

Irish Journal of Academic Practice

Call for Papers for Special Issue in 2022-2023



Education for Sustainable Development:
Pedagogical Innovations Empowering
Transformation towards a Resilient and
Regenerative Future

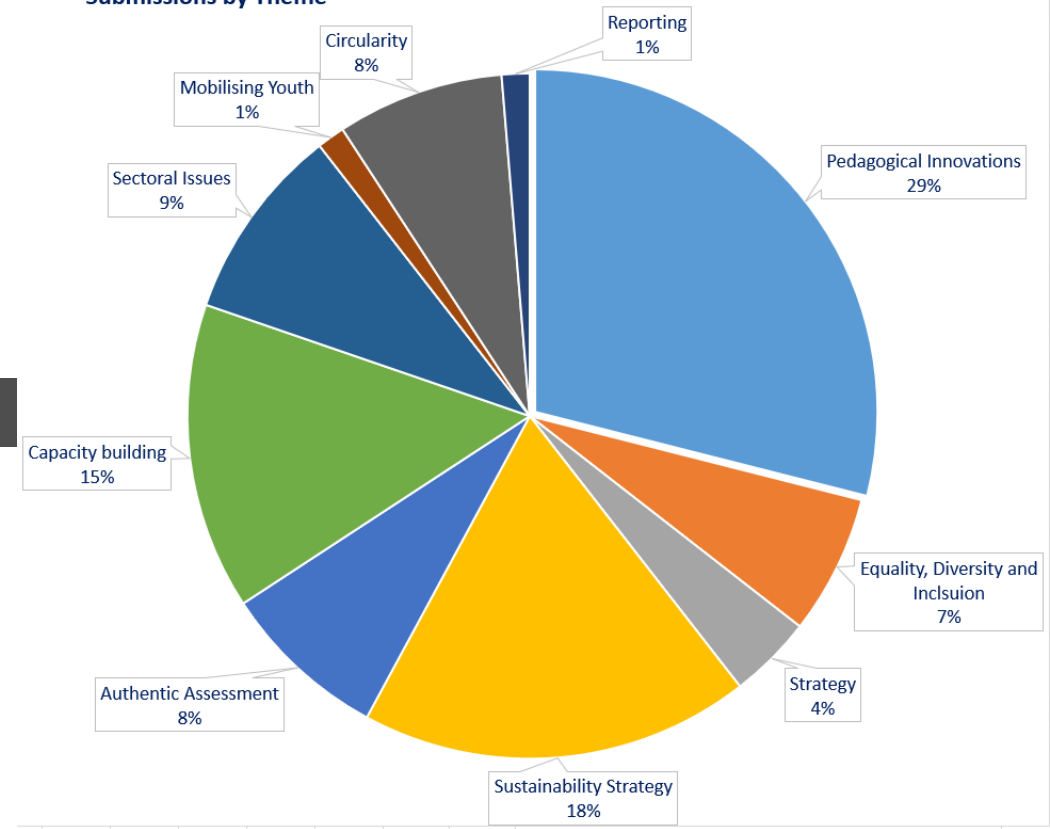


- **pedagogical innovations** for SDG 4.7
- **equality, diversity and inclusion** for learner success
- **sustainability strategy** in higher education
- **programmatic transformation** - embedding the SDGs
- **authentic assessment** for sustainable development
- **building capacity** - communities of practice, sustainability education
- emergent **sectoral and disciplinary** issues
- **mobilizing young people** - behavioural change, activism and citizenship
- integrating **circular principles** in higher education
- super wicked problems and **interdisciplinary approaches**
- **Reporting and disclosures**

- France
- Gabon
- Germany
- Global
- Ireland
- Kenya
- Switzerland
- UK

- Atlantic Technological University
- Darmstadt University of Applied Sciences
- Global Sustainable Futures Network
- Mary Immaculate College
- Queen's University Belfast
- Trinity College Dublin
- TU Dublin
- UNITAR
- Université de Pau et des Pays de l'Adour
- University College Cork
- University of Nairobi
- University of Toulouse III
- ISTA-CEMAC

Submissions by Theme



Authors
61

Submissions
36

Organisations
13

Countries
8

- 
- From Flagship to Flotilla? Findings from a Review of Literature on **Learning Spaces** in Higher Education, and Education for Sustainable Development
 - **Circular Pedagogy** to Support Technological Universities Cultural Transformation
 - Implementing inter-institutional lifelong sustainability education: The **UNI-ECO e-learning case study**
 - Fostering Student Engagement with the UN Sustainable Development Goals using an **Escape Room**
 - **Authentic Assessment** and **Embedding Sustainability Literacy** and Technology Skills in **Tourism Education**
 - Education for Sustainability – Are we Forgetting the **Economic Dimension?**
 - Empowering lecturers and students with constructivist, **community-engaged pedagogies** for the SDGs
 - Analysis of **Environmental Attitudes** of Undergraduate Construction Students using **New Ecological Paradigm Scale**
 - A Critical Reflection on the Importance of **Education for Sustainable Development**
 - Embedding **Development Education** and **International Service-Learning** in Undergraduate STEM Programmes to Address Sustainable Development Goal Target 4.7
 - Embedding sustainability in **food degrees**: A Case-study **of service-learning** as a signature pedagogy for developing **food sustainability competencies**

Authors: Claire McAvania, Sarah Louise Rawe, Eoin J. McGillicuddy, Sean McDermott, Mehael Fennelly, Patrice Behan Jennifer Stewart, Catherine Gorman, Ivaylo Peev, Nadia Barkoczi, Iulia Stefan, Todor Todorov, Patrick Flynn, Claudia Marian, Cristina Campian, Sonia Munteanu, Lia Pop, Lucía Morales, Sylvania Gallagher, Paula Murphy, Ozéias Rodrigues da Rocha, Daniel Kamphambale, Gareth Tribello, Catherine Bates, Caroline McGowan Jan Götsche, Mark Kelly, Mary McGrath Daniel Kamphambale, Ciaran O’Leary, Claire McConnell, Julie Dunne, Catherine Barry-Ryan

Reviewers: Philip Owende, Olivia freeman, Adrienne Fleming, Yvonn Galligan, Trevor Prendergast, Mureann O’Keeffe, Roisin Murphy, Fionnuala Darby, Miriam O’Donoghue, Lucia Morales, Philippe Lemarchand, Jon-Hans Coetzer, Kevin Mellon, Una Beagon

Guest Editors: Philippe Lemarchand, Jon-Hans Coetzer, Luicoa Morales, Cormac MacMahon

IJAP Editors: Roisin Donnelly, Kevin O’Rourke, Clare McAvinia

