

PURE Research Output November 2024 – January 2025

Contribution to Journal - Article

Academic

- Bakkum, L., Piekema, L., Douma, L., Schuengel, C., Sterkenburg, P., Adam, E., Brug, A. T., Frielink, N., Embregts, P., & Tharner, A. (2024). Pushing the boundaries of digital social contact: Experiences of people with disabilities and their social networks during the COVID-19 pandemic. *Journal of Intellectual Disabilities*, 28(4), 940-961. <https://doi.org/10.1177/17446295231210021>
- Bisschops, E. H., Clasiën de Schipper, J., Salhi, Z., Embregts, P. J. C. M., & Schuengel, C. (2024). Communities of practice for implementing methods to reduce involuntary care in intellectual disability care: Insights from tacit and experiential knowledge exchange. *Journal of Intellectual and Developmental Disability*, 49(3), 286-297. <https://doi.org/10.3109/13668250.2023.2275225>, <https://doi.org/10.3109/13668250.2023.2275225>
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- Bisschops, E. H., Frielink, N., de Schipper, J. C., Schuengel, C., & Embregts, P. J. C. M. (2025). Evaluating a Virtual Community-of-Practice as Implementation Strategy for the Needs Assessment Framework in Intellectual Disability Care: A Quasi-Experimental Multi-Methods Study. *Journal of Applied Research in Intellectual Disabilities*, 38(1), 1-14. Article e70007. <https://doi.org/10.1111/jar.70007>
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- Diaz Lema, M., Vooren, M., Cannistrà, M., van Klaveren, C., Agasisti, T., & Cornelisz, I. (2024). Predicting dropout in Higher Education across borders. *Studies in Higher Education*, 49(1), 141-156. <https://doi.org/10.1080/03075079.2023.2224818>
- Drerup, J. (2025). Befreiung aus der Kindheit? Zur Kritik neuer Varianten der Antipädagogik. Manuscript in preparation.
- Drerup, J., & Leiviskä, A. (2025). Liberal democratic justice and identity politics in education: The structural theory of obligation as an approach to anti-racist education. Manuscript in preparation.
- Drerup, J., & Isenberg, T. (2025). Im Gespräch bleiben: Zu Risiken und Nebenwirkungen des Unterrichtens kontroverser Themen. Manuscript in preparation.
- Eding, M. L., Meeter, M., & Schuengel, C. (2025). Dynamic testing of learning potential of children with moderate to severe intellectual disabilities: A Delphi study. *Journal of Research in Special Educational Needs*, 25(1), 32-43. <https://doi.org/10.1111/1471-3802.12706>
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- Grijpma, J. W., Ramdas, S., Broeksma, L., Meeter, M., Kusurkar, R. A., & de la Croix, A. (2024). Learning from the Experts: Stimulating Student Engagement in Small-group Active Learning. *Perspectives on Medical Education*, 13(1), 229-238. <https://doi.org/10.5334/pme.1245>
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- Hoencamp, M., Exalto, J., de Muynck, A., & de Ruyter, D. (2024). Self-Responsible Self-Determination: The Educational Theory of Martinus Jan Langeveld (1905–1989), Its Origins and Sources. *History of Education*, 53(1), 86-105. <https://doi.org/10.1080/0046760X.2024.2315968>
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- Jongsma, M. V., Scholten, D. J., Vuuregge, A. H., Bollen, Y., Meeter, M., & van Muijlwijk-Koezen, J. E. (2024). More Engaged and Prepared Students with an Online Prelab Module in Large Undergraduate Biochemistry Laboratory Courses. *Journal of Chemical Education*, 101(12), 5192-5202. <https://doi.org/10.1021/acs.jchemed.4c00875>
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- Prins, J., van der Veen, C., & Meeter, M. (2024). Nature play in early childhood leads to great and varied language production [pre-print]. Unpublished. <https://www.researchsquare.com/article/rs-4730709/v1>
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Professional

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Fassaert, I., de Bruijn, A., & van der Kamp, J. (2025). Inzicht in de klas: hoe sociometrie sociale relaties in beweging brengt? *LO magazine*, 113(1).

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Schinkel, A. (2024). Education in the Anthropocene: The importance of (re)searching together. *ICSEI Dialogic*, 5-7. Article 3. <https://drive.google.com/file/d/1UOBokaDCYgcdvW6ik-QI0Qx1ltCNPEQC/view>

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Starreveld, K., Willemen, A., Overbeek, M., & Bakermans-Kranenburg, M. J. (2024). Veilige haven, veilige basis. *JSW (Jeugd in school en wereld)*, 4, 14-18.

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van der Wilt, F. (2024). Als ze maar gelukkig zijn: Sociale acceptatie en geluk. *De Wereld van het Jonge Kind*.

van der Wilt, F. (2024). Focussen op het hier en nu: werkt dat? Het effect van mindfulness bij jonge kinderen. *De Wereld van het Jonge Kind*, 51(1), 6-11. Article 1.

van Oers, B., & van der Veen, C. (2025). De waarde van spel voor menselijke ontwikkeling. *De Wereld van het Jonge Kind*, (5).

Wynberg, E., & van der Veen, C. (2024). Van manipuleren kun je leren. De waarde van materiaalgericht spel. *De Wereld van het Jonge Kind*.

Popular

Schinkel, A. (2024). Argumenten voor stopzetten interlandelijke adoptie gebrekkig. *Reformatisch Dgblad*.
<https://www.rd.nl/artikel/1062768-argumenten-voor-stopzetten-interlandelijke-adoptie-gebrekkig>

Schinkel, A. (2024). Het hoger onderwijs waarvoor we demonstreren, bestaat dat wel? *ScienceGuide*.

Contribution to Journal - Book/Film/Article/Exhibition review

Academic

Dorresteyn, C. V. (2024). [Book review of:] Critical digital pedagogy in higher education. *Pedagogies: An International Journal*, 19(3), 487-490. <https://doi.org/10.1080/1554480x.2024.2381932>

Zuurmond, A. (2024). De schuld van de progressieve pedagogen? Maarten Huyghen (2023). Nog wat geleerd vandaag? Hoe kennis terugkeert in het onderwijs. Amsterdam: Boom. ISBN: 9789024458011; 312 pagina's; €29.95. *Pedagogiek*, 44(3), 312. <https://www.aup-online.com/content/journals/10.5117/PED2024.3.006.ZUUR>

Contribution to Journal - Editorial

Academic

Brummelman, E., van Atteveldt, N., Wolf, S., & Sierksma, J. (2024). Using social and behavioral science to address achievement inequality. *NPJ Science of learning*, 9, 1-6. Article 44. <https://doi.org/10.1038/s41539-024-00259-1>

Huizinga, M., Burack, J. A., & Baeyens, D. (2024). Editorial: Executive Function and Education, volume II: Considerations for Academic Success - Across Contexts and Populations. *Frontiers in Psychology*, 15, 1-3. Article 1365993. <https://doi.org/10.3389/fpsyg.2024.1365993>

Swennen, A. (2024). Education is not the problem, but part of the solution. *European Journal of Teacher Education*, 47(4), 633-637. <https://doi.org/10.1080/02619768.2024.2402613>

Verger, A., Parcerisa, L., Pagès, M., & Camphuijsen, M. (2024). School autonomy with accountability as a cross-national policy model: diverse adoptions, practices and impacts. *Nordic Journal of Studies in Educational Policy*, 10(3), 167-179. <https://doi.org/10.1080/20020317.2024.2430706>

Contribution to Journal - Special issue (Editorship)

Academic

Drerup, J., Brüggemann, C., & Engelmann, S. (Eds.) (2025). Demokratie und Erziehung in Zeiten des Krieges. Manuscript in preparation.

Drerup, J., & Schweiger, G. (Eds.) (2025). Was ist eine gute Kindheit?. Manuscript in preparation.

Drerup, J. (Ed.), Schinkel, A., López, C. A. (Ed.), Kuhlmann, N. (Ed.), & Yanagida, K. (Ed.) (2025). Activism in Higher Education. Manuscript in preparation.

Contribution to Journal - Review article

Academic

Alsem, M. W., Bakkum, A., Ketelaar, M., & Willemsen, A. M. (2025). Exploring the “shared” in shared decision-making in the care for children with chronic diseases or disabilities: what are the roles of parents and professionals? *European Journal of Pediatrics*, 184(1), 1-12. Article 91. <https://doi.org/10.1007/s00431-024-05930-8>

Loheide-Niesmann, L., Riem, M. M. E., & Cima, M. (2024). The impact of maternal childhood maltreatment on child externalizing behaviour and the mediating factors underlying this association: a three-level meta-analysis and systematic review. *European Child and Adolescent Psychiatry*, 33(8), 2445-2470. <https://doi.org/10.1007/s00787-022-02117-0>

Steensma, R., van den Bogerd, N., Dijkstra, K., Janssen-Heijnen, M., Krabbendam, L., Vries, R. D., & Maas, J. (2025). How to implement nature-based interventions in hospitals, long-term care facilities for elderly, and rehabilitation centers: A scoping review. *Urban Forestry and Urban Greening*, 103, 1-15. Article 128587. <https://doi.org/10.1016/j.ufug.2024.128587>

Chapter in Book / Report / Conference proceeding - Chapter

Academic

Drerup, J. (2025). Controversies on the Continent: From Germany's Post-War Consensus to the Rise of Populism. Manuscript in preparation. In *Teaching Controversy: The Politics and Ethics of Classroom Conflict* Oxford University Press.

Drerup, J. (2025). Educational Ethics and Childhood. Manuscript in preparation. In *Framing Educational Ethics*

Drerup, J. (2025). Educating or Governing the World? On the Idea of a Global Educational Canon. Manuscript in preparation. In *World Citizenship Education in Times of Crises: Japanese-German Perspectives* Metzler.

Drerup, J. (2025). Gibt es mündige Verschwörungstheoretiker? Über Kritik und ihre Verfallsformen. Manuscript in preparation. In *Verschwörungstheorien als pädagogische Herausforderung: Politikdidaktische und erziehungswissenschaftliche Perspektiven* Springer VS.

Drerup, J. (2025). Follow the science? Der Klimawandel und die Kontroverse über Kontroversitätsgebote. Manuscript in preparation. In *Politische Bildung für nachhaltige Entwicklung* Wochenschau Verlag.

Chapter in Book / Report / Conference proceeding - Conference contribution

Academic

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Professional

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Contribution to Conference - Paper

Academic

Zuurmond, A. (2024). *Waarom maken we van scholen geen bedrijven? Filosofische reflecties op onderwijs en markt.* Paper presented at Colloquium Levensfilosofie.

Contribution to Conference - Poster

Academic

Patty, N., van Meeteren, K., Verdonk, M., Ketelaar, M., Schuengel, C., & Willemen, A. (2024). *A qualitative study on the conceptualization of burnout from the perspective of parents of children with complex care needs.* Poster session presented at 36th EACD Annual Meeting, Bruges, Belgium.

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Patty, N., van Meeteren, K., Verdonk, M., Ketelaar, M., Schuengel, C., & Willemen, A. (2024). *A qualitative study on the risk- and protective factors and the conceptualization of burnout from the perspective of parents of children with complex care needs.* Abstract from 36th EACD Annual Meeting, Bruges, Belgium.

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Book / Report - Book

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Working paper / Preprint - Preprint

Academic

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