

1. Record Nr.	UNINA9910808308303321
Titolo	Teaching and learning strategies for sustainable development // Enakshi Sengupta (The American University of Kurdistan, Iraq), Patrick Blessinger (St. Johns University and Higher Education Training and Learning Association, USA), Taisir Subhi Yamin (The International Centre for Innovation in Education, Germany)
Pubbl/distr/stampa	Bingley, England : , : Emerald Publishing, , [2020] ©2020
ISBN	1-78973-639-0 1-78973-641-2
Edizione	[1st ed.]
Descrizione fisica	1 online resource (xii, 256 pages) : illustrations
Collana	Innovations in higher education teaching and learning ; ; volume 19
Disciplina	338.927
Soggetti	Sustainable development - Study and teaching Business & Economics - Development - Sustainable Development Sustainability
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Intro -- Half Title Page -- Series Page -- Title Page -- Copyright Page -- Contents -- List of Contributors -- Series Editors' Introduction -- Innovations in Higher Education Teaching and Learning -- FOREWORD -- Part I-PEDAGOGICAL APPROACHES -- Chapter 1-Introduction to Teaching and Learning Strategies for Sustainable Development -- Introduction -- Literature review -- Conclusion -- Chapter overviews -- References -- Chapter 2-Integrating Sustainability into the University: Academies for Learning -- Introduction -- The Academies -- The Ecojustice Curriculum Framework -- Embracing the Cultural Commons -- Redressing Our Conceptions of Intelligence -- Learning in the Academies -- The Professor as Mediator -- Conclusions -- References -- Films -- Chapter 3-An Interdisciplinary Problem-Based Approach to Education for Sustainable Development -- Beginnings -- Preparing the ground -- The Pilot -- Development of the approach -- The transformative nature of Education for Sustainable Development -- Discussion -- Conclusion -- Acknowledgments -- References --

Chapter 4-Using the Sdgs to Promote Change and Nurture Connectivity in an Undergraduate Design Module -- Introduction -- Millennium Development Goals -- Sustainable Development Goals -- Sustainable Development Goals and Design -- Framing the Research -- Future scenario building -- The Ethical Journey -- Methods -- Results -- Were you aware of the SDGs before this module? -- If you were aware of the SDGs, where did you hear about them? -- Which SDGs are related to your design challenge? -- What do you consider to be the values of the SDGs? -- In what way do you find the SDGs helpful? -- What aspects of your design have the SDGs made you think about?.

Having explored the SDGs within your project, can you give an example of trade-offs, wherein it was impossible to maximize fulfillment of two or more SDGs because to maximize one would mean not being able to maximize another? How did you decide what trad -- Give an example of how two or more SDGs were connected within your project -- Having explored the SDGs within the context of your project, would you change anything about the SDGs? If so, give an example -- Insights -- References -- Chapter 5-Leading Assessment Practices to Foster Sustainability Learning in Engineering Classrooms -- Introduction -- Literature Review -- Two Learning Models that Foreground Alignment -- Two Useful Frameworks for Sustainability Teaching -- Teaching Approaches in Engineering Sustainability Classes -- Impact of assessment design on student approaches to learning -- Overview of Research in Assessment -- Current Practice in Assessment for Sustainability in Engineering -- Research in Assessment for Sustainability in Engineering -- Discussion -- Conclusions -- References -- Chapter 6-Can the Anthropocene Provide a Tool For Meaningful Teaching of Sustainability in Higher Education? -- Background -- The Anthropocene -- Sustainability in Higher Education -- Research Approach -- Outcomes -- Discussion Points and Recommendations -- References -- Chapter 7-Deliberative Dialogue and Syllabus Deliberation as Innovative, Cross-Disciplinary, and Sustainable Teaching Methods -- Introduction -- What is Deliberation? -- What is the Deliberative Dialogue? -- Author's Context -- Deliberative Dialogue at Work -- More on the Issue Guide -- Deliberative Dialogue Session Implementation -- Reflections and Findings Related to Deliberative Dialogue in the Classroom -- Syllabus Deliberation -- Reflections and Findings Related to Syllabus Deliberation -- Questions and Ponderings -- Conclusion.

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Sommario/riassunto

The United Nations Sustainable Development Goals challenges us all to promote sustainable development. Higher education is a key arena for educating students in sustainability and sustainable developments, and for producing research on these key issues. This timely book explores the sustainable development goals, how well universities have been able to integrate them into their curriculum, and how universities can institutionalize the goals and sustainable development into their strategic plans and institutional culture. Authors from Nigeria, sub Saharan Africa, Italy and the Middle East explore how to achieve these targets in the face of shifting expectations.

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