



Engaging Students' Voices in Partnership for the Rhizomatic Development of Sustainability in Higher Education

Guest Editor:

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submissions:

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Message from the Guest Editor

Universities are faced with the tremendous challenge of promoting a culture of sustainability, while simultaneously grappling with the ongoing development of a more inclusive and active pedagogy for the twenty-first-century curriculum in which students are seen as partners in learning.

This Special Issue has a focus on innovations in higher education pedagogy and disruptive processes that might help education for sustainability to break free from the hegemony of the neoliberal university, and move away from the danger that education for sustainability might be subverted as 'education for consumerism and unbridled economic growth'.

Submitted papers may address related issues that focus on education for sustainability with an emphasis on student engagement/partnership, and present empirical research, reviews, case studies, or conceptual pieces that consider how sustainability fits with a transformative view of university education, and challenge neoliberal norms. Authors should explicitly address the criticism that as an educational community, 'we lack creativity. We lack resistance to the present'.





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Editor-in-Chief

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Message from the Editor-in-Chief

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