited Workshop at the Center of Higher Education, the Rheinische Friedrich-Wilhelms-Universität Bonn, Germany, June 15th, 2016.
- Gijsselaers, W.H. (2016). *Sleeping giant or smart university?* Keynote Address at the “Innovation in der Lehre Symposium” [Symposium on Educational Innovation], July 15th

- 2016, Max-Planck-Institut für die Biologie des Alterns, Universität zu Köln [University of Cologne, Germany].
- Gijsselaers, W.H. (2016). *Outside of higher education? Effects on the way we teach and learn*. Invited presentation at the Lehreⁿ Workshop “im Jahresprogramm für Führungskräfte in der Wissenschaft und im akademischen Management.” [Leadership Development Program for Deans, Directors and Executives in Higher Education]. Hasenwinkel, Germany, July 4th 2016.
- Gijsselaers, W.H. (2016). *Sense and sensibility: Change management*. Invited presentation at the Retraite für Lehrverantwortliche im Bachelor- und Masterstudium der Medizinischen Fakultät Bern [Medical Faculty Meeting on Bachelor and Master programs at the Medical School University of Bern]. January 15th – 16th 2016, Kloster Kappel am Albis, Switzerland.
- Gijsselaers, W.H. (2015). *Academic development: Do we need smart students or smart schools?* Keynote address at the Tagung Akademische Personalentwicklung [Conference on Academic Staff Development] October 2nd, 2015, University Erfurt, Germany.
- Gijsselaers, W.H. (2015). *People do what they believe, and believe only what they discover*. Keynote address at the Workshop Future Renewable Energy Programs: Competences-Didactics-Curriculum. Institute for Advanced Study, Hanse-Wissenschaftskolleg, September 21-23, 2015, Delmenhorst, Germany.
- Visiting Professor, Nanyang Technological University, Singapore. Invited speaker for the Distinguished Speakers Series “*Problem-based Learning and Teaching*.” Teaching, Learning Pedagogy Division of NTU, May 11 – May 15, 2015, Singapore.
- Gijsselaers, W.H. (2015). *Els was hier! Waarom je experts nooit alleen kunt laten*. [Els was here! Why it is better not to leave experts all alone]. Keynote address at the symposium “Over zekerheid en expertise in tijden van verandering; implicaties voor opleiden en curriculum” Els Boshuizen, May 23, 2015, Open University Netherlands, Heerlen.
- Gijsselaers, W.H. (2014). *Bologna's consequences for curriculum planning*. Invited presentation at the Lehreⁿ Workshop “im Jahresprogramm für Führungskräfte in der Wissenschaft und im akademischen Management.” [Leadership Development Program for Deans, Directors and Executives in Higher Education]. Hasenwinkel, Germany, September 2014.
- Gijsselaers, W.H. (2014). *New types of students? New types of universities? What's ahead for teaching and learning Politics, International Relations and European Studies?* Keynote address at the 1st European Conference on Teaching and Learning Politics, International Relations and European Studies, Maastricht University, June 26-27, 2014.
- Gijsselaers, W.H. (2013). *Een academische benadering van verandering [Academic Perspectives on Change]*. Jaarlijks Regionaal Symposium van Traumacentrum West: Toekomst van de Traumazorg: Tijden veranderen. Corpus Oegstgeest, dinsdag 8 oktober, 2013.
- Gijsselaers, W.H., & Milter, R.G. (2013). *Refining research for progressive practice in business education: How EDINEB can pave the way*. Keynote address at the 20th EDINEB conference, June 5-7, 2013, School of Business, Open University, Milton Keynes, UK.
- Gijsselaers, W.H. (2012). *Untold stories of ER: How cutting-edge insights never got published!* MME Conference “Innovations, Key to the Future.” February 2-3, 2012, University of Bern, Switzerland.
- Gijsselaers, W.H. (2012). *What if learning is leading?* Keynote address at the 36th Dies Natalis of Maastricht University. January 2012, Maastricht, the Netherlands
- Gijsselaers, W.H. (2011). *Communication between medical professionals*. Invited Keynote Address conference at the Medical Education Conference [Ärztliche Kommunikation: Mehr als das Patientengespräch], July 1st 2011, University of Mannheim, Germany.
- Gijsselaers, W.H. (2011). *PBL 3.0 in transformative times*. Invited Keynote Address at the First International Conference of the Irish Enquiry and Problem Based Learning Network, May 26-27, 2011, Trinity College, Dublin, Ireland.

- Gijsselaers, W.H. (2011). *What if teaching mattered? Impact measures for academic excellence*. Invited Keynote Address at the 2nd International Conference Research in Medical Education, May 25-27, 2011, The Medical Faculty of the Eberhard Karls Universität, Tübingen, Germany.
- Gijsselaers, W.H. (2011). *Soft factors, hard consequences*. Invited Keynote Address at the Learning in Motion Conference of AMI-Consultancy, May 20th, 2011, Thorn Netherlands.
- Gijsselaers, W.H. (2011). *Research on innovation. The search for predictors of success and failure*. [Innovationsforschung – das Orakel von Delphi oder wie kommt man zu fundierten Prädiktoren]. Invited Key note Address at the Annual Meeting of MME Graduates, March 25th University of Bern Switzerland.
- Gijsselaers, W.H. (2010). *The challenge of change – lessons learned from research and medical education practice*. Invited Key note Address at the Annual Meeting of the Society for Medical Education [Jahrestagung der Gesellschaft für Medizinische Ausbildung], September 2010, Ruhr-Universität Bochum, Germany.
- Gijsselaers, W.H. (2008). Invited Workshop. *Innovating knowledge delivery and dissemination*. EFMD Annual Meeting for Deans and Directors General. Copenhagen Business School, Denmark.
- Gijsselaers, W.H. (2008). *Conflict als motor van sociale innovatie [Conflict as engine for social innovation]*. Orde Organisatie-Adviseurs (OOA) [Dutch Association for Organization Consultants]. Key Note at the Annual New Year's Meeting of the OOA Association. January, 2008, Ede, the Netherlands.
- Gijsselaers, W.H. (2007). *Talking about my generation. Learning and instruction for the new generation*. Second European Conference on Practice-based and Practitioner Research on Learning and Instruction. EARLI, November, 2007, Maastricht, the Netherlands.
- Gijsselaers, W.H. (2007). *Aktuelle Forschung & Entwicklung im PBL-Umfeld [Trends & Research in PBL]*. PBL – die Innovation in der Bildung. Erster internationaler deutschsprachiger Kongress zu Problem-Based Learning [First International German Speaking Conference on PBL]. July, 2007, Fachhochschule Vorarlberg, Dornbirn, Österreich [Austria].
- Gijsselaers, W.H. (2007). *Over De ijdelheid van kennis, en de schoonheid van expertise*. [On the Vanity of Knowledge and the Beauty of Wisdom]. Conferentie: Management van Expertise. De Kracht van Leren en Ervaring. [Conference on Management of Expertise. The Power of Learning and Experience]. March, 2007, TNO Defense, Soesterberg.
- Gijsselaers, W.H. (2006). *Job one counts two. School-to-Job transitions*. Conference: European Labour Market for Academic Graduates. October, 2006, Maastricht University, the Netherlands.
- Gijsselaers, W.H. (2006). *Internationale Modelle zur Förderung der medizinischen Lehre*. Zweiter gemeinsamer Tag der Lehre der medizinischen Fakultäten Baden-Württembergs Exzellenz in der medizinischen Lehre. Symposium zum 5-jährigen Bestehen des Kompetenzzentrums für Hochschuldidaktik in Medizin Baden-Württemberg. June, 2006, Tübingen.
- Gijsselaers, W.H. (2006). *When multidisciplinary curricula require multidisciplinary teams: How quality of medical curricula is shaped through issues beyond medical content*. 10th Grazer Konferenz Curriculum Development as an Ongoing Process. May, 2005, Vienna.
- Gijsselaers, W.H. & Segers, M.S.R. (2005). *Advanced course designs in pbl*. Meeting of the Fachhochschulkonferenz Österreich (Undergraduate Higher Education Association Austria), November, 2005, Vienna.
- Gijsselaers, W.H. (2005). *Putting minds at work: New ways of carrying pbl into the world of work*. International Conference on Problem-Based Learning, Lahti, Finland, 9-11 June 2005.
- Gijsselaers, W.H. (2005). *PBL and its implication for training & HRD*. Invited workshop for Corporate Leadership Centre (CLC) Helsinki, Finland, February 2005

- Gijsselaers, W.H. (2004). *Rethinking curricula for hospitality industry: Food for thought*. 43 World Congress of EUHOFA international, Curacao Netherlands Antilles, 3-8 October 2004.
- Gijsselaers, W.H. (2004). *Why learning can be dangerous*. The Future of Education and Learning. Club of Amsterdam, February 2004, Amsterdam, the Netherlands.
- Gijsselaers, W.H. (2003). *Best practice or best evidence? A review of research on pbl*. PBL Conference, Helia Business School Helsinki, November 25th 2003.
- Gijsselaers, W.H. (2003). *Images of curriculum reform in Germany: Dreams of heaven and hell*. Conference "10 Tagung Qualität der Lehre". Ludwig-Maximilians-Universität München, 3-5 October 2003.
- Gijsselaers, W.H. (2003). *Things that make the curriculum work*. Invited Key-note Address. Konferenz "Qualität der Lehre" Karl-Franzens-Universität, Graz, May 2003.
- Gijsselaers, W.H. (2003). *The graduate: Transfer of knowledge within the managerial workplace*. Conference "Expertise Development: The Transition between School and Work." Open Universiteit Nederland, January 31, 2003.
- Gijsselaers, W.H. (2002). *Educational development and educational research at Maastricht University: Lessons Learned*. University of Bern, Switzerland. May 2, 2002.
- Gijsselaers, W.H., & Wolfhagen, H.A.P. (2002). *Medical education in Maastricht and the Netherlands*. Conference "New Pathways in Medical Education" (Symposium "Neue Ausbildungswege in der Medizin"). Medizinische Fakultät Carl Gustav Carus, Technische Universität Dresden. April 26 – April 27, 2002.
- Gijsselaers, W.H. (2000). Invited Key-note Address. *Why pbl?* PBL 2000 conference. Samford University, Birmingham, AL, USA, 27 – 29 October, 2000.
- Gijsselaers, W.H. (1998). Invited Key-note Address. *The implementation of a new medical curriculum: Designing your corporate identity*. Konferenz "Qualität der Lehre", Medizinstudium 2000. Alternatives for Learning, Teaching, Assessment and Evaluation. Karl-Franzens-Universität, Graz, 15 – 17 april, 1998.
- Gijsselaers, W.H. (1997). Invited Key-note Address. *Innovating professional education -the need for curriculum reform in an international perspective*. Konferenz "Qualität der Lehre. Medizinstudium 2000, Educating Doctors for the 21st Century." Karl-Franzens-Universität, Graz, 2 - 5 april, 1997.
- Gijsselaers, W.H. (1997). Invited Key-note Address. *Betrouwbaarheid, validiteit en bruikbaarheid van studentoordelen*. Studiedag "Personeelsevaluatie in het Hoger Onderwijs." Egon, Hogeschool Gent, 17 februari, 1997.
- Gijsselaers, W.H. (1996). *Workshop "Evaluierung"*. In der Funktion eines Moderators an dem von der Österreichischen Gesellschaft für Hochschuldidaktik (ÖGHD) und der Bundeskonferenz des wissenschaftlichen und künstlerischen Personals der Österreichischen Universitäten und Kunsthochschulen (BUKO). BUKO, Wien, 24-25 October, 1996.
- Gijsselaers, W.H. (1996). *Möglichkeiten und Probleme der Leistungsevaluierung an Medizinischen Fakultäten*. Einladung zu einer Expertendiskussion. Bundeskonferenz des Wissenschaftlichen und Künstlerischen Personals der Österreichischen Universitäten und Kunsthochschulen. Wien, 10-11 May, 1996.
- Gijsselaers, W.H. (1995). *Evaluation der Lehre*. Invited Lecture. Medizinische Fakultät der Universität Wien. Wien, 23 Oktober 1995.
- Gijsselaers, W.H. (1995). *Fundamental considerations of the evaluation process: Goals, reliability and utility*. Invited Key-note address Workshop "Qualität der Lehre (in der Medizin)." Karl-Franzens-Universität Graz. Graz, 19-21 Oktober, 1995.
- Gijsselaers, W.H. (1995). *European Business Education*. Invited Key-Note address. EDINEB-workshop "Reengineering Business Education." Athens, Ohio, USA. Ohio University, College of Business. April, 13 - 15, 1995.

- Gijsselaers, W.H. (1995). *Konsequenzen der Lehrevaluation: Die Maastrichter erfahrungen*. Invited Key-note address. Symposium "Qualität der Lehre." Universität zu Köln. Köln, 10 - 11 Feb. 1995.
- Gijsselaers, W.H. (1995). *Studentenevaluaties en basiskwalificatie*. Symposium "Het Onderwijs Meester 3: De docent als prof". Rijksuniversiteit Utrecht, 5-1-1995.
- Gijsselaers, W.H. (1994). Innovationen in der Hochschulausbildung - *Erfahrungen mit neuen Formen des Lehrens un Lernen: problem based learning und action learning*. Invited Key-note address. Symposium "Neue Wege. Didaktische Innovationen an den Fachhochschulen in Baden-Württemberg." Fachhochschule Karlsruhe, 23-11-1994.
- Gijsselaers, W.H. (1994). *Unterrichtsevaluation in den Niederlanden: Die Maastrichter Erfahrungen*. Invited Key-note address. Workshop "Qualitätsmanagement der Lehre in der Medizin." Ludwig-Maximilians-Universität München. Chirurgische Klinik und Poliklinik. München, 22-4-1994, 23-4-1994.
- Gijsselaers, W.H. (1994). *Testtheoretische Grundlagen der Evaluation*. Invited Key-note address. Workshop "Qualitätsmanagement der Lehre in der Medizin." Ludwig-Maximilians-Universität München. Chirurgische Klinik und Poliklinik. München, 22-4-1994, 23-4-1994.
- Gijsselaers, W.H. (1993). *Images of problem-based learning*. Key-note address. First EDINEB Conference: the Case of Problem-based Learning. University of Limburg, Maastricht, december 1993.
- Gijsselaers, W.H. (1992). Invited keynote. *Problem-based learning: the Maastricht experience*. Workshop faculty development "Lehre Heute." Ludwig-Maximilians-Universität München. Chirurgische Klinik und Poliklinik. München, April 1992.

INTERNATIONAL CONFERENCE PRESENTATIONS & PAPERS INCLUDING PEER REVIEW

- Feeney, M., Grohnert, T., Gijsselaers, W., & Martens, R. (2023, August). *Strategic responses to climate change: A longitudinal analysis of energy company climate reporting*. Paper presentation at the 83rd Annual Meeting of the Academy of Management. August 4-8 2023, Boston (MA), USA.
- Grohnert, T., Gijsselaers, W.H., & Meuwissen, R. (2022, June). *Uninformed and Unaware – The Dunning-Kruger Effect's Role in Auditors' Insufficiently Supported Judgments*. Paper presentation at 26th Annual International Symposium on Audit Research (ISAR 2022), 1–2 June online, organized by Maastricht University.
- Grohnert, T., Ennemoser, N., Orth, M. & Gijsselaers, W.H. (2022, August). *A Meta-Analysis of the Link between Organizational Learning Culture, Performance, Innovation, and Job Attitudes*. Paper presentation at the 11th EARLI-SIG 14 Conference, August 17-19, 2022, Paderborn, Germany.
- Grohnert, T., Ennemoser, N., Orth, M. & Gijsselaers, W.H. (2022, August). *A Meta-Analysis of the Link between Organizational Learning Culture, Performance, Innovation, and Job Attitudes*. Paper presented at the 82nd Annual Meeting of the Academy of Management: A Hybrid Experience. August 5-9, 2022, Seattle (WA), USA. *Academy of Management Proceedings 2022 (1)*, 12044.
- Dejardin, C., Gijsselaers, W.H., Meuwissen, R., & Grohnert, T. (2022, August). *Mitigating Information Ambiguity through TSM and Reflexivity for Team Judgment Performance*. Paper presented at the 82nd Annual Meeting of the Academy of Management: A Hybrid Experience. August 5-9, 2022, Seattle (WA), USA. *Academy of Management Proceedings 2022 (1)*, 11227.

- Baan van der, N., Gast, I., Beusaert, S., & Gijsselaers, W. (2021, August). *Conceptualizing core coaching competencies for facilitating students' transition to the workplace*. Paper presentation at EARLI 2021, August 23-27, online conference hosted by Gothenburg University, Sweden.
- Baan van der, N., Gast, I., Beusaert, S., & Gijsselaers, W. (2021, August). *How higher education facilitates students' transition to the labor market*. Paper presentation at JURE 2021, August 18-20, online conference hosted by Gothenburg University, Sweden.
- Feeney, M., Grohnert, T., Gijsselaers, W., & Martens, R. (2020, June). *Organizations, learning and sustainability: a cross-disciplinary review and research agenda*. Paper accepted for the Business & Society Research Seminar June 18-19, 2020, Namur, Belgium. (Conference Cancelled due to Covid19).
- Feeney, M., Grohnert, T., Gijsselaers, W., & Martens (2020, August). *Organizations, learning and sustainability: A cross-disciplinary review and research agenda*. Paper accepted for presentation at the 80th Annual Meeting of the Academy of Management, August 7-11, 2020. Vancouver, BC, Canada. *Academy of Management Proceedings 2020* (1), 20569. (Conference Cancelled due to Covid19).
- Koeslag-Kreunen, M., Van den Bossche, P., Van der Klink, M. & Gijsselaers, W. (2020, July). *Who leads? Shared leadership in teams for educational change*. Paper accepted for presentation at the EARLI-SIG 14 Conference, July 8-10, 2020. Barcelona, Spain. (Conference Cancelled due to Covid19).
- Feeney, M., Grohnert, T., Gijsselaers, W., & Martens (2020, June). *Organizations, learning and sustainability: A cross-disciplinary review and research agenda*. Paper accepted for presentation at the 36th EGOS Colloquium 2020, Organizing for a Sustainable Future: Responsibility, Renewal & Resistance. July 2 -4, 2020, Hamburg, Germany. (Conference Cancelled due to Covid19).
- Smeets, L., Gijsselaers, W. H., Meuwissen, R. & Grohnert, T. (2020, Apr 17 - 21). *Good Thing, Bad Thing: How do negative emotions encourage young professionals' learning from errors?* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/s3mek9m> (Conference Cancelled due to Covid19).
- Smeets, L., Grohnert, T., Meuwissen, R. & Gijsselaers, W. H. (2020, Apr 17 - 21). *Beyond a positive error climate: the role of supervisor behavior in the wider organizational context* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/yx3yzvbl> (Conference Cancelled due to Covid19).
- Meeuwissen, S., Gijsselaers, W. H., Wolfhagen, I. & oude Egbrink, M. (2020, Apr 17 - 21). *Successful interdisciplinary teamwork in medical education: An ethnographic case study revealing leader contributions to inclusiveness* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/vhnmszb> (Conference Cancelled due to Covid19).
- Koeslag, M., Van den Bossche, P., Van der Klink, M. & Gijsselaers, W. H. (2020, Apr 17 - 21). *Who leads? Shared leadership in teacher teams* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/t6z7ox2> (Conference Cancelled due to Covid19).
- Grohnert, T., Simons, P. C., Meuwissen, R. & Gijsselaers, W. H. (2020, Apr 17 - 21). *Social hierarchy: Barrier or opportunity for team learning?* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/tc28u5x> (Conference Cancelled due to Covid19).
- Grohnert, T., Meuwissen, R. & Gijsselaers, W. H. (2020, Apr 17 - 21). *helping hierarchical teams cope with complexity: Team reflexivity as a tool for improved team judgments* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/un99doa> (Conference Cancelled due to Covid19).
- Kawa, C., Ianiro-Dahm, P. & Gijsselaers, W. (2019, November). *The art of nudging: individual differences in nudge effectiveness regarding self-control and knowledge*. Poster

- presented at the 14th Conference [Kongress der Fachgruppe Gesundheitspsychologie (DGPs)], September 25-27, 2019, University of Greifswald, Germany.
- Koeslag-Kreunen, M., Van den Bossche, P., Van der Klink, M. & Gijsselaers, W (2019, July). *What do they think? An elicitation study on how team leaders perceive leadership and interpret team situations*. Paper presented at the 2019 INGRoup conference., Instituto Universitário de Lisboa (ISCTE-IUL) Lisbon, Portugal, July 18, 2019.
- Grohnert, T., Meuwissen, R., & Gijsselaers, W. (2019, June). *Managing information ambiguity - supporting audit teams in forming well-supported judgments through a reflexivity intervention*. Paper presented at the 25th Annual International Symposium on Audit Research (ISAR 2019), June 7-8, Boston, MA, USA.
- Niculescu, A., Tempelaar, D.T., Segers, M.S.R., & Gijsselaers, W.H. (2019, August). *Achievement emotions and learning in the first year at university*. Paper presentation at EARLI 2019, August 12-16, 2019, RWTH Aachen, Aachen, Germany.
- Smeets, L., Grohnert, T., Meuwissen, R., & Gijsselaers, W. (2019, August). *Pain in present gain in future: How professionals learn from self-made errors*. Paper presentation at EARLI 2019, August 12-16, 2019, RWTH Aachen, Aachen, Germany.
- Grohnert, T., Simons, P., Meuwissen, R., & Gijsselaers, W. H. (2019, August). *Hierarchy - barrier or opportunity for team learning?* Paper presented at the EARLI Conference, August 12-16, 2019, Aachen, Germany.
- Grohnert, T., Meuwissen, R., & Gijsselaers, W. (2019, August). *Teaming under uncertainty - reflexivity and psychological safety for information sharing*. Paper presentation at EARLI 2019, August 12-16, 2019RWTH Aachen, Aachen, Germany.
- Grohnert, T., Meuwissen, R., & Gijsselaers, W. (2018, September). *Reflection-in-Action vs. Reflection-on-Action. The benefits of reflection for improving professional judgments*. Paper presented at the Earli Sig 14 Conference, September, 12-14, 2018. Geneva, Switzerland.
- Grohnert, T., Meuwissen, R., & Gijsselaers, W. (2018, September). *Retaining the learning professional a survival study on professionals' actual turnover and a supportive learning environment at work*. Paper presented at the Earli Sig 14 Conference, September, 12-14, 2018. Geneva, Switzerland.
- Koeslag-Kreunen, M., Van den Bossche, P., Van der Klink, M. & Gijsselaers, W. (2018, September). *The cognitive turn in team leadership: an elicitation study on team leaders' mental models*. Paper presented at the Earli Sig 14 Conference, September, 12-14, 2018. Geneva, Switzerland.
- Grohnert, T., Meuwissen, R., & Gijsselaers, W. (2018, June). *Developing auditors' professional skepticism: The effect of workplace learning on audit quality*. Paper presented at the 24th Annual International Symposium on Audit Research (ISAR 2018), June 7-8, Maastricht, the Netherlands.
- Grohnert, T., Meuwissen, R., & Gijsselaers, W. (2018, April). *How a supportive learning climate impacts professionals' actual turnover behavior – a survival study*. Paper presented at the Annual Meeting of the American Educational Research Association, April 13 – 17, 2018, New York, NY., USA.
- Grohnert, T., Meuwissen, R., & Gijsselaers, W. (2018, April). *Lowering the social costs of learning from errors at the workplace*. Paper presented at the Annual Meeting of the American Educational Research Association, April 13 – 17, 2018, New York, NY., USA.
- Koeslag-Kreunen, M., Van den Bossche, P., Van der Klink, M. & Gijsselaers, W (2018, April). *How team leaders think: an elicitation study on leadership perspectives and cognitions of team leaders' mental models*. Paper presented at the Annual Meeting of the American Educational Research Association, April 13 – 17, 2018, New York, NY., USA.
- Koeslag-Kreunen, M., Van den Bossche, P., Van der Klink, M. & Gijsselaers, W. (2017, August). *Leadership for innovative teacher teams in higher education*. Paper presented at 17th

- Biennial EARLI Conference for Research on Learning and Instruction, August 29 – September 2, Tampere, Finland.
- Koeslag-Kreunen, M., Van den Bossche, P., Van der Klink, M. & Gijsselaers, W. (2017, April). *Lead to learn: effects of vertical and shared leadership on learning in university teacher teams*. Paper presented at the Annual Meeting of the American Educational Research Association, April 27 - May 1, 2017, San Antonio, TX, USA.
- Grohnert, T., Meuwissen, R., & Gijsselaers, W.H. (2016, September). *Mitigating the Dunning-Kruger effect: Improving staff auditors' judgment quality after poor performance*. Presentation at the 6th Workshop on Audit Quality, organized by the Accounting Department at Bocconi University and with the coordination of the European Institute for Advanced Studies in Management (EIASM), September 30th – October 1st Florence, Italy.
- Grohnert, T., Meuwissen, R., & Gijsselaers, W.H. (2016, August). *Leveraging professional judgments through workplace learning*. Paper presented at the Earli Sig 14 Conference, 24th - 26th of August, 2016, Regensburg, Germany.
- Grohnert, T., Meuwissen, R., & Gijsselaers, W.H. (2016, August). *Improving auditors' information search after making a professional error*. Paper presented at the Earli Sig 14 Conference, 24th - 26th of August, 2016, Regensburg, Germany
- Koeslag-Kreunen, M., Van den Bossche, P., Hoven, M., Van der Klink, M. & Gijsselaers, W. (2016, August). *When leadership powers team learning: A meta-analysis*. Paper presented at the Earli Sig 14 Conference, 24th - 26th of August, 2016, Regensburg, Germany.
- Grohnert, T., Meuwissen, R., & Gijsselaers, W.H. (2016, April). *Be(com)ing (Over)Confident? The role of task experience and gender in attitudinal and cognitive overconfidence*. Paper presented at the Annual Meeting of the American Educational Research Association, April 8 – 12, 2016, Washington D.C., USA.
- Grohnert, T., Meuwissen, R., & Gijsselaers, W.H. (2016, April). *Preventing the covering up of errors: designing professional work environments for learning from error*. Paper presented at the Annual Meeting of the American Educational Research Association, April 8 – 12, 2016, Washington D.C., USA.
- Beausaert, S., van den Wijngaard, O., Segers, M., & Gijsselaers, W.H. (2015). *Social learning and social engagement: Moderated mediation by critical thinking and discipline*. Paper presented at the bi-annual meeting of EARLI 2015, August 26-29, 2015, Cyprus.
- Grohnert, T., Meuwissen, R., & Gijsselaers, W.H. (2015). *Managing audit errors: an exploratory study on preventing the covering up and encouraging the learning from error*. Poster paper session at the 21st International Symposium on Audit Research (ISAR 2015) June 19th – 20th, 2015, Boston, MA, USA.
- Van der Rijt, J., Van den Bossche, P., van de Wiel, M., Segers, M., & Gijsselaers, W.H. (2015). *The impact of help seeking relations in the workplace on performance* Paper presented at the bi-annual meeting of EARLI 2015, August 26-29, 2015, Cyprus.
- Gabelica, C., Bossche, P. van den, Segers, M.S.R., & Gijsselaers, W.H. (2014). *Dynamics of team reflexivity*. Paper presented at the InGroup conference, July, 17-19, 2014, Raleigh, NC, USA.
- Gabelica, C., Bossche, P. van den, Segers, M.S.R., & Gijsselaers, W.H. (2014). *Reflecting on feedback: A dynamic perspective*. Paper presented at the EARLI-sig Professional Development and Learning, August 27-30, 2014, Oslo, Norway.
- Grohnert, T., Meuwissen, R., & Gijsselaers, W.H. (2014). *Uninformed and unaware - Enabling professionals to make informed judgments in low-validity environments*. Paper presented at the 7th EARLI SIG 14 Conference on Learning and Professional Development. University of Oslo, Norway, August 27-29, 2014.

- Rehm, M., Gijsselaers, W.H., & Segers, M.S.R. (2014). *Unified yet separated - empirical study on the impact of hierarchical positions within communities of learning*. Paper presented at the annual EdMedia World Conference on Educational Media and Technology. Organized by the Association for the Advancement of Computing in Education (AACE). Tampere, University of Tampere, Finland, June 23-26, 2014.
- Van der Rijt, J., Lucieer, S.M., de Hoog, M., & Gijsselaers, W.H. (2014). *Encouraging residents' feedback seeking behavior*. Poster to be presented at the 16th Ottawa Conference/12th Canadian Conference on Medical Education 2014 Conjoint Conference, April 25-29 2014, Ottawa, Canada.
- Edmondson, K., Gijsselaers, W.H., McKee, A., Svinicki, M., & Steinert, Y. *Developing a research agenda for cross-professional development*. Symposium conducted at the Annual Meeting of the American Educational Research Association, April 3 – April 7, 2014, Philadelphia, PA, USA. Chair: Edmondson (University of Newark).
- Grohnert, T., Meuwissen, R., & Gijsselaers, W.H. (2014, April). *Developing professional skepticism - the learning perspective*. Paper presented at the Annual Meeting of the American Educational Research Association, April 3 – April 7, 2014, Philadelphia, PA, USA.
- Grohnert, T., Meuwissen, R., & Gijsselaers, W.H. (2014, April). *Supporting professional learning in low-validity environments: Lessons from deliberate practice*. Paper presented at the Annual Meeting of the American Educational Research Association, April 3 – April 7, 2014, Philadelphia, PA, USA.
- Grohnert, T., Meuwissen, R., & Gijsselaers, W.H. (2014, April). *Uninformed and unaware - how low-validity cues trigger faulty judgments through overconfidence*. Poster presented at the Annual Meeting of the American Educational Research Association, April 3 – April 7, 2014, Philadelphia, PA, USA.
- Giesbers, B., Rienties, B., Tempelaar, D.T., & Gijsselaers, W.H. (2014, April). Why increased social presence through webvideoconferencing not automatically leads to improved learning in online PBL. Paper presented at the Annual Meeting of the American Educational Research Association, April 3 – April 7, 2014, Philadelphia, PA, USA.
- Niculescu, A., Dailey-Hebert, A., Leppink, J. Tempelaar, D.T., Segers, M.S.R., & Gijsselaers, W.H. (2014, April). *Subject specificity of learning emotions and achievement outcomes: how feelings impact performance*. Paper presented at the Annual Meeting of the American Educational Research Association, April 3 – April 7, 2014, Philadelphia, PA, USA.
- Gabelica, C., Van den Bossche, P., Segers, M., Gijsselaers, W. (2013). *Looking inside the box: Cognition as way to achieve team effectiveness in work teams*. Symposium presented at the European Association of Work and Organizational Psychology Conference (EAWOP), May 22-25 2013, Munster , Germany.
- Gabelica, C., Van den Bossche, P., Segers, M., Gijsselaers, W. (2013). *Improving performance in teams through team-level feedback and guided reflexivity: a comparative study*. Paper presented at a Team Learning symposium at the 15th Biennial EARLI Conference for Research on Learning and Instruction (EARLI), August 27-31, Munich, Germany.
- Giesbers, B., Rienties, B., Tempelaar, D.T., & Gijsselaers, W.H. (2013, April). *A dynamic analysis of asynchronous and synchronous communication in online PBL: The impact of motivation*. Paper presented at the Annual Meeting of the American Educational Research Association, April 27–May 1, 2013, San Francisco, California.
- Gabelica, C., Van den Bossche, P., Segers, M.S.R., & Gijsselaers, W.H. (2013, April). *Reflection on and for action: a powerful intervention for team effectiveness*. Paper presented at the Annual Meeting of the American Educational Research Association, April 27–May 1, 2013, San Francisco, California.
- Gabelica, C., Van den Bossche, P., Segers, M.S.R., & Gijsselaers, W.H. (2013, April). *When do professional teams learn to perform? How coordination impacts performance*. Paper

- presented at the Annual Meeting of the American Educational Research Association, April 27–May 1, 2013, San Francisco, California.
- Giesbers, B., Rienties, B., Tempelaar, D.T., & Gijsselaers, W.H. (2013, April). *Relating motivation, tool use, participation, and performance in an e-learning course using web-videoconferencing*. Paper presented at the Annual Meeting of the American Educational Research Association, April 27–May 1, 2013, San Francisco, California.
- Van der Rijt, J., Van den Bossche, P., van de Wiel, M., Segers, M., & Gijsselaers, W.H. (2012, August). *Informal feedback-seeking in the initial career stage*. Paper presented at Divisional Roundtable Session, Annual Meeting of the Academy of Management. Boston, MA, USA.
- Gabelica, C., Van den Bossche, P., Segers, M., Gijsselaers, W. (2012). *Feedback as a team-level intervention to enhance team performance and team learning*. Paper presented at the EARLI-sig Professional Development and Learning, Antwerp, Belgium.
- Gabelica, C.R., Bossche, P. van den, Segers, M.S.R. & Gijsselaers, W.H (2012, July). *Dynamics of team coordination from a team learning perspective*. Seventh Annual Conference of the Interdisciplinary Network for Group Research. Chicago, Ill, USA.
- Rehm, M., Segers, M.S.R., & Gijsselaers, W.H. (2012, November). *Do hierarchical positions influence participant's network behavior within communities of learning?* Annual Meeting of the Association for Educational Communication and Technology: AECT International Convention, Louisville, Kentucky, USA.
- Niculescu, A., Dailey-Hebert, A., Tempelaar, D.T., Segers, M.S.R., & Gijsselaers, W.H. (2012, August). *Opening Pandora's box in the classroom: How emotions play a role in achievement settings*. International Conference on Motivation 2012. 4th Summer School on Motivation and Emotion www.icm2012.de. August 25 - 27, 2012, Frankfurt am Main
- Gijsselaers, W.H. (2012, April). *Learning and development, the corporate perspective*. Presentation at the Vice-Presidential Address of Division I at the Annual Meeting of the American Educational Research Association, April 2012, Vancouver, BC Canada.
- Beusaert, S.A.J., Segers, M.S.R. & Gijsselaers, W.H. (2011). *The use of personal development plans (PDPs) in organizations and the role of its perceived goal*. Paper presented at the 14th Biennial conference of the European Association for Research on Learning and Instruction (EARLI), August, 30 – September 3, 2011, Exeter, UK.
- Beusaert, S.A.J., Segers, M.S.R. & Gijsselaers, W.H. (2011). *Using a personal development plan for different purposes and its influence on learning & performance*. Paper presented at the 14th Biennial conference of the European Association for Research on Learning and Instruction (EARLI), August, 30 – September 3, 2011, Exeter, UK.
- Giesbers, B., Rienties, B.C., Tempelaar, D., Gijsselaers, W.H. & Segers, M.S.R. (2011). *The use of videoconference in online education and its effect on student performance*. 14th Biennial conference of the European Association for Research on Learning and Instruction (EARLI), August, 30 – September 3, 2011, Exeter, UK.
- Gabelica, C.R., Bossche, P. van den, Segers, M.S.R. & Gijsselaers, W.H. (2011, May). *Enhancing coordination in teams: team learning behaviors and task cohesion as powerful socio-cognitive factors*. Paper presented at the 15th Conference of the European Association of Work and Organizational Psychology: May 25th – 28th, 2011, Maastricht, the Netherlands.
- Gabelica, C.R., Bossche, P. van den, Gijsselaers, W.H., & Segers, M.S.R. (2011, April). *Feedback as a team-design practice: A review*. Paper presented at the Annual Meeting of the American Educational Research Association, April 2011, New Orleans, Louisiana.
- Gabelica, C.R., Bossche, P.G.C. van den, Segers, M.S.R., & Gijsselaers, W.H. (2011). *How teams develop their collective power: Team interpersonal context and learning behaviors as socio-cognitive factors*. Paper presented at the Junior researchers' pre-conference (JURE - EARLI), August 29 – 30, 2011, Exeter, UK.

- Rehm, M., Gijsselaers, W.H., & Segers, M.S.R. (2011, April). *Diversity in communities of learning: Do hierarchical positions affect individuals' activity and performance?* Paper presented at the Annual Meeting of the American Educational Research Association, April 2011, New Orleans, Louisiana.
- Beusaert, S., Segers, M., & Gijsselaers, W. (2010). *The personal development plan practice questionnaire (PPQ): The development and validation of an instrument to assess the employee's perception of the personal development plan practice.* Presented at the JURE 2010, Connecting diverse perspectives on learning and instruction, A conference of synergy, Frankfurt am Main, Germany, 19-22 July 2010.
- Rehm, M., Giesbers, B., Rienties, B., Gijsselaers, W.H., & Segers, M.S.R. (2010, July). *The impact of hierarchical structures on activity patterns in communities of learning.* JURE conference, July 2010, Frankfurt am Main, Germany.
- Giesbers, B., Rienties, B., Tempelaar, D.T., & Gijsselaers, W.H. (2010, April). *Effects of (a)synchronous communication in web-videoconferences on student learning and learning satisfaction.* Poster presentation at the Annual Meeting of the American Educational Research Association, April 2010, Denver, CO, USA
- Franssen, R., Nijhuis, J., & Gijsselaers, W.H. (2010, April). *Student attrition in PBL: Tutor and student perceptions on student progress.* Paper presented at the Annual Meeting of the American Educational Research Association, April 2010, Denver, CO, USA.
- Rijt, van der, J., Bossche, P., Gijsselaers, W.H., Segers, M.S.R., & Wiel, van der, M. (2010, April). *Effects of individual determinants on feedback-seeking behavior & professional development.* Paper presented at the Annual Meeting of the American Educational Research Association, April 2010, Denver, CO, USA.
- Niculescu, A., Nijhuis, J., & Gijsselaers, W.H. (2010, April). *Curriculum design, student's nationality and its effects on adaptation to university: What makes the difference?* Paper presented at the Annual Meeting of the American Educational Research Association, April 2010, Denver, CO, USA.
- Giesbers, B., Rienties, B., Tempelaar, D., Gijsselaers, W., & Segers, M.S.R. (2010, June). *The effect of synchronous communication on virtual teams: A case study.* London, UK, EDINEB 2010.
- Van der Rijt, J., Gijsselaers, W.H., van den Bossche, P., van de Wiel, M., & Segers, M.S.R. (2010, June). *Learning beyond schooling: A closer look at feedback within the work-related social network.* London, UK, EDINEB 2010.
- Rehm, M., Gijsselaers, W.H., & Segers, M.S.R. (2010, June). *Diversity in communities of learning: The influence of hierarchical position on individuals' activity and performance.* London, UK, EDINEB 2010.
- Wiel, M. van, Bemelmans, H.M.W.J., & Gijsselaers, W.H. (2008, August 27th). *Deliberate practice in medicine: relations between experience, expertise, and learning behavior and attitudes.* Jyväskylä, 4th EARLI Learning and Professional Development SIG.
- Beusaert, S., Segers, M., van der Rijt, J., & Gijsselaers, W. (2009). *Portfolio-assessment in the workplace: Which goal(s) is it used for, is it effective and which supporting conditions are desirable? A literature review.* Presented at the EDINEB conference, Baltimore, United States, 3-5 June 2009.
- Barry, B.B., Crandall, S.J., Espin, S., Forsythe, G.B., Gijsselaers, W.H., Hobgood, C.D., & Tekian, A. (2008, March). *Bridging our knowledge about errors across the professions.* Symposium conducted at the Annual Meeting of the American Educational Research Association, March 2008, New York, NY, USA. Chair: Carol R. Thrush (University of Arkansas - Fayetteville).
- Rienties, B.C., Tempelaar, D.T., Van den Bossche, P., Segers, M.S.R., & Gijsselaers, W.H. (2008, March). *A dynamic perspective on social and cognitive discourse in problem-based*

- learning*. Paper presented at the Annual Meeting of the American Educational Research Association, March 2008, New York, NY, USA.
- Rienties, B.C., Tempelaar, D.T., Van den Bossche, P., Gijsselaers, W.H., & Segers, M.S.R. (2008, March). *A multi-method model analyzing student motivations and learning styles in virtual teams*. Paper presented at the Annual Meeting of the American Educational Research Association, March 2008, New York, NY, USA.
- Tempelaar, D.T., Gijsselaers, W.H., & Schim van der Loeff, S. (2008, March). *The multi-dimensional, multi-faceted nature of student achievement motivation*. Structured Poster Session presented at the Annual Meeting of the American Educational Research Association, March 2008, New York, NY, USA.
- Rienties, B.C. Tempelaar, D.T., Bossche, P.G.C. van den, Gijsselaers, W.H., & Segers, M.S.R. (2008, June 11th). *The role of academic motivation on collaborative learning in a virtual world*. Malaga, Spain, EDINEB 2008.
- Rienties, B.C., Tempelaar, D.T., Bossche, P.G.C. van den, Gijsselaers, W.H., & Segers, M.S.R. (2008, November 19th). *Role of academic motivation on collaborative learning*. Maastricht, Student Mobility and ICT conference.
- Otting, H., Zwaal, W., & Gijsselaers, W.H. (2008, May). *International hospitality management students' epistemological beliefs and conceptions of teaching and learning*. Paper presented at the 17th Annual CHME conference, Glasgow.
- Gijsselaers, W.H. (2008, March). *Discussant in Paper Session Developing Professional Expertise*. Division I-Education in the Professions, Annual Meeting of AERA, New York, NY, USA.
- Van den Bossche, P., Gijsselaers, W.H., & Segers, M.S.R. (2007, November 28th). *Team learning: The influence of social and cognitive factors*. Budapest, Hungary, 12th Biennial Conference for Research on Learning and Instruction.
- Teunissen, E.E.M., Van den Bossche, P., & Gijsselaers, W.H. (2007, August 28th). *The mindful teacher. How differences can be a resource for learning*. Budapest, 12th biennial conference for Research on Learning and Instruction.
- Teunissen, E., Bossche Van den, P., & Gijsselaers, W.H. (2007, April). *Mindful management of diversity*. Paper presented at the Annual Meeting of the American Educational Research Association, April 2007, Chicago, Ill., USA.
- Tilanus, S., Rienties, B.C., Van den Bossche, P., & Gijsselaers, W.H. (2007, June 20th). *Network structures and their impact on learning in virtual teams*. Vienna, Austria, 14th Edineb Conference.
- Rienties, B.C., & Gijsselaers, W.H. (2007, November 28th). *social networks and virtual team learning in WEB 2.0*. Berlin, Germany, Online Educa 2007.
- Rienties, B.C., Wesel, M. van, & Gijsselaers, W.H. (2007, June 20th). *Integrating e-learning and classroom learning; Four years of asynchronous learning to improve academic competences*. Vienna, Austria, the 14th EDiNEB Conference.
- Rienties, B.C., Tempelaar, D.T., Van den Bossche, P., & Gijsselaers, W.H. (2007, November 14th). *A multi-method model analyzing student motivations and learning styles in virtual teams*. Maastricht, EARLI European Practice-based and Practitioner Research conference.
- Hommel, J.A., Gijsselaers, W.H., & Segers, M.S.R. (2007, August 28th). *Effects of university teachers' approaches to teaching on students' approaches to learning in a problem-based learning environment*. Budapest, Hungary, 12th Biennial Conference for Research on Learning and Instruction.
- Tempelaar, D.T., Schim van der Loeff, S., & Gijsselaers, W.H. (2007, juni 11th). *Students's self-theories, goal orientations and its relationship to expectancy-value based achievement motivations*. Dublin, Ireland, ELSIN conference.
- Tempelaar, D.T., Schim van der Loeff, S. & Gijsselaers, W.H. (2007, june 20). *Students' self-theories, goal orientations and its relationship to expectancy-value based achievement motivations*. Wenen, EDINEB.

- Rienties, B., & Gijsselaers, W.H. (2007). *Social networks and virtual team learning in WEB 2.0*. Paper presented at the Online Educa 2007, Berlin, Germany.
- Van de Wiel, M., van den Bossche, P., Jossberger, H., Bemelmans, C., Janssen, S., & Gijsselaers, W.H. (2007). *Deliberate practice in medicine: Relating goal orientations, learning activities and expertise*. The XIIIth European Congress of Work and Organizational Psychology, May 10-12, Stockholm, Sweden.
- Van den Bossche, P., Gijsselaers, W., Segers, M., & Woltjer, G. (2005, August). *Sharing expertise in management: an experimental study on team learning and its effect on shared mental models*. Paper presented at the Annual Meeting of the Academy of Management, Hawaii.
- Van den Bossche, P., Van Gennip, N., Gijsselaers, W., & Segers, M. (2005, June 8-10). *Harvesting diversity: Building shared mental models by dealing constructively with conflict (poster)*. Poster presented at the KNAW/EASP symposium Social Identity in Organizations, Amsterdam, the Netherlands
- Bossche Van den, P., van Gennip, N., Gijsselaers, W.H., & Segers, M.S.R (2005, April). *Effects of diversity on conflict and group performance in professional work groups*. Paper presented at the Annual Meeting of the American Educational Research Association, April 2005, Montreal Canada.
- Kirschner, P. A., Beers, P. J., Boshuizen, H. P. A., & Gijsselaers, W. H. (2005, August). Coercing shared knowledge in collaborative learning environments. In M. Bannert & J. Zumbach (Chairs), *Analyzing (self-)monitoring in computer-assisted learning*. Symposium conducted at the 11th EARLI Conference, Nicosia, Cyprus.
- Beers, P. J., Kirschner, P. A., Boshuizen, H. P. A., & Gijsselaers, W. H. (2005, May - June). *Coercing knowledge construction in collaborative learning environments*. Paper presented at the Computer Supported Collaborative Learning 2005, Taipei, Taiwan.
- Hommel, J., Segers, M., & Gijsselaers, W. (2005). *The effects of university teachers' approaches to teaching on students' approaches to learning in a problem based learning environment*. Paper presented at the 11th EARLI conference, Cyprus, Nicosia, August 23-27.
- Nijhuis, J., Segers, M., & Gijsselaers, W. (2005). *The impact of educational innovation on students' study strategies and the role of students' perceptions of the learning environment*. Paper presented at the 11th EARLI conference, Cyprus, Nicosia, August 23-27.
- Van den Bossche, P., Van Gennip, N., Gijsselaers, W., & Segers, M. (2005). *Collaborative learning as constructive conflict: Building shared mental models*. Paper presented at the biennial conference of the European Association for Research on Learning and Instruction (EARLI), Nicosia, Cyprus.
- Van den Bossche, P., Van Gennip, N., Gijsselaers, W., & Segers, M. (2005, June 8-10). *Harvesting diversity: Building shared mental models by dealing constructively with conflict (poster)*. Paper presented at the KNAW/EASP symposium Social Identity in Organizations, Amsterdam, The Netherlands, June 2005..
- Kirschner, P. A., Beers, P. J., Boshuizen, H. P. A., & Gijsselaers, W. H. (2005, August). *Coercing shared knowledge in collaborative learning environments*. In M. Bannert & J. Zumbach (Chairs), *Analyzing (self-)monitoring in computer assisted learning*. Symposium conducted at the 11th EARLI Conference, Nicosia, Cyprus
- Akkerman, S., Van den Bossche, P., Admiraal, W., Gijsselaers, W., Segers, M., & Simons, R.-J. (2005). *Shared mind in groups: Cognitive and socio-cultural perspectives*. Paper presented at the biennial conference of the European Association for Research on Learning and Instruction (EARLI), Nicosia, Cyprus
- Beers, P.J., Kirschner, P.A., Boshuizen, H.P.A., & Gijsselaers, W.H. (2005). *Coercing knowledge construction in collaborative learning environment*. Paper presented at the Computer Supported Collaborative Learning (CSCL) conference, Taiwan, Taipei, May 2005.

- Fastré, G., Segers, M.S.R., & Gijsselaers, W.H. (2005). *The predictive validity of admission variables in a Master of Business Administration*. Paper presented at the Onderwijs Research Dagen, Gent, May 2005.
- Bossche Van den, P., Gijsselaers, W.H., & Segers, M.S.R. (2004, April). *Effects of social factors on shared cognition and teamwork in collaborative learning environments*. Paper presented at the Annual Meeting of the American Educational Research Association, April 2004, San Diego, CA.
- Van Gennip, N., Van den Bossche, P., Gijsselaers, W., & Segers, M. (2004). *Team learning: dealing with diversity*. Paper presented at the 11th Educational Innovation in Business Education (EDiNEB) international conference, Maastricht, The Netherlands, June 2004.
- Gijsselaers, W.H., Arts, J.A., & Boshuizen, H.P.A. (2003, April). *Management education and management expertise: The shock of practice*. Paper presented at the Annual Meeting of the American Educational Research Association, April 2003, Chicago, Ill.
- Arts, J.A., Gijsselaers, W.H., & Segers, M.S.R. (2003, April). *Cognitive differences between different problem-based learning formats*. Paper presented at the Annual Meeting of the American Educational Research Association, April 2003, Chicago, Ill.
- Beers, P.J., Kirschner, P.K., Bossche van den P., & Gijsselaers, W.H. (2002, April) *Knowledge management and complexity in decision making*. Paper presented at the Third European Conference on Organizational Knowledge, Learning, and Capabilities. Athens, Greece. April 2002.
- Van den Bossche, P., Gijsselaers, W.H., Segers, M., Beers, P. J., Kirschner, P., & Boshuizen, E. (2002, June). *Decision-making in complex environments, multiple representations and multiple agents*. Paper presented at the EARLI Learning and professional development SIG meeting, Turku, Finland.
- Beers, P.J., Van Merriënboer, J., Kirschner, P., Van den Bossche, P., Gijsselaers, W.H., & Boshuizen, E. (2002, May). *Tools for supporting policy makers: an integrated theoretical framework*. Poster presented at the 29th Onderwijs Research Dagen (ORD), Antwerp, Belgium.
- Beers, P. J., Kirschner, P. A., Van den Bossche, P., & Gijsselaers, W.H. (2002, April). *Decision-support and complexity in decision making*. Paper presented at the 3rd European Conference on Organizational Knowledge, Learning and Capabilities (OKLC), Athens, Greece.
- Beers, P. J., Kirschner, P. A., Boshuizen, H.P.A. & Gijsselaers, W.H., Segers, M.R.S. (2002, June). *Decision-making in complex environments, Multiple representations and multiple agents*. Paper presented at the EARLI Learning and professional development SIG meeting, Turku, Finland.
- Segers, M.S.R., Gijsselaers, W.H., & Arts, J.A. (2002). *On the measurement of educational innovations: Are innovations likely to show effects on business knowledge and business skills?* Workshop presented at the Ninth Annual EDINEB conference. Guadalajara, Mexico. June 2002.
- Gijsselaers, W.H., Segers, M.S.R., & Arts, J.A. (2002). *Reasoning and instruction in conventional pbl and in a computer supported authentic learning environment*. Paper presented at the Ninth Annual EDINEB conference. Guadalajara, Mexico. June 2002.
- Beers, P.J., Kirschner, P.K., Bossche van den P., & Gijsselaers, W.H. (2002) *Knowledge management and complexity in decision making*. Paper presented at the Third European Conference on Organizational Knowledge, Learning, and Capabilities. Athens, Greece. April 2002.
- Beers, P. J., Van Merriënboer, J., Kirschner, P., Van den Bossche, P., Gijsselaers, W., & Boshuizen, E. (2002, May). *Tools for supporting policy makers: An integrated theoretical framework*. Poster presented at the 29th OnderwijsResearch Dagen (ORD), Antwerp, Belgium.

- Kirschner, P.K., Gijsselaers, W.H., Segers, M.R.S., & Boshuizen, H.P.A. (2001). *Knowledge sharing and decision-making in collaborative multidisciplinary teams with (a)synchronous computer-mediated environments*. Paper presented at the Eighth Annual EDINEB conference. Nice, France. June 2001.
- Arts, J., Gijsselaers, W.H., Kleijnen, M., Lemmink, J., Lievens, A., & Segers, M. (2001). *Designing and evaluating a new problem-based approach: Using authentic e-learning environments in marketing education*. Paper presented at the Eighth Annual EDINEB conference. Nice, France. June 2001.
- Duffy, T., & Gijsselaers, W.H. (2001). *Alternative approaches to problem-based learning: theoretical and practical considerations*. Workshop presented at the Eighth Annual EDINEB conference. Nice, France. June 2001.
- Gijsselaers, W.H. (2001). *New Learning, New technologies, new learning outcomes?* Paper presented at the Eighth Annual EDINEB conference. Nice, France. June 2001.
- Arts, J.A., Boshuizen, H.P.A., & Gijsselaers, W.H. (2000, April). *Expertise development in managerial sciences: The use of knowledge in problem-solving*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA. April 2000. (ERIC Document Reproduction Service ED 440276)
- Gijsselaers, W.H., & Arts, J.A. (2000, April). *Effects of gender and mood on recall in expertise research*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA. April 2000. (ERIC Document Reproduction Service ED 445030)
- Gijsselaers, W.H. (2000). *New desires for transferability. Radical redesign of learning platforms*. European Congress Maastricht 2000. October 2000. Hotel Management School, Maastricht.
- Bollen, L., Janssen, B., & Gijsselaers, W.H. (2000). *The effect of teaching methods on the performance of accounting students: An empirical study into the specific problem areas of teaching abstract, model-oriented accounting courses*. Paper presented at the Annual EDINEB conference. Newport Beach, CA. June 2000.
- Arts, J.A., Gijsselaers, W.H., Kleijnen, M., Lemmink, J., Lievens, A., & Segers, M. (2000). *Design of authentic learning environments in problem-based marketing education*. Paper presented at the Annual EDINEB conference. Newport Beach, CA. June 2000.
- Gijsselaers, W.H. & Arts, J.A. (1999). *Rethinking the thinking of managers and its implications for management education*. Paper presented at the Annual EDINEB conference. Bergen Norway. June 1999.
- Gijsselaers, W.H. (1998, April). Staff Development Workshop: *Curriculum implementation strategies: The faculty as variable*. Konferenz "Qualität der Lehre", Medizinstudium 2000. Alternatives for Learning, Teaching, Assessment and Evaluation. Karl-Franzens-Universität, Graz, 15 – 17 April, 1998
- Gijsselaers, W.H., & Woltjer, G. (1997, March). *Expertise in economics: Recall and reasoning*. Paper presented at the Annual Meeting of the American Educational Research Association, March, Chicago, Ill. (ERIC Document Reproduction Service ED 418025).
- Gijsselaers, W.H., & Woltjer, G. (1997, March). *Expert novice differences in the representation of economics problems*. Paper presented at the Annual Meeting of the American Educational Research Association, March, Chicago, Ill. (ERIC Document Reproduction Service ED 418026).
- Gijsselaers, W.H. (1997, April). Workshop. *Reengineering education for the professions*. Konferenz "Qualität der Lehre. Medizinstudium 2000, Educating Doctors for the 21st Century," Karl-Franzens-Universität Graz, Graz 2 - 5 April, 1997.
- Gijsselaers, W.H., Hommes, J., & Segers, M. (1996, December). *Design of problem-based business curricula: A review of educational research on implementation issues*.

- Symposium, Third EDINEB Conference "Innovative Practices in Business Education," Orlando FL, 4 - 7 December, 1996.
- Driessen, E., Segers, M., & Gijsselaers, W.H. (1996, December). *Acquisition of problem-solving skills in a problem-based business and economics curriculum*. Paper presented at the Third EDINEB Conference "Innovative Practices in Business Education," Orlando FL, 4 - 7 December, 1996.
- Gijsselaers, W.H., & Milter, R. (1996, December). *Opening address*. Third EDINEB Conference "Innovative Practices in Business Education," Orlando FL, 4 - 7 December, 1996.
- Hommel, J., & Gijsselaers, W.H. (1996, December). *Problem design for problem-based business curricula*. Preconference workshop, Third EDINEB Conference "Innovative Practices in Business Education," Orlando FL, 4 - 7 December, 1996.
- Gijsselaers, W.H. (1996). *Workshop Möglichkeiten und Probleme der Leistungsevaluierung an Medizinischen Fakultäten*. Wien, Österreichische Gesellschaft fuer Hochschuldidaktik, 24-25 October, 1996.
- Gijsselaers, W.H. (1995). *Workshop Evaluation der Lehre - Entscheidung für die Karriere?* Workshop Qualität der Lehre (in der Medizin) Karl-Franzens-Universität Graz, 19-21 Oktober, 1995.
- Gijsselaers, W.H., Wiertz, L., & Woltjer (1995). *Cognitive science perspectives on learning and instructional quality*. Paper presented at the EDINEB-II conference "In Search of Quality". August 17-19, University of Uppsala, Sweden.
- Gijsselaers, W.H., & Nuy, H. (1995, April). *Effects of motivation on students' ratings of tutor behavior*. Paper presented at the Annual Meeting of the American Educational Research Association, April 18-22, San Francisco, Calif. (ERIC Document Reproduction Service ED 383668).
- Dolmans, D., & Gijsselaers, W.H. (1994). *Durchführung der Process-evaluation*. Workshop. Workshop Qualitätsmanagement der Lehre in der Medizin. Ludwig-Maximilians-Universität München. Chirurgische Klinik und Poliklinik. München, 22-4-1994, 23-4-1994.
- Gijsselaers, W.H. (1994, April). *Analyses of tutor behavior at different time points and within different departments*. Paper presented at the Annual Meeting of the American Educational Research Association, April 4-8, New Orleans LA (ERIC Document Reproduction Service No. ED 367 715).
- Gijsselaers, W.H. & Woltjer, G. (1993). *Categorization of problems by experts and novices*. Presentation at the First EDINEB Conference. University of Limburg, Maastricht, december 1993.
- Nuy, H.J.P., & Gijsselaers, W.H. (1993). *Studentoordelen over onderwijskwaliteit: de rol van studie-oriëntatie*. Presentatie op de Onderwijs Research Dagen Rijksuniversiteit Limburg, Maastricht, mei 1993.
- Gijsselaers, W.H., & Schmidt, H.G. (1993). *Optimalisering van het onderwijsleerproces in probleemgestuurd onderwijs*. Presentatie op de Onderwijs Research Dagen Rijksuniversiteit Limburg, Maastricht, mei 1993.
- Gijsselaers, W.H. (1992). *Workshop, Evaluation der Lehre*. Workshop faculty development "Lehre Heute". Ludwig-Maximilians-Universität München. Chirurgische Klinik und Poliklinik. München, 20-3-1992 - 21-03-1992.
- Dolmans, D., Gijsselaers, W.H., Schmidt, H.G., & Meer, S, van der (1992). *Students' learning activities beyond teachers' objectives*. European Conference on Educational Research. University of Twente, the Netherlands, June 1992.
- Gijsselaers, W.H., & Bosch, H., van den. (1992). *Managing the introduction of a problem-based curriculum in an established faculty: instructional and organizational issues*. European Conference on Educational Research. University of Twente, the Netherlands, june 1992.
- Dolmans, D.H.J.M., Gijsselaers, W.H., & Schmidt, H.G. (1992, April). *Assessing test validity through the use of teachers' judgments*. Paper presented at the Annual Meeting of the

- American Educational Research Association, San Francisco, Calif. (ERIC Document Reproduction Service No. ED 343 956).
- Dolmans, D.H.J.M., Gijsselaers, W.H., & Schmidt, H.G. (1992, April). *Do students learn what their teachers intend they learn? Guiding processes in problem-based learning*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, Calif. (ERIC Document Reproduction Service No. ED 343 955).
- Gijsselaers, W.H., & Schmidt, H.G. (1992, April). *Exploring a model of study time allocation in a problem-based medical curriculum*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, Calif. (ERIC Document Reproduction Service ED 347881).
- Dolmans, D.H.J.M., Gijsselaers, W.H., & Schmidt, H.G. (1991, April). *course improvement based on course content data: An explorative study conducted in a problem-based curriculum*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Ill. (ERIC Document Reproduction Service No. ED 334 220).
- Gijsselaers, W.H., & Schmidt, H.G. (1991, April). *Using students' ratings as measure for educational quality: The case of problem-based medical education*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Ill.
- Dolmans, D., Gijsselaers, W.H. & Schmidt, H.G. (1991). *Een praktijkgerichte methode voor het ontwikkelen van inhoudsvalide toetsen*. Gezond Onderwijs Congres. Veldhoven, 28 november 1991.
- Dolmans, D., Gijsselaers, W.H., & Schmidt, H.G. (1991). *Kunnen toetsen meten wat studenten weten?* Onderwijs Research Dagen. Universiteit Amsterdam, mei 1991.
- Gijsselaers, W.H. (1991). *Blokonderwijs: Onderwijs voor het blok?* Bijdrage aan forum georganiseerd door de Delftse Studenten Debating Club. Societeit Phoenix, Technische Universiteit Delft, 26 februari, 1991.
- Gijsselaers, W.H., & Ramaekers, G. (1991). *Studiekeuzegedrag als functie van onderwijsaanbod en arbeidsmarktontwikkelingen*. Landelijke Dag Studievoordigheden. Vrije Universiteit Amsterdam, 7 februari, 1991.
- Schmidt, H.G., & Gijsselaers, W.H. (1990, April). *Causal modeling of problem-based learning*. Paper presented at the Annual Meeting of the American Educational Research Association 1990, Boston, MA.
- Gijsselaers, W.H. (1990). *Onderwijsevaluatie en verandering van docentengedrag*. CRWO-studiedag 26 Oktober, T.U. Delft: "Onderwijsverbetering, voorbeelden uit het W.O. "
- Wolfhagen, H.A.P., Vleuten, C.P.M., Gijsselaers, W.H., & Essed, G.G.M. (1990). *Reproducibility of scores for clerkship program evaluation ratings*. Fourth Ottawa Conference on Assessing Clinical Competence. Ottawa, Canada, 7-10 July.
- Gijsselaers, W.H. Discussant papersessie "Prins, J, Het monitoren van cursussen". Onderwijs Research Dagen 1990. Katholieke Universiteit Nijmegen, mei, 1990.
- Grave, W.S., Gijsselaers, W.H., & Wolfhagen, H.A.P. (1990). *De tutorrol in probleemgestuurd leren: docenten als begeleiders van leerprocessen bij studenten*. Landelijke Dag Studievoordigheden 1990. Technische Universiteit Eindhoven, 22 februari.
- Gijsselaers, W.H. (1989). *Studiekeuze in relatie tot de arbeidsmarkt en onderwijsprogramma. Over studiekeuzegedrag van tweedejaars economiestudenten van de Faculteit der Economische Wetenschappen van de Rijksuniversiteit Limburg*. Symposium: Leren om te functioneren. Maastricht, november 1989.
- Gijsselaers, W.H. (1989). *Curriculum evaluation in the problem-based medical program of the University of Limburg (the Netherlands)*. Mini-symposium: Two decades of experiences in problem-based learning. Maastricht, May, 1989.
- Gijsselaers, W.H., & Wolfhagen, H.A.P. (1989). *Implementing an evaluation method for quality control and quality assurance in clinical education*. Third International Conference on Teaching and Assessing Clinical Competence. Groningen, May, 1989.

- Gijsselaers, W.H. (1989). *Betrouwbaarheid, validiteit en bruikbaarheid van studentoordelen bij het beoordelen van docenten en onderwijsprogramma's*. Nationaal Congres Hoger Onderwijs. 'Onderwijskwaliteit bewaken, hoe kan dat?' Groningen, februari, 1989.
- Bouhuijs, P.A.J., Groot, de, E., & Gijsselaers, W.H. (1985). *The implementation of a continuing medical education curriculum for general practitioners in the Netherlands*. Society for Research into Higher Education Annual Conference. London, december, 1985.
- Grave, de, W.S., Volder, de, M.L., Gijsselaers, W.H., & Damoiseaux, V. (1985). *Peer teaching and problem-based learning: tutor characteristics, group functioning and student achievement*. Network Symposium. Ismailia, september, 1985.
- Moust, J.H.C., Grave, W.S., & Gijsselaers, W.H. (1985). *The tutor role: a neglected variable in the implementation of problem-based learning*. Network Symposium. Ismailia, september, 1985.
- Gijsselaers, W.H., & Schmidt, H.G. (1985). *The development and evaluation of a causal model of problem-based learning*. Network Symposium. Ismailia, Egypt, September, 1985.
- Gijsselaers, W.H., & Schmidt, H.G. (1984). *An approach to programme evaluation based on comparative data*. Society for Research into Higher Education Annual Conference. London, December, 1983.
- Gijsselaers, W.H., Grave, de, W.S., & Kerkhofs, L.M.M. (1983) *A strategy for program evaluation in a problem-based medical curriculum*. Symposium on problem-based learning. Maastricht, mei, 1983.

BOOK REVIEWS IN JOURNALS

- Gijsselaers, W.H. (1998). Book Review. *Experiential Learning in Higher Education: Linking Classroom and Community*. ASHE-ERIC Higher education Report No. 7. By Jeffrey A. Cantor, 1997, 137 pages. Washington, D.C.: The George Washington University, Graduate School of Education and Human Development. *Teaching and Learning in Medicine*, 10, 241 - 243.
- Gijsselaers, W.H. (1988). Boekbespreking. Van Os, W. (1987) *Evaluatie in het hoger onderwijs*. Groningen: Wolters-Noordhoff. *Tijdschrift voor Onderwijsresearch*, 13, 363 - 366.
- Gijsselaers, W.H. (1988). Boekbespreking. Van Os, W. (1987) *Evaluatie in het hoger onderwijs*. Groningen: Wolters-Noordhoff. *Onderzoek van Onderwijs*, 17, 29.

ABSTRACTS IN PROCEEDINGS / BOOKS

- Koeslag-Kreunen, M., Van den Bossche, P., Van der Klink, M., & Gijsselaers, W. (2020). Who leads? Shared leadership in teams for educational change. In G. París, C. Quesada-Pallarès, A. Ciraso-Calí, & H. Roig-Ester (Eds.), *Professional learning & development: From innovative research to innovative interventions*. Book of abstracts of the EARLI SIG14 2020 Conference (p. 73). Barcelona: Earli SIG 14. doi.org/10.6084/m9.figshare.12515342. Retrieved from: https://figshare.com/articles/Book_of_Abstracts_EARLI_SIG14_2020_pdf/12515342
- Rienties, B.C., & Gijsselaers, W.H. (2008). Social networks and virtual team learning in WEB 2.0. In Achten, M., Gabelmann, M., Gonzalez Constantino, P. (Eds.), *Proceedings of the 13th International Conference on Technology supported learning and teaching* (pp. 292-293). Berlin, Germany: Online Educa.
- Giesbers, B., Rienties, B.C., Gijsselaers, W.H., Segers, M.S.R. & Tempelaar, D.T. (2008). Social presence, web-videoconferencing and learning in virtual teams. In B. Rienties, B. Giesbers

- & W. Gijsselaers (Eds.), *Proceedings of Student Mobility and ICT* (pp. 139-148). Maastricht: FEBA ERD Press.
- Rienties, B.C., Wesel, M. van, & Gijsselaers, W.H. (2007). *Integrating e-Learning and classroom learning; four years of asynchronous learning to improve academic competences*. In A. Tremante, F. Welsch & F. Malpica (Eds.), *Proceedings of EISTA 2007* (pp. 285-289). Orlando, Florida: EISTA.
- Tempelaar, D.T., Schim van der Loeff, S. & Gijsselaers, W.H. (2007). Students' self-theories, goal orientations and its relationship to expectancy-value based achievement motivations. In Rhonda.G. Craven, Jacques Eccles & My. Trinh Ha (Eds.), *Self-Concept, Motivation, Social and Personal Identity for the 21st Century*. Sydney, Australia: SELF Research Centre.
- Gijsselaers, W.H. (1995). *Konsequenzen der Lehrevaluation: Die Maastrichter Erfahrungen*. Symposium "Qualität der Lehre". In Abstract-Sammlung (pp. 10).
- Nuy, H.J.P., & Gijsselaers, W.H. (1993). Studentoordelen over onderwijskwaliteit: De rol van studie-oriëntatie. In H., van Berkel *Onderwijsonderzoek in Nederland en Vlaanderen 1993* (pp. 205-206). Houten, Bohn Stafleu Van Loghum.
- Gijsselaers, W.H., & Schmidt, H.G. (1993). Optimalisering van het onderwijsleerproces in probleemgestuurd onderwijs. In H, van Berkel, *Onderwijsonderzoek in Nederland en Vlaanderen 1993*. (pp. 251-252). Houten, Bohn Stafleu Van Loghum.
- Gijsselaers, W.H., Grave, de, W.S., & Kerkhofs, L.M.M. (1984). A strategy for program evaluation in a problem-based medical curriculum. In: Schmidt, H.G., & Volder, de, M.L. *Tutorials in problem-based learning*. Assen: Van Gorcum.

SCIENTIFIC REPORTS

- Gijsselaers, W.H., Grohnert, T., & Meuwissen, R. (2020). Final Project Report for 2016-B03-Gijsselaers. *Moving Audit Teams Forward: Designing firm environments for sustainable learning from errors*. Final Project Report for the FAR foundation.
- Gijsselaers, W.H., & Ramaekers, G.W.M. (1990). *De studiekeuze van economiestudenten en hun oordeel over het onderwijs*. Maastricht: Researchcentrum voor Onderwijs en Arbeidsmarkt, Faculteit der Economische Wetenschappen, Rijksuniversiteit Limburg. pp 40. ISBN 90-5321-031-8.