

HANDBOOK ON TEACHING AND LEARNING FOR SUSTAINABLE DEVELOPMENT



Handbook on Teaching and Learning for Sustainable Development

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Cheltenham, UK • Northampton, MA, USA

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Published by
Edward Elgar Publishing Limited
The Lypiatts
15 Lansdown Road
Cheltenham
Glos GL50 2JA
UK

Edward Elgar Publishing, Inc.
William Pratt House
9 Dewey Court
Northampton
Massachusetts 01060
USA

A catalogue record for this book
is available from the British Library

Library of Congress Control Number:

This book is available electronically in the **Elgaronline**
Geography, Planning and Tourism subject collection
<http://dx.doi.org/10.4337/9781839104657>

ISBN 978 1 83910 464 0 (cased)
ISBN 978 1 83910 465 7 (eBook)

Typeset by Servis Filmsetting Ltd, Stockport, Cheshire

Contents

<i>List of contributors</i>	viii
<i>Preface</i>	xii
Introduction to the <i>Handbook on Teaching and Learning for Sustainable Development</i> <i>Walter Leal Filho and Amanda Lange Salvia</i>	1
PART I TEACHING PRACTICES	
1 International service-learning as a driver for sustainability competencies development <i>María Olga Bernaldo and Gonzalo Fernández-Sánchez</i>	10
2 Information science and informational sustainability: a discipline in construction <i>Marli Dias de Souza Pinto and Genilson Geraldo</i>	29
3 Insights into early childhood students' interconnected learning in relation to education for sustainability through creative approaches and hermeneutics in higher education <i>Diane Boyd and Naomi McLeod</i>	41
4 'Bad Plastics – Oceans Free of Plastic': the role of education <i>Elisabete Linhares and Bento Cavadas</i>	62
5 Sustainable higher education institutions: promoting a holistic approach <i>Usha Iyer-Raniga and Karishma Kashyap</i>	75
6 Student-led sustainability actions at Latin American universities: a case study from Chile <i>Claudia Mac-lean, Isabella Villanueva and Jean Hugé</i>	93
7 Understanding recycling behavior in the university: a case study from Southern Chile <i>Rodrigo Vargas-Gaete, Paula Guarda-Saavedra and Javiera Eskuche</i>	109
8 Sustainability in Finnish craft education: United Nations Sustainable Development Goals of the 2030 Agenda as a frame for an overview <i>Niina Väinänen and Sinikka Pöllänen</i>	121
9 Infusing education for sustainable development (ESD) into curricula: teacher educators' experiences within the School of Education at The University of the West Indies, Jamaica <i>Carmel Roofe, Therese Ferguson, Carol Hordatt Gentles, Sharon Bramwell-Lalor, Loraine D. Cook, Aldrin E. Sweeney, Canute Thompson and Everton Cummings</i>	133

vi	<i>Handbook on teaching and learning for sustainable development</i>	
10	Teaching leadership skills to sustainability professionals <i>R. Bruce Hull, David P. Robertson, and Michael Mortimer</i>	152
11	Sustainability goals, mental health and violence: convergent dialogues in research and higher education <i>Sonia Regina da Cal Seixas and João Luiz de Moraes Hoeffel</i>	163
12	The Sustainable Development Goals in the context of university extension projects: the Brazilian case of the Federal University of Rio de Janeiro (UFRJ) <i>Luan Santos, Victória Fernandes da Silva, Isabella Arlochi de Oliveira and Bruno Neves Amado</i>	179
13	Teachers' training as a way of increasing sustainable traditional livelihoods in the coastal region of Paraty, Brazil <i>Marina Alves Novaes e Cruz, Ana Claudia Campuzano Martinez, Cecilia Maria Marafelli, Katherine Cilae Benedict, Maria Inês Rocha de Sá, Leonardo Esteves de Freitas and Edmundo Gallo</i>	196
14	Field notes: teaching sustainable business to environmental scientists <i>Diana Watts</i>	208

PART II INNOVATION AND NEW TECHNOLOGIES

15	Innovations in curriculum and pedagogy in education for sustainable development <i>Hock Lye Koh and Su Yean Teh</i>	219
16	Digital storytelling as OER-enabled pedagogy: sustainable teaching in a digital world <i>Daniel Otto</i>	238
17	Addressing the SDGs through an integrated model of collaborative education <i>Wendy Stubbs, Susie S. Y. Ho, Jessica K. Abbonizio, Stathi Paxinos and Joannette J. (Annette) Bos</i>	252
18	Measuring transformative learning for sustainability in higher education: application of an augmented Learning Activities Survey <i>Elizabeth Sidiropoulos</i>	272
19	The need to build the concept of environment within the framework of the Sustainable Development Goals <i>Rocío Jiménez-Fontana, Esther García-González and Antonio Navarrete</i>	290
20	Interdisciplinary training for the transformation of teaching in the context of sustainability <i>Oswaldo Luiz Gonçalves Quelhas, Sergio Luiz Braga França, Marcelo Jasmim Meiriño, Gilson Brito Alves Lima, Luís Perez Zotes and Nicholas Van-Erven Ludolf</i>	306

21	Extra-curricular activities as a way of teaching sustainability <i>Gert-Olof Boström, Katarina Winka and Katarzyna Wolanik Boström</i>	323
22	Fostering empathy towards effective sustainability teaching: from the Food Sustainability Index educational toolkit to a new pedagogical model <i>Sonia Massari, Francesca Allievi and Francesca Recanati</i>	335
23	Making economics relevant: incorporating sustainability <i>Madhavi Venkatesan</i>	350
24	Towards sustainability as a frame of mind in higher education: thinking about sustainability rhizomatically <i>Dzintra Iliško</i>	366
25	Implementing a green co-learning center to support sustainable campus development <i>Cahyono Agus, Nur Aini Iswati Hasanah, Aqmal Nur Jihad, Pita Asih Bakti Cahyanti, Muhammad Sulaiman, and Suratman</i>	376
26	An exploration of interdisciplinary settings as intellectual spaces for sustainability in higher education <i>Rudi W. Pretorius</i>	389
27	Stepping toward a sense of place: a choreography of natural and social science <i>Michael-Anne Noble, Hilary Leighton and Ann Dale</i>	406
28	Preserving sustainability: activating the ecological university through collective food practice <i>Monica Dantas, Sherif Goubran and Nadra Wagdy</i>	418
29	Taday's agrofestive calendar – Ecuador: a methodology for creating a sustainability experience with a dialogue of knowledge approach <i>María Fernanda Acosta Altamirano, Verónica Gabriela Tacuri Albarracín and Erika Gabriela Araujo Pérez</i>	435
30	Free online spaces for learning and awareness in the sustainability field: the Universidade da Coruña (Spain) project <i>María Alló, Carmen Gago-Cortés, Angeles Longarela-Ares and Estefanía Mourelle</i>	445
31	Sustainability in the workplace and the theory of planned behaviour: norms and identity predict environmentally friendly intentions <i>Dennis Nigbur, Ana Fernández, Sharon Coen, Anke Franz and Ian Hocking</i>	462
32	Challenges in sustainability teaching <i>Walter Leal Filho</i>	473

Index

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Preface

Education can play a key role in pursuing and in implementing sustainable development. When duly deployed, teaching methods not only serve the purpose of informing students about matters related to sustainable development – be it at school or at university level – but may also empower learners to adopt behaviours and actions that may lead to more sustainable lifestyles and to a sustainable future.

It is widely known among educators and practitioners, that among the many challenges to realise the goal of implementing sustainable development, teaching education has been and still is, one of the major areas to tackle. Indeed, there is a pressing need to strengthen and adapt the institutional framework of pre-service and in-service teacher training, especially at the regional and national levels, so that teaching programmes can better relate to sustainability issues. This need has been highlighted for many years now. Paradoxically, despite the number of recommendations and suggestions made outlining the need to pursue sustainable development in teaching, little progress has been achieved.

This state of affairs suggests that specialist publications are needed in order to move things forward in a more systematic way. One of these basic needs is to acknowledge that it is necessary to address the fragmented nature of the handling of sustainability issues at formal education programmes as a whole, and in teacher education in particular.

Improvements are needed not only in respect of ways to cater for handling sustainability issues in the curriculum, but also on how to approach and promote issues related to sustainable development at multiple levels (e.g., at the community and family level) with a focus on the interplays and interlinkages. Also, the development of flexible teaching methods capable of incorporating environmental, economic, societal and cultural elements, is greatly needed.

It is against this background that this book has been produced. It is a truly interdisciplinary publication, useful to teaching staff and scholars on the one hand, but also to members of governmental agencies on the other, as well as to all those undertaking research and/or executing teaching projects focusing on sustainability from across the world. The book is structured around two parts. Part I, *Teaching Practices*, comprises chapters dealing with learning processes and methods, as well as curriculum-related issues. It also relates to the UN Sustainable Development Goals, and teachers' training. Part II, *Innovation and New Technologies*, comprises chapters on pedagogical approaches, case studies, interdisciplinary initiatives and chapters that describe the use of technological approaches and tools to foster sustainability learning.

We thank the authors and reviewers for their contribution. We hope that the contributions in this *Handbook* will provide timely support towards the implementation of teaching initiatives on sustainable development, and will foster the global efforts towards promoting sustainable development practices across schools and universities.

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Winter 2020–21