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Nota di contenuto	Principles for Climate Justice Action Planning -- Driving Just Transitions within higher education. Individual and institutional transformations using relational and justice-oriented learning at the Universitat Politècnica de València (Spain) -- Reimagining Universities as Change Agents for Climate & Economic Justice and Ecological Health -- Interdisciplinary, Team-taught Urban Sustainability Pedagogy in a Stove-piped University -- From Pathological Bifurcations to Meaningful Planetary Change Agents -- Major Challenges to Education for Sustainable Development -- Emergent Findings From a Multisystem Partnership to Advance and Sustain Climate Change Literacy and Action in California PK-12 Schools -- Commoning towards Sustainability and the Common Good: Between Epistemic Strategy and Visual Boundary Object -- A systematic approach to repositioning the focus of research centers toward sustainability – A case study from a Dutch University of Applied Sciences -- Sustainable Futures – Collaborating on Education for a Sustainable and Net Zero Economy Through Inter-Institutional and

Enterprise-Informed Curriculum Development and Delivery -- Sustainability labelling of courses and study programs – experiences, dilemmas and possible way forward. A case-study from University of Gothenburg -- Exploring Sustainable Development from a Social-Ecological Perspective: A Tri-Nation Study -- Design Thinking in the Context of Education for Sustainable Development in Higher Education in Germany -- Active Learning to Raise Sustainability Awareness -- From subject matter experts to problem solving experts for sustainable development: The challenge of higher education -- A green community for change, through sustainable development and entrepreneurship in the fashion business curriculum -- Transformative learning for a sustainable world. A European experience in higher education -- Reflexive Praxis in Curriculum Transformation in Engineering Education in Global South -- Challenges of integrating sustainability into software engineering education – experiments on building European Software Engineers for the Green Deal programme -- Everything Everywhere All at Once": A Methodological Framework Proposal to Ensure No One Is Left Behind in the Ecological Transition Pathway. Lessons from the PHOENIX H2020 project -- Sustainable Development from Research and Outreach: contributions from a sustainability research center in southern Brazil -- Small-town Climate Action: Establishing a Climate Action Plan in Meadville -- TUM Nexus Lab (Nexus@TUM): TUM as a frontrunner university with a targeted research and teaching agenda on the Water-Energy-Food (WEF) Nexus -- Accelerating Sustainability Innovation Through a Living Lab Research Framework -- Crowd-mapping Building Porosities -- Expanding Sustainability to Include our Non-Human Partners: The Role of College Campuses in Supporting Wildlife Habitat -- Sustainable Development Research as a Driver for Collaboration: A faculty database at the University of Pennsylvania -- Long-term and short-term education in Institutes of Higher Education positively impact sustainability knowledge and attitudes -- Driving forward the UN Sustainable Development Goals through transatlantic collaborations -- Systematic Integration of Sustainable Development into Curriculum; Insights from a Baseline Study at the University of Gothenburg -- Integrating environmental justice and sustainability into social work education and professional training: Case studies of pedagogical initiatives from Western and Eastern Canada -- Understanding Social Sciences Students' Perceptions of Environment and Nature: Implications for Critical Thinking and to Reimagine Socioecological Futures -- The societal impact of research: third mission assessment in an Italian university -- Be the change - How peer-to-peer and project-based seminars open communicative arenas and possibilities to provoke institutional change at universities -- Campus operations: towards a conceptual framework aligned with the Sustainable Development Goals -- Investigating the Potential of Informal Student-Led STE(A)M Learning Spaces within Higher Education Institutions to Develop Students' Competencies for Sustainable Development Goals -- Curriculum Design and the Integration of Sustainability – the Case of the reorganised Master in Business Management -- Providing environmentally responsible design experience in architecture education with the integration of multiple courses: A holistic curriculum study for teaching on, about and for sustainable development of built environment -- Nudging as a tool to raise awareness for ESD among distance learning students using the example of learning with digital study materials -- Connecting sustainability and culture: Building competencies through virtual exchange -- Practising Students' SDG Strategies through Fieldwork: – Conflictual landscapes or sustainable land transformations in a Nature

Park? -- From Living Labs on Campus to the Campus as a Living Lab - A tool to support the Sustainability Transformation of Universities -- The Integration of Sustainability into Teaching - Findings and Best Practice from a Study on the Implementation of Sustainability at Universities in Rhineland-Palatinate -- Advancing Sustainable Development: Transformative Higher Education -- Creating an interprofessional consortium on climate and health for higher education -- National collaboration guiding the higher education institutions in Finland to a more sustainable and responsible future -- Exploring Climate Change and Emotions on Campus: From Distress to Action -- Designing Collaborative European Projects for Remanufacturing Education: Lessons Learned from Experimentation with Universities and Companies -- Organizational Educational Potentials for Regional Sustainable Development: A Transatlantic Comparative Perspective on Multi-Stakeholder-Partnerships, Networking and Consulting -- The role of government policy on sustainability integration in the Finnish ICT Industry -- Parallels Among Competencies of STEM Education and Education for Sustainability -- Eco-centered Design - Academic Projects for Efficiency, Consistency and Sufficiency -- North-South Cooperation of Higher Education Institutions for Sustainability, the Benefits of Contrast -- Franco-Quebec collaboration in the maritime sector – The Institut France Quebec Maritime and the ARICO coastal risk program -- The contribution of university economics teaching to sustainability -- Sustainability competence at BarcelonaTECH university -- Transition teams as an innovative tool in higher education institution on the road to sustainability: A case study in Belgium -- Circular Economy Implementation: From Selective Measures to Absolute Environmental Sustainability -- Certified B Corporations as a Driver for Sustainable Development: An Analysis of Innovative Sustainable Business Models in the US -- Occupants Perception of Indoor Environmental Quality Factors: A Comparison of a LEED versus Non-LEED Certified Campus Building -- Review of Italian higher education energy consumption: Towards an Energy Plan -- Introducing Participatory Design Elements into Secondary Classroom Assessment through a University Engineering and Education Collaboration -- From theory to practice: the importance of implementing sustainable practices by students at universities -- Creating curricula for competence: Findings from a comparison of three sustainability graduate programs -- Sustainability Education in Software Engineering: Experiences from Requirement Engineering Curriculum -- Sustainability Reporting in Higher Education: perspectives from universities and enterprises -- Air Travel-related Scope 3 Emissions Across all Employee and Student Groups at a Small Canadian University -- Sustainability Assessment of Higher Education Institutions According to Times Higher Education Impact Ranking -- Investigating the extent and depth of sustainability principles in continuing education programmes' content and design -- Assessing the impact of European University alliances: the case of UNITA -- How Sustainability Education and Achieving SDGs are Interconnected: A Systems Thinking Perspective -- Sustainability in Architectural design education.

Sommario/riassunto

The scientific, cultural and diplomatic relations between Europe and its partners in North America are very strong. From a scientific point of view, this long-standing cooperation has taken place across a wide range of areas. They include the field of sustainability, where North America and Europe are working hand in hand, seeking solutions to the many regional and global problems currently faced. Against this backdrop and in order to facilitate a broad discussion on the

contribution of higher education institutions from both sides of the Atlantic towards a more sustainable future, this book is being produced. The book gathers inputs from universities and research organizations on the one hand, but also from companies and enterprises on the other, from Europe and North America, working on matters related to sustainable development in a higher education context. It also provides a platform for the dissemination of information on the latest initiatives, paving the way for technology transfer and networking. Furthermore, the book intends to provide a fertile basis upon which European and North American organizations may cooperate more closely in this key area. Last but not least, a further aim of the book is to present methodological approaches and experiences deriving from case studies and projects, which aim to show how sustainability in North America and in Europe may be enhanced in practice.
