

1. Record Nr.	UNINA9910828034603321
Titolo	Introduction to sustainable development leadership and strategies in higher education // edited by Enakshi Sengupta (the American University of Kurdistan, Iraq), Patrick Blessinger (Higher Education Teaching and Learning Association, USA), Taisir Subhi Yamin (the International Centre for Innovation in Education, Germany)
Pubbl/distr/stampa	Bingley, England : , : Emerald Publishing, , 2020
ISBN	1-78973-649-8 1-78973-647-1
Edizione	[1st ed.]
Descrizione fisica	1 online resource (225 pages)
Collana	Innovations in higher education teaching and learning ; ; v. 22
Disciplina	371.2
Soggetti	Sustainable development Sustainable development - Study and teaching (Higher) Business & Economics - Development - Sustainable Development Environmental economics
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 -- Introduction to Sustainable Development Leadership and Strategies in Higher Education -- Contents -- List of Contributors -- Series Editors' Introduction -- PART I: PEDAGOGICAL APPROACHES -- Introduction to Sustainable Development Leadership and Strategies in Higher Education -- Introduction -- The Role of a Leader -- Conclusion -- Chapter Overviews -- References -- Chapter 1: The Teaching of Sustainability in Higher Education: Improving Environmental Resilience in Malaysia -- 1. Introduction -- 2. Literature Review -- 2.1. Understanding the Concepts of Sustainability and SD -- 2.2. Resilience and SD -- 2.3. The Importance of SD in Education -- 2.4. ESD Practices in HE -- 2.5. Learning Objectives on Education for SDGs -- 3. Methodology -- 3.1. Survey/Quantitative Data -- 3.2. Focus Group/Qualitative Data -- 3.3. Data Analysis: Survey -- 3.4. Data Analysis FGD -- 4. Findings and Discussion -- 4.1. Demographic Profiles -- 4.2. Findings from the Study Overall: Survey and FGD -- 4.2.1. Knowledge about SD and Education for SDGs -- 4.2.2. Attitudes

toward Education for SDGs -- 4.2.3. Pedagogical Techniques on Education for SDGs -- 4.2.4. Learning Objectives on Education for SDGs -- 4.3. Issues and Challenges of ESD Practices -- 5. Conclusions and Recommendations -- Acknowledgments -- References -- Appendix 1: Explanations of Themes Identified In FGD (Knowledge About SD and Education for SDGs) -- Appendix 2: Explanations of Themes Identified in FGD (Attitudes Toward Education for SDGs). -- Chapter 2: Innovating Leadership Education: How Business Schools and Universities Need to Innovate Sustainable Strategies in Leadership Education -- Introduction -- Leadership Education: A Conceptual Framework -- Leadership Versus Management and Entrepreneurship -- Leadership in the Educational Context -- Leadership Education Today: Examining Actual Programs.

Leadership Programs: A Comparative Overview -- Overview of the Compared Programs -- Qualitative Content Analysis -- The Importance of Innovation Leadership Education -- Conclusion -- References -- Chapter 3: Sustainable Development of Leadership Strategies in Higher Education -- Governmental Organizations - Sustainability Leadership Focused -- Professional Organizations - Sustainability Leadership Focused -- College and University Leadership Departments/Roles - Sustainability Leadership Focused -- Educational Program - Sustainability Leadership Focused -- References -- Chapter 4: Moving Culture to the Center of the Curriculum: A Strategy for Regional Relevance and Organization Sustainability -- Introduction - The Role of Culture in Sustainability -- New Zealand's History as Bi-Cultural Nation -- Mori and Mori Identity in Higher Education -- An Institutional Context -- Toi Ohomai - Living Our Values -- Manaakitanga -- Whanaungatanga -- Toitutanga -- Kotahitanga -- Culture as a Strategy for Regional Relevance -- Culturally Responsive, Learner-Centric Delivery -- Innovative Practice for Cultural Sustainability -- The Environmental-Cultural Interface -- Conclusion -- References -- Chapter 5: Perceived Public Value, Community Building, and Sustainable Leadership Development in Agriculture: A Case Study of Capacity Building through the Nuffield International Farming Scholars Program -- Introduction -- Wicked Problems, Public Value, and Community Building -- Exploring Public Value -- Defining Public Value -- Connecting Communities and Public Value -- Sustainability, Community, and Reciprocity -- A Public Value Case Study: Nuffield International Farming Scholars Program -- Methodology for Understanding Public Value Perceptions -- Perceived Outcomes of the Nuffield International Experience: Participant Data -- Professional Benefit -- Innovative Thinking.

Operational Change -- Global Relationships -- Personal Benefit -- Confidence -- Exposure -- Global Network -- Post-Nuffield Engagement -- Agricultural Leadership -- Nuffield Program Leadership -- Community Engagement and Leadership -- Reciprocity -- Conclusions and Summary -- References -- Chapter 6: Learning for Uncertainty: Higher Education and Sustainability -- Introduction -- Theoretical Framework -- Transformative Learning -- Resilience -- Education for Resilience -- HE and Sustainability -- Role of Education in Society -- Contribution to the Sustainability Challenge -- Standardization of Knowledge -- Reflecting on Experience -- Learning for Uncertainty -- Authentic Learning -- Community Engagement -- Creativity -- Lifelong Learning: A Sustainability Perspective -- Conclusion -- References -- PART II: FRAMEWORK AND TOOLS -- Chapter 7: The Development of an Education for Sustainable Development Self-Evaluation Tool to Support Staff and Student Development -- Introduction -- Literature Review -- Rationale for the

Development of the Self-Evaluation Tool -- The Design and
Development of the Self-Evaluation Tool -- The Pilot Study
Methodology -- Results and Discussion - An Analysis of the Self-
Evaluation Tool -- Results and Discussion - An Analysis of the
Responses -- Program Content -- ESD Pedagogies -- Staff Support --
Student Awareness and Reflection -- Conclusion and
Recommendations -- References -- Chapter 8: Learning for a
Sustainable Future: Developing Key Competencies -- Introduction --
Increase in Tuition Fees -- Changing Worlds and Key Competencies --
Value Adding in the Time of New Age Technologies -- Emergent
Models of Universities -- Active Engagement in Learning -- Preparing
Faculty in the Era of Technology -- Conclusion -- References.
Chapter 9: The Role of Leadership in Education for Sustainable
Development Curriculum Reform in Indonesian Higher Education --
Introduction -- Theoretical and Contextual Background -- Top-Down
and Bottom-Up Reform -- Challenges of Leadership -- Commitment to
Organizational Learning -- Conclusion -- References -- Chapter 10:
Educational Leaders: The Value of Professional Development Schemes
for Recognizing Influence in Learning and Teaching -- The UK
Professional Standards Framework -- Professional Development and
the Mentoring/Coaching Model -- Influence on Participants'
Professional Development -- Data Collection -- Discussion -- Key
Findings -- Practical Implications -- Notes -- References -- Chapter
11: Corporate Governance and Sustainability in HEIs -- 1. Introduction
-- 2. Theoretical Underpinnings on CG and Sustainability in HEIs -- 3.
Methodology -- 4. Empirical Evidence of CG and Sustainability in HEIs
-- 4.1. Are PHEIs Moving Toward Sustainability and CG? -- 4.2.
Evidence of CG and Sustainability in Two Young HEIs -- 5. Conclusion
-- References -- About the Contributors -- Name Index -- Subject
Index.

Sommario/riassunto

The world's leading international agencies are promoting and stimulating the intellectual debate towards incorporating sustainability in main stream education with the help of thought leaders. This volume highlights innovative pedagogy, discusses the learning methods which can help us to address the world's current sustainability challenges, and offers solutions to meet these. The case studies featured, offering international insight from Malaysia to Australia, discuss curriculum development and integrating sustainability within the core philosophy of the university. The authors explore how leadership education needs to innovate to effectively respond to current sustainability challenges. This topical volume contextualizes the heightened interest in sustainable education across the globe and will be of interest to researchers, university leaders, and students interested in a sustainable future for universities and society as a whole.
