

06.2.2026**Author**

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Title

Introducing sustainability into business education contexts using active learning / Jason MacVaugh and Mike Norton

Publication year

2011

Source/Footnote

In: Higher education policy. - 24 (2011) 4, S. 439 - 457

Inventory number

31158

Keywords

Ausland : Großbritannien : Studium, Studenten, Lehre ; Ausland : Großbritannien : einzelne Hochschulen ; Ausland : Japan : Studenten, Studium, Lehre ; Ausland : Japan : einzelne Hochschulen ; Studentenschaft : Studienverhalten

Abstract

The purpose of this paper is to explore how active learning may help address the legitimacy and practicability issues inherent in introducing education for sustainability into business-related degree programmes. The focus of this study is the experience of the authors in the development and implementation of education for sustainability within their business-related higher education programmes. To address the inherent challenges of the task, they apply the principles of active learning, with substantial use of problem-based learning, in the classroom and engage in a process of staff development in their personal time. The method used is a simplified version of action research where the authors worked together over two years and then reflected on the experience through interviews and extensive discussions with each other, with their respective teaching teams, and with sustainability educators from outside of their programmes. (HRK / Abstract übernommen)