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Autore	Lozano Rodrigo
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Altri autori (Persone)	Barreiro-Maria LozanoFrancisco J
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12: Sustainability competences and pedagogical approaches at the University of Nyíregyháza -- Chapter 13: Sustainability competences and pedagogical approaches at the Universidad Autonoma de Madrid -- Chapter 14: Sustainability competences and pedagogical approaches at the Universidad de las Américas Puebla -- Chapter 15: Sustainability competences and pedagogical approaches at Griffith University -- Chapter 16: Sustainability competences and pedagogical approaches at the Faculty of Agriculture - University of Belgrade -- Chapter 17: Sustainability competences and pedagogical approaches at University of the Sunshine Coast -- Chapter 18: Sustainability competences and pedagogical approaches at the Universidad de Ciencias Aplicadas y Ambientales -- Chapter 19: Sustainability competences and pedagogical approaches at Dresden University of Technology -- Chapter 20: Conclusions.

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Sommario/riassunto

There has been considerable progress in the incorporation of sustainable development into the curricula of higher education institutions. Study on these developments has included research on competences for sustainable development and pedagogical approaches to develop such competences. However, there has been limited research on the connection between how courses are delivered (i.e. pedagogical approaches) and how they may affect sustainability competences. This book examines pedagogical approaches for developing sustainability competences through comparing 17 higher education institutions from 13 countries, analysing how students' perception of how sustainability competences are being developed and which pedagogical approaches are being used for this purpose. This book brings together practice-based original research on the connection between developing sustainability competences and the pedagogical approaches used.

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