

TITLE: Integrating sustainability: opportunities in existing curriculum

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Abstract

During the last decade, the topic of sustainability has been increasingly present in higher education. While higher education institutions proudly display their sustainability strategies, the teaching staff is left with doubts and questions on how sustainability can have a place in their curriculum without removing essential elements of their course.

Sustainability is a complex subject that includes specific content knowledge, as well as competencies and skills. It also entails a socio-political dimension, which can create difficulties for teachers who are used to discussing scientific topics. Nonetheless, sustainability inter- and trans-disciplinary nature can facilitate its integration in existing curriculum. For example, some courses might already have some sustainability-related skills in their outline. However, if these are not explicitly addressed as such, students develop them only marginally (Picard et al., 2022).

This scholarly discussion aims at discussing specific teachers' needs in introducing sustainability in some dimensions of their course and to provide them with tools that can be tailored to their specific course and/or teaching style.