

Special Issue

Teaching and Learning for Embedding Sustainability in Higher Education

Message from the Guest Editors

In the rapidly changing world, with increasing environmental, social, economic and cultural pressures and challenges, embedding sustainability in Higher Education (HE) is of critical importance. Transforming HE curricula and practices is a great challenge, and real outcomes are still lagging behind. Most of the teaching methodology applied focuses on lecturing the and limited use of: (i) problem-based learning strategies; (ii) placed-based pedagogy; (iii) utilization of ICTs as enabling pedagogical tools, and other innovative teaching/learning tools suitable to address sustainability and SDGs challenges.

The aim of this Special Issue is to share the experiences from efforts to integrate or embed sustainability through the teaching and learning lens. Does teaching about sustainability lead to action and not merely a change in student attitudes? What teaching and learning methods seem to have a more significant effect on action competencies and what are the challenges for instructors? These are some of the critical questions that this Special Issue aspires to give evidence-based answers.

Guest Editors

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Message from the Editor-in-Chief

I encourage you to contribute a research or comprehensive review article for consideration for publication in Sustainability, an international open access journal which provides an advanced forum for research findings in areas related to sustainability and sustainable development. The journal publishes original research articles, reviews, conference proceedings (peer reviewed full articles) and communications. I am confident you will find the journal contributes to enhancing understanding of sustainability and fostering initiatives and applications of sustainability-based measures and activities.

Editor-in-Chief

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