

Higher Education for the Sustainable Development Goals

This book's unique focus on Global North and Global South perspectives on the role that HEIs can play in addressing the Sustainable Development Goals makes it a must read for both policy makers and researchers.

—*Prof Melissa S. Fisher, Cultural Anthropologist Visiting Scholar,
NYU Institute for Public Knowledge*

Human activity has placed significant pressure on our planet's resources, yet HEIs have failed to successfully harness our intellectual capacity to ensure a habitable future. HEIs should play a pivotal role in helping create a future in which socioeconomic prosperity is shared across the globe on a healthy and sustainable planet. This can be achieved through innovation and the exploration of more just and sustainable futures. In this context, an evolution of HEIs must occur bridging existing gaps between the Global North and South. A new formulation of HEIs must be designed to substantially contribute to this global mission and by accelerating innovation and producing much larger research, teaching, and real-world impact in critical areas that meet the urgent human and planetary crises now and into the future. This book goes a long way to addressing these critical issues.

—*Prof Eusebio Scornavacca, Interim Director & Professor of Innovation
Policy – School for the Future of Innovation in Society,
College of Global Futures; and Professor of Global Digital
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Higher Education for the Sustainable Development Goals: Bridging the Global North and South

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INVESTOR IN PEOPLE

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Stella-Maria Yerokhin completed her Bachelor of Science degree at the Technical University of Dresden (TUD). She is currently in the second semester of her Master's program in Business Administration at TUD, specializing in Environmental Management with a focus on Biodiversity and Sustainability Reporting. During her Bachelor's studies, she already emphasized her interest in Sustainability Management and Energy Economics. In 2022, she worked alongside Mrs Lin Feuer at the Chair of Business Administration, particularly in the field of Environmental Management, as part of the eku-project 'Saxon Network for Biodiversity-Friendly Textiles'. This experience provided her with valuable professional exposure. Another significant milestone is her involvement in the 'University Sustainability Indicator Monitoring System (UNISIMS)' project. This project funded by Deutsche Bundesstiftung Umwelt aims to explore sustainability indicators in the areas of Teaching, Research, Knowledge Transfer, Governance, and Operations, and establish them through an indicator catalogue in German universities. She contributed to this project, further expanding her knowledge in the field of sustainability. Mrs Yerokhin aspires to pursue an academic career and has a keen interest in researching Sustainability Reporting. Her educational background and professional experience prepare her well for this path, and she is determined to contribute to the advancement of sustainable development.

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Foreword

Education has always been an important aspect of my life. My father, who grew up in Afghanistan was given a unique opportunity to unleash his potential through an inclusive, high-quality education supported by the United Nations (UN) system. He instilled in me the drive to never stop learning, to pursue continuous learning and have an infinite mindset.

I hold a PhD in Education Technology, and I have witnessed firsthand how technology has profoundly changed education. Today massive amounts of information (books, audio, images, and videos) are available at one's fingertips through the Internet, and opportunities for formal learning are accessible online worldwide through Coursera, the Khan Academy and FutureLearn, among others.

I joined the UN when the focus was on the Millennium Development Goals (MDGs), which then witnessed the transition towards the Sustainable Development Goals (SDGs). The Sustainable Development Goals Report 2022¹ paints a worrying picture of our progress. It states that 'cascading and interlinked crises are putting the 2030 Agenda for Sustainable Development in grave danger, along with humanity's very own survival'.

Climate change presents the single biggest threat to sustainable development. UN Deputy Secretary-General Amina Mohammed called for a holistic approach² in addressing the drivers of environmental degradation and for strengthening nature's capacity to protect us from hazards and extreme events. He spoke at the General Assembly's high-level thematic debate titled 'Moment for Nature' in New York. The Global Goals are inherently interconnected. Action taken towards one goal can support or hinder the achievement of others.

UNESCO argues that having a holistic approach to education is essential to address global development challenges. UNESCO leads the global Education for Sustainable Development (ESD) agenda³ and actively supports education on biodiversity.

Business schools have a critical role to play today in educating future leaders in corporations, governments, universities, and international organizations. As crucial as the SDGs are, they aren't written in a language that is familiar to business schools or most academic institutions, and there are no clear directives on how

¹<https://unstats.un.org/sdgs/report/2022/>

²<https://press.un.org/en/2022/dsgsm1767.doc.htm>

³<https://www.unesco.org/en/education-sustainable-development/need-know>

students can internalize this in their thinking, nor how teachers can integrate this into their curriculum. An article published in the *Internal Journal of Management Education*⁴ points to numerous challenges in teaching SDGs in higher education.

I love museums because they offer a glimpse into the history of mankind. In most paintings depicting education, there are ancient scenes of schools. The teacher lectures from a podium at the front of the room while the students sit in rows and listen. Many classrooms today around the world do not look much different, except maybe now it is on a screen and students are sitting behind a computer screen. Traditionally, SDG education was implemented through a traditional approach: defining the problem, addressing the variables that make it complicated, and agreeing on the best way forward. Because of the latest research this book offers, we know that fact-based education in SDGs will not change our future, but rather that a radical approach centred around the following principles is needed.

1. Curiosity in Education

According to a survey of 3,000 employees conducted by Francesca Gino of the Harvard Business School, only 24% reported feeling curious about their jobs on a regular basis and 70% said they face barriers to ask more questions at work.

Curiosity, however, is vital for unleashing innovation, collaboration, and exchange of ideas. Encouraging students to embrace their curiosity is an important part of learning and encouraging questions in education is the foundation of this.

Welcome Club17 for Africa teachers and students created with UNESCO's support focuses on a starter kit for teachers to unleash questioning in students thinking towards the SDGs. This is one of many examples of how SDG-related curriculum in higher education is moving away from fact-based information sharing.

2. Active Learning Happens in the Real World

By experimenting – observing, touching, and playing – students can address problems. Students now need to be actively involved in their learning, rather than passively participating. Employing action learning principles within a course enables students to resolve and take action on real problems in real time and learn while doing so.

As part of the Global Leadership Skills course, at the University of Antwerp, students actively take part in an Action Learning Project that they will accomplish together with a cross-functional team of students. The purpose of this project is to give students an opportunity to gain deeper insight into the sustainability challenges organizations face and to exercise cross-cultural and cross-disciplinary leadership and teamwork skills to contribute to the realization of one of the SDGs.

⁴Business schools are embracing the SDGs – But is it enough? (Weybrecht, 2022)

Business schools should follow the example of the more than 10,000 businesses participating in the UN Global Compact that have convened and identified regionally relevant action lines for their stakeholder communities.

3. Social Learning: the Power of Collaboration

Students don't learn in isolation. They are continually interacting with other students, teachers, and family. Collaboration enables integration and inclusion; in other words, an effective learning process can support a global viewpoint thus reducing the distance between the Global North and the Global South.

A good example of this practice is the United Nations Social Development Network (UNSDN)⁵ which serves as a global platform for sharing experiences and good practices in social development. The network offers a platform for young people to connect, collaborate, and integrate their ideas and perspectives into national and regional pathways for the implementation of the SDGs.

4. The Need to Address Both Technical and Human Skills

Students at all levels will need to learn how to use the technical knowledge of the SDGs to make the most of what they offer. In addition, students will also need to acquire skills that will help guide them in the real world. These include organizational and communication skills, as well as adapting to change, system-thinking, influencing resilience and humility. The Australian Council of International Development⁶ has created a toolkit of the SDGs with a focus on tackling SDG challenges with a system-thinking lens.

I end with this quote from Albert Einstein: '*Education is what remains after one has forgotten what one has learned in school*'. There will be groundbreaking innovations, even failures on the SDGs as students go out in the real world to tackle these. The one thing we know is the strong link between higher education, re-thinking curriculum and the SDGs which is a positive force for change and for the greater good.

I would like to warmly congratulate the publishers and the editors on their initiative in bringing together, for the first time, a book dedicated to expanding the approaches of sensemaking, scanning, and experimentation for students and teachers to support the SDGs. This book provides a widely useful compilation of ideas, cases, innovative approaches, and practical strategies for enhancing business school education on the SDGs.

Mariam Kakkar,
Head, Global Learning & Development Center, UNHCR

⁵<https://social.desa.un.org/sdn/about-us>

⁶<https://acfid.asn.au/>

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Chapter 1

Research from The Global North and South on HEIs as A Driver For SDGs

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Abstract

Higher education institutions (HEI) are acknowledged as a key driver for the development of sustainable societies, so much so that some profess education for sustainable development to be the most fundamental of the United Nation's (UN) 17 sustainable development goals (SDGs). This chapter provides an overview of the chapters in the book: Higher Education for the SDGs, divided into two themes, namely (i) Research from the Global North and Global South and (ii) Rethinking curriculum.

Keywords: Curriculum; pedagogy; student competencies; experiential learning; macro-level sustainability; G-20; India; bio-diversity; leadership; tourism

Introduction

In this edited volume, we have specifically delved into the role of HEIs in the context of the UN's SDGs, while acknowledging the UN mandate for Principles of Responsible Management Education (PRME). In this context, narratives on issues such as global warming, climate change and sustainability seem to differ around the world. While the Global North is focused on 'de-growth' in the context of a significantly improved standard of living, much of the Global South is struggling to develop through economic growth strategies, thus focusing particularly on SDGs 1–3 (eradication of poverty, zero hunger and good health). In an effort to address scholarship beyond Western hegemony for a fuller representation of

Higher Education for the Sustainable Development Goals:

Bridging the Global North and South, 1–10

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the issue at hand, our call for chapters for this book explicitly invited chapters that represented narratives from both the Global North and Global South.¹

At the time this edited volume was being painstakingly stitched together, India assumed the G20 presidency (for the first time) in December 2022. In doing so, the Indian External Affairs Minister S. Jaishankar said that India aspired to be the voice of the underrepresented Global South. Hopes are pinned on this presidency to work towards accelerating the SDGs – which is becoming more critical due to unprecedented levels of climate change.²

HEIs as Drivers of Change

Universities and business schools hold a unique position in society as potential change agents. The importance of HEIs in achieving sustainable development targets can be traced back to the 1972 Stockholm Declaration on the Human Environment (United Nations, 1973). Today, HEIs are acknowledged as a key driver for the development of sustainable societies, so much so that some scholars profess education for sustainable development (ESD) to be the most fundamental of the UN's 17 SDGs (Hallinger & Chatpinyakoo, 2019). Not only can HEIs develop course content to impress the importance of SDGs upon students, they also conduct research on this topic, and often forge public–policy ties with the Government and think tanks. Furthermore, many HEIs walk the talk by implementing sustainable practices on campus such as rainwater harvesting, setting up solar panels, and also practices for waste reduction.

Higher education (HE) initiatives are also foundational for many other SDGs. For example, they are a potential key contributor to society's progress towards gender equality (SDG 5). Research at universities and colleges helps in identifying gender equality gaps in society, their reasons and consequences. Furthermore, HEIs fight against sexual violence, abuse, and harassment within campuses with proactive policies and resources. There is still a long way to go: A recent UNESCO report suggests that while many universities claim to have various policies that support women's progress, finding evidence of the same was rather challenging (Bothwell et al., 2022).

As we conceptualized this book project, many questions came to our minds:

Curriculum Development for Student Competencies: According to the OECD, there are three categories of key competencies related to sustainable development: (i) interaction (e.g. ability to use language, symbols, and texts interactively); (ii) ability to use technology, social context and structure; and (iii) ability to define project plans. It would be prudent to consider ESD as a holistic and transformational educational paradigm that creates an interactive and learning-centred

¹We, the three editors of this volume, also represent this dichotomy as two of us are from India and one from Italy.

²<https://www.hindustantimes.com/ht-insight/economy/indias-g20-presidency-a-shorter-path-to-fulfill-sdgs-amidst-the-climate-change-101673264709442.html>. Accessed on April 11, 2023.

educational environment, driven by a transformative pedagogy which supports participation, collaboration, problem-solving orientation, interdisciplinarity, and a combination of formal and informal learning to contribute to the development of key sustainability competencies (Annan-Diab & Molinari, 2017; Storey, Killian, & O'Regan, 2017).

While this sounds good on paper, when it comes to on-the-ground realities, how can HEIs ensure the development of such competencies? For example, how can HEIs actively develop student cognitive skills, practical abilities and ethical values related to sustainability (Backman, Pitt, Marsden, Mehmood, & Mathijs, 2019)? In terms of processes and scheduling, how can HEIs design and deliver a high-impact educational programme for sustainable development? Is this best taught within certain tracks, or across a broad range of disciplines?

Pedagogy and Sustainability: In terms of pedagogy, the most relevant methodologies are said to be interdisciplinarity, problem-based approach, value-based learning, experiential learning, social learning, peer involvement, open debates, role-playing, simulations, and games (Wals, 2014). Is there a combination of formal and informal learning that can contribute to the development of meaningful sustainability competencies (Wall, Blasco, Nkomo, Racz, & Mandiola, n.d.)? What is the role of technology in developing competencies for sustainable development? Do different generations of learners require diverse educational methodologies in order to build these competencies (Manzoni, Caporarello, Cirulli, & Magni, 2021)? What is the role of experiential learning in contributing to valuable learner experiences (Caporarello, Cirulli, Magni, & Manzoni, 2020)?

Macro-level societal contributions: Many questions emerged here. How are HEIs in different countries of the Global North and Global South assessing the progress of their sustainable development commitments? Are there any intra-country and inter-country examples of collaborative work between HEIs or between HEIs and public policy groups? Is there any institutional commitment, policies, and organizational mechanisms and practices to support ESD experiences? What are some leadership interventions at the institutional level, including strategic plans?

So far, the literature has largely focused on the internal policies and activities of HEIs, such as university projects related to energy efficiency and sustainability literacy of students (Zizka & Varga, 2021), and also SDGs in reference to curriculum, appropriate pedagogical tools, and aspirational student competencies (Chaleta, Saraiva, Leal, Fialho, & Borralho, 2021). In this edited volume we have covered such topics, but also gone beyond by (i) examining SDGs in the context of shared leadership and global partnerships at the macro-level, and also (ii) comparing and contrasting narratives from around the world.

The book chapters are divided into two broad themes.

Research From Global North and South

- How Do Higher Education Institutions Manage Biodiversity? Exploring the Current State From Universities in Global North and South
- Higher Education and Sustainable Development: A Literature Analysis and Conceptual Overview

- Higher Education for Sustainable Development Goals: Bridging the Global North and South
- Higher Education Institutions as Partners in Multisector Collaborative Initiatives for Integration of SDGs into Tourism
- The Role of Shared Leadership in Realizing SDGs: An Exploration of Intra-country Collaborative Work Between HEIs and Public Policy Groups in Zambia

Rethinking Curriculum

- Skill Integration in Higher Education: Curriculum for Sustainability in India
- Building Sustainability Leadership: Rethinking Curriculum Design and the Role of the Faculty
- Experiential Learning About Sustainable Development and the SDGs – Features, Challenges, and Experiences of a Modular Course in Business Education
- Understanding the Mediating Role of Peers’ Feedback on Team-Based Learning and Career Planning Skills

Here is a synopsis of the book chapters:

Research from Global North and South

‘How Do Higher Education Institutions Manage Biodiversity? Exploring the Current State From Universities in Global North and South’

This chapter on HEIs and biodiversity by Remmer Sassen, Leyla Azizi, Yu-Shan Lin Feuer, Ting-Yu Lin, and Stella-Maria Yerokhin highlights how HEIs and their role as an agency for managing biodiversity channelize conversations where HEIs become part of the solution by involving various stakeholders to ensure attainment of SDGs. In particular, this chapter explores the various strategies addressing SDG and biodiversity issues undertaken by accredited HEIs. Their study undertakes a qualitative content analysis of published sustainability reports of systematically selected HEIs based on the UN SDGs ranking of the *Times Higher Education* (THE) and follows an explorative approach to discover a relatively new research area with a specific focus, namely biodiversity and ecosystem services, in the setting of HEIs. The results from their study show that biodiversity reporting and management is still in its nascent stages in HEIs from both the Global North and Global South; both could benefit from further research and suggestions for improvement. Their research suggests that HEIs could increase public awareness and knowledge of biodiversity through an integration of this topic into curricula, more research projects on biodiversity, and operations on and off campus.

‘Higher Education and Sustainable Development: A Literature Analysis and Conceptual Overview’

The chapter by Elia Pizzolitto, Stefano Za, and Gianluca Antonucci explores the extant knowledge and research undertaken on HEIs and sustainable development and presents a literature analysis and conceptual overview. The scholars use the systematic literature review (SLR) method involving a bibliometric analysis of 215 articles extracted from Scopus. They undertook an exploratory content analysis of the data obtained to provide a nuanced analysis that helps us understand the

debates, research avenues and opportunities within the role of HEIs in addressing the SDGs and offers indications for both future research and especially for HE policy planning, as well as for practitioners. Their findings show that the growth of academic interest is going hand in hand with the increasing consciousness around sustainability issues among various institutions and the public at large. While the scholarship on this topic started around the 1980s, the number of articles per year is increasing exponentially.

Their research further corroborates previous studies which indicate the increasing understanding of the relevance of HE for fostering sustainability development (SD) by highlighting the importance of the interactions between SD and HE through a multidisciplinary approach (as shown in the contributions per journal). The research calls for furthering the integration of HEIs among other institutional stakeholders of both Global North and Global South of SDGs for a more holistic and scientific collaboration and knowledge creation.

'Higher Education for Sustainable Development Goals: Bridging the Global North and South'

This chapter by Rajeshwari Krishnamurthy and Garima Sahay analyzes the existing sustainability curricula being followed by HEIs in the emerging world, calls out the underlying inadequacies within them, and provides solutions to address these inadequacies, by drawing insights through interviews with key stakeholders in this area. The research uses qualitative methodology involving in-depth interviews with key HEI stakeholders; the subsequent data is analyzed using NVIVO, a qualitative data analysis software. Their respondent sample consisted of both Indian and international interviewees that provides us with a broader perspective and position of both the Global North and Global South.

Integrating sustainability in HE requires multilevel coordination throughout the campus organization, including integrating pedagogy, academic research, student involvement, social impact assessments and holistic systems thinking strategies. One of the significant objectives of sustainability integration in HE is to provide future graduates with sufficient knowledge and skills to face global challenges and to produce change towards a sustainable future. This means enabling students to develop competencies such as critical, holistic, systemic and interdisciplinary thinking. The following themes emerge from their findings.

- 1) *Curriculum*: Integration of education for sustainable development (ESD) in HEIs as a core policy and a driving force.
- 2) *Pedagogy*: Change in the delivery of education and classroom learning process with a greater focus on inclusiveness, critical thinking, reasoning and experiential learning.
- 3) *Employability and industry interface*: The curriculum although tied strongly to ESD must also ensure employability and leads to job creation. The SDG curricula must be industry relevant and co-developed with industry participation.
- 4) *Assessment and Dedicated HEIs for SDGs*: HEIs in the Global North and South need to undertake a constant assessment of the learning outcomes of their students. This would ensure that the curriculum and overall learning is aligned with student learning outcomes and student understanding of

sustainability and leadership. There is overall understanding of the need for the creation of dedicated centres of learning and for HEIs to work towards integrated (including both Global South and Global North) learning for the attainment of global SDGs.

‘Higher Education Institutions as Partners in Multisector Collaborative Initiatives for Integration of SDGs in Tourism’

This study by Bengi Ertuna, Maria Dolores Alvarez, and Burcin Kalabay Hatipoglu examines the role of HEIs as partners in multistakeholder initiatives to implement SDGs into tourism and describes the actions and leadership of the HEIs, explaining how they engage with diverse stakeholders to enable transformative change and impacts at various levels. The study analyses 12 case studies identified postsystematic literature review. The cases document the diversity of the roles assumed by HEIs for generating impacts at different levels when integrating SDGs into tourism and paving the way for transformative change and sustainable development through tourism.

The findings suggest a critical leadership role for HEIs through sense-making, interpretation of societal challenges and alignment of stakeholders’ values and goals by facilitating multistakeholder consultations. The findings provide a valuable linear model using the action, change and impact heuristics. HEIs must have strong partnerships with various stakeholders in both Global North and the Global South in order to foster greater acceptability around SDGs as structural elements. HEIs in the emerging economies must show more significant commitment and a decisive role at the policy table towards including SDGs in curriculum and learning outcomes for great impact. They must focus on greater outreach bringing in North–South and South–South together through partnerships, collaborations and the development of activities and curricula that could strengthen the overall impact of HEIs on SDGs.

‘The Role of Shared Leadership in Realizing SDGs: An Exploration of Intra-country Collaborative Work Between HEIs and Public Policy Groups in Zambia’

This chapter by Chitalu Kabwe, Christine Phiri-Mushibwe, and Smita Tripathi explores two main questions, firstly, how can the shared leadership model enable intra-country collaborative work between HEIs and Public Policy groups (PPGs) in Zambia as regards the realization of SDGs, and secondly, how to establish the background of HE in Zambia as well as the public policy arena. It is a single case, institutional level study of Zambia and studies the policy level initiatives towards HEI and SDGs, giving a detailed view of the institutional processes of Zambia, an emerging global south nation. The country uses the Westminster model of separation of powers which gives the parliament legal sovereignty; ministers routinely make laws through statutory instruments that are subject to balance and checks through the National Assembly. The Ministry of Higher Education makes policies to regulate HEIs.

The authors argue that decentralization of government power helps to defend liberty and gives enough room to HEIs for flexibility in the adoption of globally relevant practices. The article develops a shared framework where the Global

North and the Global South can develop collaborative strategies for helping HEIs develop greater footprint in SDGs. Furthermore, the chapter proposes four dynamic facets of leadership as attributes of shared leadership which provide ways in which leaders (HEIs and PPGs) in the Global South can collaborate, lead towards collective contribution of actors, share knowledge, and create space for diverse views, all leading towards a holistic understanding of the context of SDGs as well as a minimization of conflicting interests. Through the proposed model, HEIs can play a leadership role with other stakeholders, provide direction and shared understanding, and work with joint responsibilities while continuously negotiating in dynamic emergent ways for effective outcomes.

Rethinking Curriculum

‘Building Sustainability Leadership: Rethinking Curriculum Design and the Role of the Faculty’

This chapter by James Hunt, Lucy Turner, Scott N. Taylor, and Danna Greenberg discusses the importance and inclusion of collaboration and self-awareness among sustainability leaders. The authors introduce the method of experiential pedagogy in which students and faculty work together to develop self-awareness as the basis for sustainability leadership. They present three pedagogical principles that support the emotional learning that is foundational for sustainability leadership: student self-discovery, faculty as co-learners, and a development-focused learning environment.

Furthermore, the research demonstrates how these three principles work together to enable students and faculty to grow their self-awareness, providing the foundation for sustainable leadership. Their specific course is an experiential learning setup where both teachers and students (working in teams) engage over a period of nine months and develop, design and launch a sustainable venture. This specific case is an important pedagogy innovation where teachers act as co-learners and the overall learning outcomes are much higher. HEIs from both the Global North and the Global South may learn innovative pedagogy techniques to enable learners achieve self-awareness and turn them into better sustainability leaders.

‘Skill Integration in Higher Education: Curriculum for Sustainability’

The chapter by Supriya Pattanayak and Chhayabrita Maji discusses the case of a particular HEI, Centurion University of Technology and Management (CUTM), Odisha in India as it creates an impactful curriculum integrating the market needs for practicality with a focus on sustainability. The chapter talks about how an interdisciplinary and multidisciplinary curriculum blended with skill, market needs, theory and sustainability elements has given its graduates a stronger market recognition in a highly competitive job market and has also created a pipeline of highly motivated students.

The University has developed a community action learning approach focusing on lab to land and land to lab that impacts sustainability related education among its graduates. It also has multiple student-led incubators focused on social and sustainable entrepreneurship that helps foster future leaders. The university has

a green campus and recycles almost everything, food waste into compost, waste water used for watering the playgrounds, waste cloth and paper into handmade paper, and plastics into paver blocks through student-led initiatives. The university supports local businesses and employs local people to generate employment. This specific case shows how Global South HEIs are taking the lead in bridging the HEIs of tomorrow with the need for focused and disruptive addressing of the SDGs.

‘Experiential Learning About Sustainable Development and the SDGs: Features, Challenges, and Experiences of a Modular Course in Business Education’

This book chapter by André Martinuzzi, Angelo Spörk, and Susanne Martinuzzi on experiential learning focuses on learners, their activities, experiences, and how they process and reflect upon them. Their research goes beyond the textbook approach to learning and uses experiential learning methods to help understand and reflect on the SDGs and the complexities and specific challenges of sustainable development, such as interdisciplinarity, trade-offs, conflicts of interests, ambiguities, as well as the need for critical thinking, creativity, and communication skills.

In particular, this chapter is a case study of a specific curriculum developed over 10 years, incorporating complexities and challenges from the real world and turning it into a classroom experiential learning course. The modular course concept consists of a kick-off meeting, three thematic trainings, three academic assignments, two days of simulation games, role-playing, group exercises, and several rounds of reflection and evaluation. The aim of this chapter is to share the knowledge gained as educators of sustainable development and innovation in learning outcomes with the wider community. Their experiences confirm that experiential learning landscapes allow students to gain and reflect on their own experiences, increase knowledge, develop skills, clarify values and increase their creativity. This chapter on experiential learning should help HEIs from both Global North and Global South to develop a more innovative curriculum incorporating stronger emphasis on learning outcomes related to sustainable development.

‘Understanding the Mediating Role of Peers’ Feedback on Team-based Learning and Career Planning Skills’

This chapter by Asad Abbas, Hossein Haruna, Anil Yasin Ar, and Danica Radovanović discusses the SDG 4 goal of quality education and highlights the role of team-based learning (TBL) in improving student engagement with a common mission and vision. Their research helps HEIs improve the curricula of the programmes offered with a focus on implementing online activities to engage students to develop their skills. This research highlights the role of peer feedback in supporting each other (team members) to take better decisions in career planning. Furthermore, their research confirms that TBL is one of the useful techniques in developing students’ communication, problem-solving, and managerial skills based on peer feedback.

This research provides suggestions to the relevant stakeholders and competent authorities of HEIs to thoroughly review and revise the circulars implementing