

## ECS Research output 2017

### Journal contributions

- Akullo, D., Maat, H., & Wals, A. E. J. (2017). An institutional diagnostics of agricultural innovation; public-private partnerships and smallholder production in Uganda. *NJAS Wageningen Journal of Life Sciences*. DOI: 10.1016/j.njas.2017.10.006
- Ameyaw, J., Turnhout, E. Arts, B. & Wals, A.E.J. (2017) Creating a responsive curriculum for postgraduates: lessons from a case in Ghana. *Journal of Further and Higher Education*, <https://doi.org/10.1080/0309877X.2017.1386285>
- Baggen, Y., Kampen, J.K., Naia, A., Biemans, H.J.A., Lans, T., & Mulder, M. (Published online 7 August, 2017). Development and Application of the Opportunity Identification Competence Assessment Test (OICAT) in Higher Education. *Innovations in Education and Teaching International*. DOI: 10.1080/14703297.2017.1348962.
- Baggen, Y., Mainert, J., Kretzschmar, A., Lans, T., Biemans, H. J., Niepel, C., & Greiff, S. (2017). Complex Problems in Entrepreneurship Education: Examining Complex Problem-Solving in the Application of Opportunity Identification. *Education Research International*, 2017.
- Baggen, Y., Kampen, J., Naia, A., Biemans, H.J.A., Lans, T. & Mulder, M. (2017). Development and Application of the Opportunity Identification Competence Assessment Test (OICAT) in Higher Education. *Innovations in Education and Teaching International*, DOI: 10.1080/14703297.2017.1348962. (ISI)
- Baggen, Y., Mainert, J., Kretzschmar, A., Lans, T., Biemans, H., Niepel, C. & Greiff, S. (2017). Complex Problems in Entrepreneurship Education: Examining Complex Problem Solving in the Application of Opportunity Identification. *Education Research International (Special issue Entrepreneurship Education with Impact: Opening the Black Box)*. Doi:10.1155/2017/1768690. (ISI)
- Bouwman, M., P. Runhaar, R. Wesselink, & M. Mulder (2017). Fostering teachers' team learning: An interplay between transformational leadership and participative decision-making? *Teaching and Teacher Education* 65 (July), pp. 71-80. <http://dx.doi.org/10.1016/j.tate.2017.03.010>.
- Bouwman, M., P. Runhaar, R. Wesselink, & M. Mulder (Published online 6 May 2017). Stimulating teachers' team performance through team-oriented HR practices: the roles of affective team commitment and information processing. *International Journal of Human Resource Management*, doi: 10.1080/09585192.2017.1322626.
- Bouwman, M., Runhaar, P., Wesselink, R., & Mulder, M. (Accepted 10 November 2017). Towards distributed leadership in VET schools: the interplay between formal leaders and team members. *Educational Management Administration & Leadership*.
- Bouwman, M. H. C. F., Runhaar, P. R., Wesselink, R., & Mulder, M. (2017). Towards distributed leadership in VET schools: the interplay between formal leaders and team members. *Educational Management Administration & Leadership*. DOI: 10.1177/1741143217745877
- Chaves, M., Macintyre, T., Verschoor, G., & Wals, A.E.J. (2017). Radical ruralities in practice: Negotiating buen vivir in a Colombian network of sustainability. *Journal of Rural Studies*. <https://doi.org/10.1016/j.jrurstud.2017.02.007>

- Cheng, X. & Biemans, H.J.A. (2017). The Evolution, Characteristic and Inspiration of the Higher Education Quality Assurance System in the Netherlands. *Journal of the National Academy of Education Administration*, 234(6), 90-94. (Non-ISI)
- Cremers, P., Wals, A.E.J., Wesselink, R., & Mulder, M. (2017). Utilization of design principles for hybrid learning configurations by interprofessional design teams, *Instructional Science*. 45(2), pp. 289–309. DOI 10.1007/s11251-016-9398-5.
- Ginkel, S. van, Gulikers, J., Biemans, H. & Mulder, M. (2017). The Impact of The Feedback Source on Developing Oral Presentation Competence. *Studies in Higher Education*, 42(9), 1671–1685 (DOI: 10.1080/03075079.2015.1117064). (ISI)
- Ginkel, S. van, Gulikers, J., Biemans, H. & Mulder, M. (2017). Fostering Oral Presentation Performance: Does the Quality of Feedback Differ When Provided by the Teacher, Peers or Peers Guided by Tutor? *Assessment and Evaluation in Higher Education*, 42(6), 953–966 (DOI: 10.1080/02602938.2016.1212984). (ISI)
- Ginkel, S. van, Laurentzen, R., Mulder, M., Mononen, A., Kyttä, J., & Kortelainen, M. (2017). Assessing Oral Presentation Performance: Designing a Rubric and Testing its Validity with an Expert Group. *Journal of Applied Research in Higher Education*, 9(3), pp.474-486.
- Gulikers, J., Runhaar, P., & Mulder, M. (Published online 27 October 2017). An assessment innovation as flywheel for changing teaching and learning. *Journal of Vocational Education and Training*. <http://dx.doi.org/10.1080/13636820.2017.1394353>. NON ISI
- Karimi, S., Biemans, H. J.A., Naderi Mahdei, K., Lans, T., Chizari, M. and Mulder, M. (2017), Testing the relationship between personality characteristics, contextual factors and entrepreneurial intentions in a developing country. *International Journal of Psychology*, 52, 227–240. doi:10.1002/ijop.12209. (ISI)
- Lans, T., Tynjälä, P., Biemans, H., Ratinho, T., & Karimi, S. (2017). Entrepreneurship Education with Impact: Opening the Black Box. *Education Research International*, 2017. <https://doi.org/10.1155/2017/7051795>
- Le, T. H. P., Biesbroek, R., & Wals, A. E. J. (2017). The interplay between social learning and adaptive capacity in climate change adaptation: A systematic review. *NJAS Wageningen Journal of Life Sciences*, 82, 1-9. DOI: 10.1016/j.njas.2017.05.001
- Macintyre T., Lotz-Sisitka, H., Wals, A., Vogel, C., Tassone, V.C., 2018. Towards transformative social learning on the path to 1.5 degrees. Accepted in *Journal Current Opinion in Environmental Sustainability*.
- Mainert, J., Niepel, C., Lans, T., & Greiff, S. (2017). How employees perceive organizational learning: construct validation of the 25-item short form of the strategic learning assessment map (SF-SLAM). *Journal of Knowledge Management*, (just-accepted), 00-00. (4 credits), <https://doi.org/10.1108/JKM-11-2016-0494>
- Medema, W., Adamowski, J., Orr, C., Furber, A., Wals, A., & Milot, N. (2017). Building a foundation for knowledge co-creation in collaborative water governance: Dimensions of stakeholder networks facilitated through bridging organizations. *Water (Switzerland)*, 9(1), [60]. DOI: 10.3390/w9010060
- Mulder, M. (2017). Developments in the *Journal of Agricultural Education and Extension*, The *Journal of Agricultural Education and Extension*, 23(1), pp. 1-3, DOI: 10.1080/1389224X.2016.1274076.

- Mulder, M. (2017). A Five-Component Future Competence (5CFC) Model. *The Journal of Agricultural Education and Extension*, 23(2), pp. 99-102, DOI: 10.1080/1389224X.2017.1296533.
- Mulder, M. (2017) Agricultural pedagogical content knowledge (APCK)?, *The Journal of Agricultural Education and Extension*, 23(5), 393-396, DOI: 10.1080/1389224X.2017.1369613.
- Mulder, M. (2017). Workplace learning and competence development, *The Journal of Agricultural Education and Extension*, 23(4), pp/ 283-286, DOI: 10.1080/1389224X.2017.1348030.
- Mulder, M. (Ed.) (2017). *Competence-Based Vocational and Professional Education. Bridging the Worlds of Work and Education*. Cham, Switzerland: Springer. 1142 pages; DOI 10.1007/978-3-319-41713-4.
- Mulder, M. (2017). Competence and the alignment of education and work. In: Mulder, M. (Ed.), *Competence-Based Vocational and Professional Education. Bridging the Worlds of Work and Education*. Cham, Switzerland: Springer, pp. 229-251.
- Mulder, M. (2017). Competence Theory and Research: a Synthesis. In: Mulder, M. (Ed.), *Competence-Based Vocational and Professional Education. Bridging the Worlds of Work and Education*. Cham, Switzerland: Springer, pp. 1071-1106.
- Mulder, M. and J. Winterton (2017). Introduction. In: Mulder, M. (Ed.), *Competence-Based Vocational and Professional Education. Bridging the Worlds of Work and Education*. Cham, Switzerland: Springer, pp. 1-43.
- Mutahara, M., Warner, J. F., Wals, A. E. J., Shah Alam Khan, M., & Wester, F. (2017). Social learning for adaptive delta management: Tidal River Management in the Bangladesh Delta. *International Journal of Water Resources Development*. DOI: 10.1080/07900627.2017.1326880
- Noroozi, O., Kirschner, P.A., Biemans, H.J.A., & Mulder, M. (published online 16 February 2017). Promoting Argumentation Competence: Extending from First- to Second-Order Scaffolding. *Educational Psychology Review*. DOI 10.1007/s10648-017-9400-z.
- Noroozi, O., Biemans, H.J.A., Kirschner, P. & Mulder, M. (2017). Promoting Argumentation Competence: Extending from First- to Second-Order Scaffolding through Adaptive Fading. *Educational Psychology Review*, DOI: 10.1007/s10648-017-9400-z. (ISI)
- Oonk, C., Gulikers, J. T. M., & Mulder, M. (2017). Educating Boundary Crossing Planners: Evidence for Student Learning in the Multistakeholder Regional Learning Environment. *Journal of Planning Education and Research*, 1-14. DOI: 10.1177/0739456X17737598
- Osagie, E., Wesselink, R., Runhaar, P. & Mulder, M. (2017). Unraveling the Competence Development of Corporate Social Responsibility Leaders. The Importance of Peer Learning, Learning Goal Orientation, and Learning Climate. *Journal of Business Ethics*. DOI 10.1007/s10551-017-3638-8. (Business Q2; Ethics Q1).
- Ploum, L., Blok, V., Lans, T., & Omta, O. (2017). Toward a Validated Competence Framework for Sustainable Entrepreneurship. *Organization & Environment*, 1086026617697039. (ISI)
- Runhaar, P. (2017). Factors influencing professional development in teacher teams within CBE contexts. In: Mulder, M. & Winterton J. (Eds.) p. 755-773. *Competence-Based Vocational and Professional Education. Bridging the World of Work and Education*. Springer.

- Sol, J., Wal. M.M. van der, Beers, P.J., Wals. A.E.J. (2017/2018?). Reframing the future, the role of reflexivity in governance networks. *Environmental Education Research*. 1469-5871, DOI: 10.1080/13504622.2017.1402171
- Tarekegne, C., Wesselink, R., Biemans, H.J.A. & Mulder, M. (2017). Developing and validating a competence profile for Development Agents: an Ethiopian case study. *The Journal of Agricultural Education and Extension*, 23(5), 427-441. DOI: 10.1080/1389224X.2017.1368400. (Non-ISI)
- Tassone, V.C., O'Mahony, C., McKenna, E., Eppink, H.J., Wals, A.E.J., 2017. (Re-)designing higher education curricula in times of systemic dysfunction: a responsible research and innovation perspective. PP 1-16. *Higher Education*. Springer, Open Access, available at: <https://doi.org/10.1007/s10734-017-0211-4>
- Tassone, V.C., Dik, G. and Van Lingen, T., 2017. Empowerment for sustainability in higher education through the EYE learning tool. *Journal of Sustainability in Higher Education*, 18, 3, pp.341-358. <https://doi.org/10.1108/IJSHE-12-2015-0209>
- Wals, A. E. J., & Benavot, A. (2017). Can we meet the sustainability challenges? The role of education and lifelong learning. *European Journal of Education*, 52(4), 404-413. DOI: 10.1111/ejed.12250
- Wals, A.E.J., Mochizuki, Y. & Leicht, A. (2017) Critical case-studies of non-formal and community learning for sustainable development. *International Review of Education* (2017) 63: 783. <https://doi.org/10.1007/s11159-017-9691-9>
- Wals, A.E.J., Weakland, J. and Corcoran, P.B. (2017). Introduction. *Envisioning futures for environmental and sustainability education*. Wageningen Academic Publishers. Corcoran, Peter Blaze and Weakland, Joseph P and Wals, Arjen EJ.
- Wals, A. E. J., Weakland, J. P., & Corcoran, P. B. (2017). Preparing for the Ecocene: Envisioning futures for environmental and sustainability education. *Japanese Journal of Environmental Education*, 26(4), 71-76. DOI: 10.5647/jsoee.26.4\_71
- Wals, A. E. J. (2017). Sustainability by Default: Co-creating Care and Relationality Through Early Childhood Education. *International Journal of Early Childhood*, 49(2), 155-164. DOI: 10.1007/s13158-017-0193-5
- Wesselink, Renate; Blok, Vincent; Ringersma, Jarno (2017). Pro-environmental behaviour in the workplace and the role of managers and organisation. *Journal of Cleaner Production* 168 (2017). - ISSN 0959-6526 - p. 1679 - 1687.
- Woldman, N., Runhaar, P., Wesselink, R., & Mulder, M. (accepted) Supporting Temporary Agency Workers' affective commitments: exploring the role of opportunities for competence development Human Resource Development International, Human Resources Development International.
- Zoethout, H., Wesselink, R., Runhaar, P., and Mulder, M. (2017). Using Transactivity as an Analytical Framework to Understand Emergence of Team Learning. *Small Group Research*. 48(2), pp. 190-214.
- Zwart, D., Van Luit, J.E.H., Noroozi, O., & Goei, S.L. (2017). The effects of digital learning materials on students' mathematics learning in vocational education. *Cogent Education*, 4(1), 1-10. <http://dx.doi.org/10.1080/2331186X.2017.1313581>

## PhD Dissertations

- Baggen, Y. (2017). Opportunity Identification Competence. Explaining individual and exploring team opportunity identification by employees. PhD Dissertation. Wageningen: Wageningen University & Research.
- Le, T.H.P. (2017) Developing adaptive capacity in times of climate change in central rural Vietnam: exploring smallholders' learning and governance. PhD Dissertation. Wageningen: Wageningen University & Research.

## Books

- Mulder, M. (Ed.) (2017). Competence-Based Vocational and Professional Education. Bridging the Worlds of Work and Education. Cham, Switzerland: Springer. 1142 pages; DOI 10.1007/978-3-319-41713-4.
- Corcoran, P.B. Weakland, J. & Wals A.E.J. (2017) Envisioning Futures for Environmental and Sustainability Education. Wageningen: Wageningen Academic Publishers. 477 pages, <https://doi.org/10.3920/978-90-8686-846-9>

## Book chapters

- Baartman, L., & Gulikers, J. T. M. (2017). Assessment in Dutch vocational education: Overview and tensions of the past 15 years. In E. de Bruijn, S. Billett, & J. Onstenk (Eds.), *Enhancing Teaching and Learning in the Dutch Vocational Education System*. (Vol. 18, pp. 245-266). Dordrecht: Springer International Publishing. 10.1007/978-3-319-50734-7\_12
- Bouwman, M., & Runhaar, P. (2017). Gespreid leiderschap in een hiërarchische organisatiestructuur. In F. Hulsbos, & S. van Langevelde (Eds.), *Gespreid leiderschap in het onderwijs. Elkaar invloed gunnen voor vernieuwing*. Utrecht: Kessels & Smit Publishers.
- Gulikers, J., & Benthum, N. van (2017). Competentietoetsing. In H. van Berkel,, A. Bax, & D. Joosten-ten Brinke (Eds). *Toetsen in het Hoger Onderwijs, vierde druk* (pp228-239). Houten : Bonn Stafleu van Loghum, Springer Media.
- Lans, T., Seuneke, P., & Klerkx, L. (2017). Agricultural entrepreneurship. In *Encyclopedia of creativity, invention, innovation and entrepreneurship* (pp. 1-7). Springer New York.
- Monroe, M., Wals, A.E.J., Kobori, H. & Ekne, J. (2017). Sustainable Cities. *Urban Environmental Education Review*. Pp 21. Cornell University Press.
- Mulder, M. (2017). Competence and the alignment of education and work. In: Mulder. M. (Ed.), *Competence-Based Vocational and Professional Education. Bridging the Worlds of Work and Education*. Cham, Switzerland: Springer, pp. 229-251.
- Mulder, M. (2017). Competence Theory and Research: a Synthesis. In: Mulder. M. (Ed.), *Competence-Based Vocational and Professional Education. Bridging the Worlds of Work and Education*. Cham, Switzerland: Springer, pp. 1071-1106.

- Mulder, M. & J. Winterton (2017). Introduction. In: Mulder, M. (Ed.), *Competence-Based Vocational and Professional Education. Bridging the Worlds of Work and Education*. Cham, Switzerland: Springer, pp. 1-43.
- Neubert, J., Lans, T., Mustafic, M., Greiff, S., & Ederer, P. (2017). Complex Problem-Solving in a Changing World: Bridging Domain-Specific and Transversal Competence Demands in Vocational Education. In *Competence-based Vocational and Professional Education* (pp. 953-969). Springer International Publishing.
- Noroozi, O., & McAlister, S. (2017). Software tools for scaffolding argumentation competence development. In M. Mulder, (Ed.), *Competence-based vocational and professional education. Bridging the worlds of work and education* (pp.819-839). Cham: Springer International Publishing Switzerland. [http://dx.doi.org/10.1007/978-3-319-41713-4\\_38](http://dx.doi.org/10.1007/978-3-319-41713-4_38).
- Saito, J., de Sousa, M., Nolan, C. & Wals, A.E.J. (2017). Grounding the future in the past and the present: community-based sustainability in an old Japanese mining town. In: Corcoran, P.B. Weakland, J. & Wals A.E.J.(Eds.). *Envisioning futures for environmental and sustainability education*. Wageningen: Wageningen Academic Publishers. p. 427-435, <https://doi.org/10.3920/978-90-8686-846-9>
- Stevenson, R., Wals, A.E.J., Heimlich, J.E. & Field, E. (2017). *Critical Environmental Education. Urban Environmental Education Review*. Pp 51. Cornell University Press.
- Popov, V., Brinkman, D. & Van Oudenhoven J. P. (2017). Becoming Globally Competent through Student Mobility. Mulder, M. (Ed.) *Competence-based Vocational and Professional Education. Bridging the Worlds of Work and Education*. Cham, Switzerland: Springer, pp. 1007-1028.
- Runhaar, P. (2017). Factors influencing professional development in teacher teams within CBE contexts. In: Mulder, M. & Winterton J. (Eds.) *Competence-Based Vocational and Professional Education. Bridging the World of Work and Education*. Springer. 755.-773.
- Wals, Arjen EJ (2017). AFTERWORD: ETHICAL LITERACIES AND SUSTAINABILITY EDUCATION: YOUNG PEOPLE, SUBJECTIVITY AND DEMOCRATIC PARTICIPATION. *Ethical Literacies and Education for Sustainable Development: Young People, Subjectivity and Democratic Participation*. Pp 163. Palgrave.
- Wals, A.E.J. and Peters, M.A. (2017) *Flowers of Resistance: Citizen science, ecological democracy and the transgressive education paradigm* König, A. & Ravetz, J. (ed.). 2017. *Sustainability Science: Key Issues*. London: Earthscan/Routledge. <https://www.routledge.com/Sustainability-Science-Key-Issues/Konig-Ravetz/p/book/9781138659285>
- Wesselink, R., H.J.A. Biemans, J. Gulikers and M. Mulder (2017). Models and Principles for Designing Competence-Based Curricula, Teaching, Learning and Assessment. In: Mulder, M. (Ed.), *Competence-Based Vocational and Professional Education. Bridging the Worlds of Work and Education*. Cham, Switzerland: Springer, pp. 533-553.
- Wals, A.E.J., Corcoran, P.B. & Weakland, J. (2017) Introduction. In: Corcoran, P.B. Weakland, J. & Wals A.E.J.(Eds.) *Envisioning Futures for Environmental and Sustainability Education*. Wageningen: Wageningen Academic Publishers. P.19-29, <https://doi.org/10.3920/978-90-8686-846-9>

## Reports

- Bouwmans, M., & Runhaar, P. (2017). De invloed van teamgericht HRM op teamleeractiviteiten van docenten. *De Nieuwe Meso*, (3), 64-70.

- Gulikers, J., Runhaar, P. Wallenaar, M., & Wesselink, R. (2017). Aan de slag met de Startwijzer-mbo. *Profiel*, 9, pp 18-19.
- Gulikers, J. & Baartman, L. (2017). Doorpakken met formatief toetsen. *Didaktief*, 9, 24-25.
- Gulikers, J. & Baartman, L. (2017). Effectief formatief toetsen implementeren in de klas. *Toets Magazine!*, 2, pp 22.
- Gulikers, J. & Baartman, L. (2017). Doelgericht professionaliseren. Formatief toetsen met effect ! Wat DOET de docent in de klas ? Eindrapport NRO-PPO overzichtsstudie dossiernummer 405-15-722. <https://www.nro.nl/kb/405-15-722-doelgericht-professionaliseren-formatieve-toetscompetenties-met-effect/>

## Paper presentations / keynotes / abstracts in proceedings / Activities / Non textual

- Biemans, H., Mariën, H., Fleur, E., Beliaeva, T., Tobi, H., & Nieuwenhuis, L. (2017, August). How to Promote Students' Transitions in VET? Paper presented at the ECER 2017 Conference, Copenhagen, Denmark.
- Gulikers, J. & Baartman, L. (2017, June). Formatieve toetscompetenties: een systematische analyse van formatieve toetspraktijk in de klas. Paper presented at the ORD 2017, Antwerp, Belgium.
- Noroozi, O., Hatami, J., Mulder, M., & Biemans, H.J.A. (2017). To what extent students' epistemic beliefs influence their engagement in argumentative discourse and attitudinal change. In Smith, B.K., Borge, M., Mercier, E., and Lim, K.Y. (Eds.). *Making a Difference: Prioritizing Equity and Access in CSCL*, 12th International Conference on Computer Supported Collaborative Learning (CSCL), Volume 2. pp. 533-536. Philadelphia, PA: International Society of the Learning Sciences. <https://repository.isls.org/handle/1/276>
- Oonk, C., Gulikers, J., and Fortuin, K. (2017) The boundary crossing rubric: A new tool to develop and assess inter- and transdisciplinary learning outcomes. *International Transdisciplinarity Conference 2017*, September 11-15, 2017, Leuphana University Lüneburg, Germany
- Valero-Haro, A., Noroozi, O., Biemans, H.J.A., & Mulder, M. (2017). Exploring the relationships between the components of argumentation competence and their relationships with domain-specific knowledge. In L. Gómez Chova., A. López Martínez, & I. Candel Torres (Ed.). *Proceedings of the 9th International Conference on Education and New Learning Technologies*, p. 3954. Barcelona, Spain, 3-5 July, 2017.
- Tassone, V., 2017. Keynote. Equipping Higher Education Students to be Socially Responsible. *European Social Responsibility Days*, European Parliament and Universite' Libre du Bruxelles, Nov. 9th -10th, Belgium.
- Tassone, V., De Marree, J., 2017. Keynote: EnRRICH for more responsible and responsive graduates. *European conference, UNIBILITY – University Meets Social Responsibility*, 22nd September 2017, Barcelona, Spain.
- Tassone, V., 2017. Learning in-between academia and society: design principles and an example from Wageningen University. *International Transdisciplinarity Conference, Transdisciplinary Research and Education*, September 11-15, 2017, Leuphana University Lüneburg, Germany.

- Tassone, V., O'Mahoni, C., McKenna, E., 2017. Enhancing Responsible Research and Innovation through Curricula in Higher Education. Connecting Higher Education: international perspectives on research-based education. London, June 26-28 2017, UK.
- Tassone, V., 2017. Keynote. Sustainability-oriented pedagogy & learning outcomes: two cases from Wageningen University. Association for European Life Science Universities, 13-14 June, 2017, University of Zagreb, Croatia.
- Tassone, V., Wals, A., and Eppink H., 2017. Re-designing higher education curricula from a Responsible Research perspective. Paper presented at AERA (American Education Research Association) conference, April 27-May 1, 2017. Texas, USA.
- Wals, A.E.J. (2017) Are we educated to destroy the Earth: 'University Education for Sustainability' held at the Purpose of the Future University conference held at Aarhus University, Aarhus, Denmark, November 7-8, 2017.
- Wals, A.E.J. (2017) De duurzame school als kloppend hart van de buurt. Inleiding AKSO Studiedag gehouden in de Meerpaal te Amsterdam op 30 maart.
- Wals, A.E.J. (2017) Transdisciplinary Sustainability Research. Keynote Autour des Sciences Ecocitoyennes Territorialisées. Journées d'échanges entre praticiens et chercheurs, 16 - 18 mai 2017 Arlon, Belgique.
- Wals, A.E.J. (2017) Disrupting the normalisation of unsustainability: rethinking education and research in times of global systemic dysfunction. Keynote Tagung „Bildung und Erziehung im Kontext globaler Transformation“ der beiden DGfE-Kommissionen Bildung für nachhaltige Entwicklung (BNE) und Vergleichende und internationale Erziehungswissenschaft (VIE), Bayreuth, Germany, 23-03-2017.
- Wals, A.E.J. (2017) Transgressive education and research in pursuit of sustainability and change. INTRO DE REFORMA RURAL INTEGRAL: RETOS PARA LA CONSTRUCCIÓN DE PAZ, Universidad Nacional de Colombia, Bogota, Colombia, 13-02-2017
- Wals, A.E.J. (2017) Citizen science als tool voor milieu- en wetenschapseducatie en meer publieksengagement. Keynote gehouden op de Inspiratiedag Natuur-Klimaat-Milieu-Educatie op 16 november, 2017 te Hasselt bij Provinciaal Natuurcentrum Limburg.
- Wals, A.E.J. (2017) Learning against the grain: transgressive learning for sustainability in the Anthropocene. Keynote held at the Adult Learning Conference on ESD-Future Milestones & Strategies, Copenhagen, October 12th, 2017.
- Wals, A.E.J. (2017) Scholen die duurzaamheid ademen: de 'whole school approach' Keynote Conferentie Duurzame PABO, gehouden bij de Hoge School Windesheim te Zwolle 2017 op 8 februari.
- Wals, A.E.J. (2017) Emancipatory EE and T-Learning in Times of Uncertainty and Urgent Sustainability Challenges. Keynote held at the Chinese Association for Environmental Education Conference held in Taichung, Taiwan on September 16th.
- Wals, A.E.J. (2017) Social learning against climate change Keynote held at the International Conference on Environmental Education held in Taipei Region, Taiwan held on September 14th.
- Wals, A.E.J. (2017) No Jobs on a Dead Planet: Are We Educated to Destroy the Earth? Input talk 'Forum University Education for Sustainability' held at Gothenburg University on November 14th.



- Wals, A.E.J. (2017) Onderwijzen voor een duurzamere wereld. Lezing gehouden tijdens de opening academisch jaar van Marnix Academie, Domkerk te Utrecht, 28 augustus, 2017
- Wals, A.E.J. (2017) 'Van buiten wordt je binnen beter': tuinieren als basis voor duurzame ontwikkeling. Inleiding gehouden op de Duurzaamheidsmiddag Schooltuinen Amsterdam op 24 juni.
- Wals, A.E.J. (2017) Higher Education for Sustainable Development: A Call for Transgression & Transformation. Keynote held EU-WISE Seminar "Implementing ESD in Higher Education" Held at SLU, Uppsala, Sweden, December 11th.
- Wals, A.E.J. (2017) The Transformative Power of Education: Rethinking 'education-as-usual' in times of unsustainability. Keynote held at the World Heritage Museum, Gothenburg, 6th of October.
- Wals, A.E.J. (2017) Using the SDGs as a catalyst for re-designing higher education in the Anthropocene. Video-link keynote held at the ICA-Edu Colloquium, Zagreb June 13th.