Akademika 91(Isu Khas), 2021: 119-129

https://doi.org/10.17576/akad-2021-91IK-11

Pedagogical Practices of Sustainability and Society Course Delivery in Higher Education

Amalan Pedagodgi dalam Penyampaian Kursus Kelestarian dan Masyarakat di Institusi Pengajian Tinggi

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ABSTRACT

Sustainability education prepares learners to comprehend the complex issues that situates in the community. Higher institutions are building and shaping students with ecosystems. The call for the need of education policies to be (re) oriented towards social change, sustainability and preparing students for life in a global society. This area of pedagogy is not free from problem. When policy is turned into practice instructors in higher education need to take a number of factors into account, especially when global sustainability issues are complex. This research was motivated from the issue that sustainability is perhaps best understood as an emerging paradigm that involves shifting to holistic, systemic, connective and ecological ways of thinking and learning. In accordance to that statement, the present research aims at engaging life experience on pedagogical practices which include approaches and methods from four instructors who had experience in teaching sustainability and society course at Albukhary International University, a private philanthropy higher institution. The instructors or academics from varied disciplines and teaching experience were invited to articulated different ways of enacting pedagogies related to their teaching. The research adopts qualitative approach via focus group interview to gather the desired data. The data was analysed using thematic analysis. There were three themes identified of which one is an emerging theme. It includes tips in teaching sustainability and society, the approaches and methods. The conclusion is that these instructors' experiences can help us to understand this work and how it can provide some useful insights in pedagogical concerns.

Keywords: Burns Model; Sustainability Pedagogy; Approaches; Methods; Higher Education,

ABSTRAK

Kelestarian pendidikan mempersiapkan pelajar untuk memahami isu-isu kompleks yang terdapat dalam masyarakat. Institusi yang lebih tinggi membina dan membentuk pelajar dengan ekosistem. Keperluan untuk melihat semula polisi pendidikan terhadap perubahan sosial, kelestarian dan mempersiap siaga pelajar untuk kehidupan dalam masyarakat global kini menjadi tuntutan. Para pendidik di pusat pengajian tinggi perlu meneliti untuk mereka bentuk semula pendekatan, kaedah dan teknik pengajaran kursus Kelestarian dan Masyarakat di Universiti. Kajian ini didorong dari isu yang memaparkan bahawa Keletarian dan Masyarakat akan dapat difahami dari paradigma yang beralih kepada holistik, sistematik, saling berkaitan dan pembelajaran yang berteraskan ekologi. Berasaskan kenyataan itu, maka objektif kajian ini ialah untuk menyelidiki amalan pedagogi yang dilaksanakan oleh pensyarah kursus tersebut di Albukhary International University (AIU). Kajian ini mengadoptasikan pendekatan kualitatif dan kumpulan fokus sebagai teknik dalam pengumpulan data. Data yang diperoleh dianalisis menggunakan teknik tematik. Hasil dapatan kajian menunjukkan tiga tema utama yang terzahir daripada data yang dikumpulkan iaitu pengajaran kursus kelestarian dan masyarakat, pendekatan dan kaedah. Kesimpulannya, kajian ini membantu para pendidik dalam memahami amalan pedagogi yang efektif dalam penyampaian mereka.

Kata Kunci: Model Burns; Pedagogi Kelestarian; Pendekatan;, Kaedah; Pusat Pengajian Tinggi

INTRODUCTION

Sustainability development has long been implemented for more than a decade in Malaysia (Mahadi et al., 2018) and the need for sustainability education is deemed important when the ecological and social crises emerged. In Malaysia's Universities, the education sustainable development is inevitably characterized by globalisation at different levels and in different aspects of the education system (Mahmud,2017). Sustainability education prepares learners to comprehend the complex issues that situates in the community. Higher institutions are building and shaping students' worldviews, attitudes, leadership skills, participation levels in the community, decision-making, and interactions with ecosystems (Heather Burns, 2013), so it makes sense that more and more colleges and universities are focusing on the goals of sustainability. Fundamentally, sustainability is about stabilizing the disruptive relationships between human culture and the living world (Hawken 2007), but sustainability also refers to a deep ethical and spiritual understanding of living within the limits of natural systems, and of our relationships to earth and one another (Capra 2002; Macy & Brown, 1998). From a teaching and learning perspective, sustainability is perhaps best understood as an emerging paradigm that involves shifting to holistic, systemic, connective and ecological ways of thinking and learning (Sterling 2002).

Albukhary International University (henceforth AIU) has made the Sustainability and Society Course (CBS2012) as university compulsory course across all programmes in AIU. This course is aligned with the AIU niche; that is on social business. The rationale for the inclusion of the course is to allow students to choose activity of their interests to achieve interpersonal and social skills in order to function in the dynamics of ever-changing society. This course aims to (a) inculcate an understanding of human beings in families, tribes, communities (rural and cities), nations and networks and how the individual's patterns of feelings, thoughts and actions are shaped as we try to live together and help each other and (b) introduce to the students the civilizational studies which include an introduction to civilizational studies, interaction between various civilizations and contemporary issues and their implications for the country's development process. The output of the course is to make students able to design and implement real world societal problems projects such as poverty, liberty, war, ageing, and disease climate change, and globalization, food and water security for specific groups and incorporating social business for sustainability.

The course learning outcome (CLO) sets forth that at the end of the course, students will be able to: identify common problems in a society within a 10 km radius of the AIU campus, formulate a problem statement, write a project proposal to undertake a project involving a group of society, conduct a preliminary project community project to explore the problems, conduct a community project incorporating social business for sustainability and to submit a project report in the form of a manuscript. The imperatives of sustainability point not only to new course content, but also to new ways of teaching that content.

As the sustainability message gains momentum within higher education, there is a growing need to address how teaching and learning can be re- oriented towards sustainability. This paper, focuses on the pedagogical practices in delivering Sustainability and Society (CBS2012) by AIU participants. It adopts a qualitative approach and focus group interviews to retrieve the required data.

LITERATURE REVIEW

Theoretical framework: the burns model of sustainability pedagogy. The Burns Model of Sustainability Pedagogy (Burns 2009) was developed to address the need for a practical way to effectively teach sustainability. This model takes an integrated approach to examining the complex issues by incorporating systemic and interdisciplinary learning, multiple perspectives, an active and engaged learning process, and attention to place-based learning. With a central focus on transformative learning through ecological design, the Burns model acknowledges the need to shift to more ecological ways of thinking and teaching (Sterling, 2002). The justification for the adoption of the model is because it provides a practical and adaptable model for teaching sustainability in a variety of contexts that include academic courses, co-curricular and student leadership programs, and non-formal education. The model recognises that ecological systems themselves are our best teachers in designing sustainable and regenerative educational systems (Burns 2009, 2011; Capra 2002; Holmgren 2004). This model incorporates best practices and theories for effectively teaching sustainability, especially in higher education settings. The central

goal of the Burns model is to provide opportunities for transformative learning in which learners are motivated and inspired to shift their values and make sustainable and authentic changes in their own lives as well as within their communities and places. The Burns model has five key dimensions: (1) Content; (2) Perspectives; (3) Process; (4) Context; and (5) Design (see Figure 1).

Fundamentally, pedagogy is the art of teaching and it has the motivation factor in learning (Ahmad Jailani, 2020). Sustainability pedagogy has the potential to be transformative and meaningful when learning is designed in a way that: is thematic, focuses on interconnected systems, and co-creates *content*; critically questions dominant norms and incorporates diverse *perspectives;* utilises active, participatory, experiential, and relational *processes;* and is grounded in a specific *context*—real ecosystems and communities where learners live, learn, and contribute (Burns 2009). The intentional and purposeful weaving of these dimensions together into a course or program, in a way that mimics ecological systems, constitutes ecological *design*. This design process creates opportunities for transformative learning: Learning that has the potential to transform learners' attitudes and values, ultimately transforming unsustainable values and cultures to communities that cultivate sustainable systems (Burns 2015).

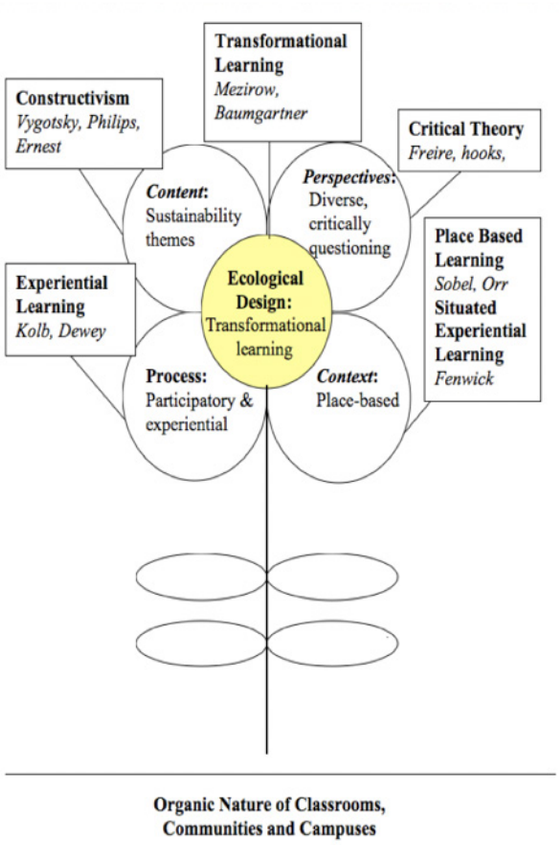

FIGURE 1. The Burns Model of Sustainability Pedagogy and Learning Theories
Source: Burns (2009).

Rooted in the need for regenerative change in our world, transformative learning processes have the potential to create deep personal shifts to more healthy ways of living and relating that honour our interconnectedness with all life. Transformative learning is relational, affective, extrarational, and/or experiential (Cranton 2006), and is best facilitated by engaging multiple dimensions including affective, spiritual, imaginative, somatic, sociocultural, or rational (Tolliver & Tisdell 2006). Sustainability pedagogy designs for "integral transformative learning" which, according to O'Sullivan (2002) is a deep cultural shift that involves our understanding of ourselves and our self-location; our relationships with other humans and the natural world; our understanding of the relations of power in interlocking structures of class, race and gender; our body awareness, our visions

of alternative approaches to living; and our sense of the possibilities for social justice, and peace, and personal joy.

Thus, the purpose of sustainability pedagogy is to create meaningful, integral, transformative learning through intentional design that weaves together multiple dimensions. This sustainability course often stirs up many emotions and tensions and it focuses on the relationships between individuals, communities, and global systems. Therefore, it is vitally important to support learners holistically. The five major approaches are Constructivist, Collaborative, Integrative, Reflective and Inquiry Based Learning (2C-2I-1R).

Sustainability in higher education. What is meant by sustainability? Sustainability derived from the root word "sustain+able+ity" (see Table 1 below).

TABLE 1. Analysis of Word

Noun	Analysis: Stem + Suffix	Stem
sustainability	sustainable + *ity*	*Verb*

The word sustainability is a composition of sustain + able which means able to hold up, able to keep up or capable of being able to continue at a certain level.

Sustainability is at once an integrative discipline and a multidisciplinary project; it has statistical, scientific, and humanistic dimensions. With its focus on specific problems and particular solutions, sustainability suggests place-based and project-based approaches to student learning. Teaching towards sustainability also reminds us that pedagogy is a civic project; there are important ties between the classroom and the community. John Elkington (2006) argued that sustainability is made up of three pillars namely the economy, society and the environment which are also informally used as profit, people and the planet. These three pillars are interconnected and are known as 'Three Bottom Line".

According to Burns (2016), sustainability has become a major focus in higher education and refers to "changing our ways of being and working collaboratively to create regenerative, interconnected, just, and thriving systems and communities". Sustainability educators in higher education generally agree that the purpose of teaching sustainability is to foster change agents who are capable of addressing complex sustainability challenges (Jones, Selby, & Sterling, 2010; Orr, 2004; UNESCO, 2014). In order to achieve this goal, learners need to be able to: think systemically, creatively, and critically; recognise interconnections; consider various perspectives including those that are non-dominant; shift mental models; work effectively with others and collaborate on real projects; resolve conflict and controversy; build and sustain meaningful relationships with the communities and ecosystems where they live; and develop as whole individuals with an understanding of their identities as physical, emotional, spiritual, cultural, and intellectual beings (Burns, 2011, 2015).

Society. Across literature, different scholars have defined society in various ways. The definitions are either functional or structural. From the functional point of view, society is defined as a complex of groups in reciprocal relationships, interacting upon one another, enabling human organisms to carry on their life-activities and helping each person to fulfil his wishes and accomplish his interests in association with their fellows. From the structural point of view, society is the total social heritage of folkways, mores and institutions; of habits, sentiments and ideals. The following two definitions view society from its functional and structural aspects respectively. According to MacIver, "Society is a system of usages and procedures, of authority and mutual aid, of many groupings and divisions, of controls of human behaviour and of liberties. This ever-changing complex system we call society. It is the web of social relationships". According to Giddings, "Society is the union itself, the organisation, the sum of formal relations in which associating individuals are bound together".

Pedagogy. Pedagogy is referred to as the teaching process that facilitates the learning processes and environment in the classroom. In simple term it is the act of teaching. On the same note, pedagogy, interpreted in a narrow sense, refers to what instructors actually do in classrooms, specifically teaching methods (Alexander 2008). Sustainability education (SE) requires the kind of learning which can explore the depth of things and brings about a shift from transmissive to transformative learning. To engrain this kind of learning, transformative

pedagogies are needed. Only such pedagogical approaches can make the development of the key competencies needed for promoting sustainable development possible (Sadaf Taimur 2020). Alexander (2008, p. 92) in his argument for the greater centrality and importance of pedagogy within education states:

'pedagogy...is not a mere matter of teaching technique. It is a purposive cultural intervention in individual human development that is deeply saturated with the values and history of the society and community in which it is located. Pedagogy is the act of teaching together with the ideas, values and collective histories that inform, shape and explain that act.

Fien (2001 p.23) concurs saying 'pedagogy includes the teacher's vision of what education is for and how society might be'. With this view, curriculum is a domain of pedagogy, just one of the pedagogical decisions made. However, it is important to distinguish that instructor pedagogy potentially stands at the precipice of being a force for cultural or as a force for transformation. It is in this dichotomy that the promise of education for, or, as sustainability resides.

Pedagogical approaches that are particularly effective in the context of education for sustainable development tend to have an authentic aspect, enabling students to relate their learning to real-life problems and situations. There is likely to be a strong interdisciplinary, multidisciplinary or transdisciplinary element, reflecting the interconnected nature of many issues in sustainable development. Experiential and interactive approaches are also particularly well suited to education for sustainable development, particularly where they encourage students to develop and reflect on their own and others' values. Critical reflection on values and assumptions may in some cases lead to what is known as 'transformative learning'. In addition, participatory learning approaches, peer-learning and collaboration - within and beyond the classroom - are encouraged, allowing students to be exposed to multiple perspectives and enabling creative responses to emerge.

Most students will have knowingly or unknowingly engaged in learning about sustainability through their previous formal education or through informal means, and they may have diverse value positions. It is therefore particularly important that prior knowledge and attitudes are taken into consideration in planning teaching and learning activities. Students' learning for and about sustainability while in higher education is not limited to the formal curriculum: wherever possible, teaching, learning and assessment should take account of informal and campus learning opportunities. The use of the campus as a 'living laboratory' where students learn about growing food, resource management, community relationships and local economic impacts provides some examples.

The task of the educator is to provide an environment in which divergent views can be shared and explored in a safe environment. This provides opportunities for deep and critical reflection on students' own perspectives. Besides, democratic and participatory learning approaches are modelled and encourage interdisciplinary approaches, systems thinking and holistic thinking.

While this can lead to exciting and dynamic learning experiences, it is understood that there are some particular challenges to teaching in this area, and those new to education for sustainable development may welcome more detailed advice and guidance. In a document of this length, it is only possible to provide a brief overview of different approaches; however, the many additional resources listed at the end provide generic and discipline-specific examples.

Teaching and learning methods. There are a number of teaching and learning methods that are likely to be particularly effective. Arvind Kr. Gill & Kusum (2017) main focus is on effective presentation of subject matter to have mastery over it. It is a step by step scientific way of presenting the subject matter. It is an overall plan for systematic presentation based on a selected approach which means method is the practical realisation of an approach through a procedure in a system. Teaching method is a kind ofset of activities that instructors use in order to teach. Method refers to the procedure within an approach. It is a process or procedure whose successful completion results in learning or as a means through which teaching becomes effective. It is the formal structure of the sequence of acts. The term method covers both strategy and techniques of teaching. Different strategies may be adopted in following a method. It is a wider term. Method is related to the nature of the content of a subject to be taught. A teaching method is a style of presentation of content in classroom. Method refers to the formal structure of the sequence of acts commonly denoted by instructions. It involves the choice of what is to be taught and in which order is to be presented.

There are two main types of teaching method which are the non-participatory the method and participatory method. 1. Non-Participatory method: In these types of methods, the teacher casts himself/ herself in the role of being a master of the subject matter. The teacher is looked upon by the learners as an expert or an authority. Learners on the other hand are presumed to be passive and copious recipients of knowledge from the teacher. Examples of such methods are the lecture method and the demonstration method. 2. Participatory methods: This refers to the way in which teachers and students are in constant interaction, active involvement and continuous exchange of views and ideas in the overall teaching and learning process. These methods are sometimes known as interactive teaching method or learner centered teaching method. It is a shift from a belief that learners are empty plate who are supposed to be imparted with knowledge to a belief that learners can construct knowledge and learn on their own if properly guided. They are designed only for smaller groups of participants, but their advantage is that they encourage better retention of what they have learned. They are contemporary modern methods of education. Examples of such methods are the discussion method, question answer method, project method and the problem solving method.

Depending upon the discipline or the sustainability challenge to be addressed, some methods proposed may include one, some or all of the followings:

1. case studies
2. stimulus activities
3. simulation
4. experiential project work
5. problem-based learning.

However, educators/instructors are encouraged to think creatively about a wide range of teaching and learning approaches, and to experiment with innovative pedagogies as appropriate to the discipline. It is also important to consider the potential for achieving graduate outcomes through pedagogies such as lectures, seminars, laboratory or studio work, self-directed study and essay writing, which are likely to feature in many programmes.

Approaches to assessment. There are a number of ways in which students can be assessed for achievement of the graduate outcomes identified in this document, and it is likely that a variety of methods will be used. Teaching, learning and assessment should be constructively aligned, ensuring that the assessment task and pedagogic approaches reflect the learning outcomes which students are expected to achieve. The mode of assessment should be institutionally appropriate and align with local assessment policy and processes.

Assessment should provide opportunities for students to demonstrate achievement of graduate outcomes in the core areas of global citizenship; environmental stewardship; social justice, ethics and well-being; and futures thinking. In this context, it is also likely to involve: assessment in education for sustainable development can also benefit from engaging the perspectives of other interested parties (stakeholders), peer contributions, formative tasks that enable the development of critical thinking and problem-solving , opportunities to apply these skills to real-world problems, synoptic assessments that explore the relationship between students' main, academic discipline and sustainability and finally activities that encourage affective learning in the domains of values, attitudes and behaviours.

As with assessment practise more generally, students should be given equal opportunities to demonstrate achievement of intended learning outcomes through the use of inclusive approaches. The teaching, learning and assessment activities must be linked to real-life concerns.

METHODOLOGY

The research deployed a qualitative approach. It adopted the focus group interview by interviewing participants in groups with set of questions which maps the objective of the research.

Participants. A total of four (4) academics were selected based on purposive criterion sampling and is presented in Table 2. The choice of sampling is closely depends on the research objective. The present research chose participants who had taught Sustainability and Society (Course Code: CBS2012). at AIU over the past three years. Three of the academics were anchored at School of Business and Social Sciences whilst one academic was anchored at the School of Education and Human Sciences. They are three (3) male academics and one (1) female academic.

TABLE 2. Participants' Profile

	Gender	Demography Description
1	Male	Age: 64 Teaching Experience: USM more than 35 over years Discipline: Economy/Social Business Founder of Anugerah Ikhtiar MALAYISA (AIM)
2	Male	Age: 46 Teaching Experience: in some University Colleges and accumulated 24 over years Discipline: Business Studies & English Language
3	Female	Age: 44 Teaching Experience: Teaching in AIU and had recorded more than 20 over years Discipline: Computer Science and Informatics
4	Male	Age: 26 Teaching Experience: Less than a year Discipline: Media and Communication

Instrument. A semi-structured interview has been referred to as a 'conversation with a purpose' (Burgess, 1984) and this notion is supported by Jesica et al., (2020). A semi-structured interview is a meeting in which the interviewer does not strictly follow a formalised list of questions (Alison Doyle, 2020). The reason for adopting semi structured interviews as it is commonly used and the most frequent qualitative data source in education research. This method typically consists of a dialogue between researcher and participant, guided by a flexible interview protocol and supplemented by follow-up questions, probes and comments. The method allows the researcher to collect open-ended data, to explore participant thoughts, feelings and beliefs about a particular topic and to delve deeply into personal and sometimes sensitive issues.

In this type of interview, the interviewer may prepare a list of questions but won't necessarily ask them all, or touch on them in any particular order, using them instead to guide the conversation. In some cases, the interviewer will prepare only a list of general topics to be addressed. Semi structured interviews are an effective method for data collection when the researcher wants: (1) to collect qualitative, open-ended data; (2) to explore participant thoughts, feelings and beliefs about a particular topic; and (3) to delve deeply into personal and sometimes sensitive issues.

Focus group interview. The application of the focus group technique allows us to collect an appropriate amount of data in a short period of time, although we cannot argue with full conviction about the spontaneity of the contributions from the participants. Nevertheless, some of the information gathered during a focus group session potentially will be of great worth, because it will be collected with great difficulty through the simple observation of reality. Focus group permits a richness and a flexibility in the collection of data that are not usually achieved when applying an instrument individually; at the same time permitting spontaneity of interaction among the participants. On the other hand, the focus group demands better preparation of the place itself (where it will happen), as well as more elaboration of the results, since we will probably collect fewer data than in individual interview. The justification for the focus group technique over other data collection techniques is because focus group concentrates on the perception of the participants' thoughts concentrated on the topic object of the investigation. This can be especially useful as a means of supplying typical experiences in the field and perspectives from which they will be observed.

Interview Process. A few days prior to the focus group interview, an invitation via email was sent to participants with details about the interview, time and location. The focus group interview was conducted on 17 July 2020. The interview was audio-taped and took about three hours. Note-taking was kept to a minimum to avoid this possible distraction getting in the way of the interview's 'back and forth' conversational flow. An attempt was made to make participants feel comfortable and at ease when responding to the interview.

ANALYSIS

Data analysis. The interview was transcribed verbatim. The completed interview transcript was reviewed at least twice for errors such as wrongly spelt words or acronyms. The verbatim was sent to participants for validation reasons. The transcript

was then analysed using thematic analysis (TA). ATLAS.ti was the software used to analyse the thematic content analysis. Figure 2 below shows the steps of content analysis via ATLAS.ti

Phases of thematic content analysis	Steps in ATLAS.ti
First phase: Pre-analysis.	Creating the project. Adding documents. Grouping documents into document groups. Writing first memos on the overall project aim including research questions.
Second phase: Material exploration.	Reading the data, selecting data segments and creating quotations. Creating and applying codes. Writing memos and comments. Grouping codes and memos
Third phase: Interpretation.	Exploring the coded data using various analysis tools. Linking quotations, codes, and memos on the conceptual level. Continuing memo writing. Generating network views. Extracting reports.

FIGURE 2. The various stages of content analysis in ATLAS.ti

Thematic analysis is a flexible method that allows the researcher to focus on the data in numerous different ways (Braun & Clarke, 2006). The researchers can legitimately focus on analysing meaning across the entire dataset, or you can examine one particular aspect of a phenomenon in depth.

Thematic analysis was used over other methods of data analysis because of its accessibility and its flexibility. Thematic analysis is a method for systematically identifying, organising, and offering insight into, patterns of meaning (themes) across a dataset. Through focusing on meaning *across* a dataset, thematic analysis allows the researchers to see and make sense of collective or shared meanings and experiences. This method is a way of identifying what is common in the way a topic is talked or written about, and of making sense of those commonalities. However, what is common is not necessarily in and of itself meaningful or important. The patterns of meaning that thematic analysis allows the researchers to identify need to be important in relation to the particular topic and research question being explored. Analysis produces the answer to a question, even if, as in some qualitative research, the specific question that is being answered only becomes apparent through the analysis. The purpose of analysis is to identify those relevant to answering *a particular* research question.

FINDINGS AND DISCUSSION

Themes that emerged from focus group participants were analysed via thematic content analysis and discussed within the context of the literature reviewed in chapter two. The thematic analysis process that was applied to the transcripts elicited key concepts that were evident in the data. These themes are viewed as essential in determining the pedagogical practices (the approaches and teaching methods) adopted by the participants in delivering Sustainability and Society (Course Code: CBS2012).

Issues, under the following themes, were identified, described and analysed:

1. The tips to be encompasses when teaching Sustainability and Society (Course Code: CBS2012).
2. The pedagogical approaches adopted in delivering Sustainability and Society Course (Course Code: CBS2012).
3. What are the teaching methods and strategies adopted that facilitate teaching and learning of Sustainability and Society Course (Course Code: CBS2012).

The tips to be encompasses when teaching Sustainability and Society (Course Code: CBS2012). The purpose of this discussion is to explain the pedagogical approaches adopted by the participants in delivering the Sustainability and Society Course (Course Code: CBS2012). However, an emerging

theme on tips teaching sustainability and society had surfaced evidently. The participants revealed the tips before they talked about approaches and methods of teaching sustainability and society.

At the beginning of the interview session, the participants began by saying:

Before talking about pedagogy/methods of teaching, over time and upon reflection, there are a few tips to be considered in teaching this course on sustainability and society. This is my experience. I realised that the feelings of cognitive or emotional overload can cause students to feel disengaged, disempowered, and even resentful, which can disrupt the learning process. As far as possible peer engagement and support must exist. This will alleviate the feelings of overload (P1, May 2020)

This course, is a multi-discipline subject. In other words, it embraces interdisciplinarity. It involves social science, sciences and humanities disciplines. It requires student to thin outside intellectual expertise. Daunting experience not just for students but instructors too (P2, May 2020).

Teaching sustainability, is like civic education. Making the student see the world in bigger horizon. It goes beyond lecture room!! So the project that we assign must map and engage with sustainability issues and initiatives in the community (P3, 2020).

The participants were eager to share the tips for teaching this particular course which, instructors in higher institutions must consider before setting the approach or methods of teaching this Sustainability and Society sourse.

The pedagogical approaches adopted in delivering the Sustainability and Society Course (Course Code: CBS2012) in achieving the course outcomes. The participants disclosed that the pedagogical approach must not be a passive one and students merely absorbed the lesson content. Instead; they pointed out:

I have been teaching this course for three semesters. Over the semesters, I always refer to the Course Outcome and remind myself choose an approach that will achieve the learning outcomes. I usually prefer the constructivism teaching approach to deliver this course to my students. The students will be constructing knowledge (P1, May 2020).

I ensure that my students are active, not passive in my class. They must not be absorbing what I delivered. Somehow, they need to discover and create experience and knowledge (P3, May 2020).

I don't have much experience in teaching this course. I just joined this teaching profession a year ago. When I was assigned to teach this, I studied the curriculum and found that I need to adopt student centered approach. It is all about what students' do, discover and report. But of course, I provide instructions and guidance before I released the students to do some tasks (P2, May 2020).

Hmm, I had 2 years teaching this Sustainability & Society course in. At first it was quite difficult and I tag along with a very senior Professor to deliver this course. Hahaha over time, I have more confidence to deliver this course. It is interesting though. Ok… How did I teach. The approach…Let me reflect, I adopted the deductive approach. I laid down the rules, principles in front of the students, then they clarified by providing examples. This is more meaningful, I find (P4, May 2020)

Cooperative learning is another approach that I had forgotten to mention. Cooperative learning takes advantage of students' diverse disciplinary and experiential knowledge (P4, May 2020).

Yeah…I agree to P4. Sustainability is a global goal; the problem and solutions are locally situated in the communities. It is like bio-regional approach to teaching about place, encouraging students to think about their local watershed as a meaningful way to conceptualize community (P1, May 2020)

In concluding the key terms approach from the excerpts are "construct", "discover knowledge and experience", "student cantered" and "deductive". All these terms project an active learning on the part of the students. These findings map the descriptions provided by O'Sullivan (2002) and Burns (2009) as it fit the "transformative learning". Other researchers like Tolliver & Tisdell (2006) mentioned that these teaching approaches are very engaging, stimulating and deep learning.

The teaching methods and strategies adopted that facilitate teaching and learning of Sustainability and Society Course (Course Code: CBS2012). In this section extracts from the verbatim related to teaching strategies or teaching method will be disclosed. Teaching method or teaching strategies is within an approach and it is about the activities the course instructor make use in order to teach.

The ultimate learning outcome of this course is preparing students to produce and execute a community project incorporating social business for sustainability. Prior to that, students need to identify common problem that exist in society, formulate problem statement, writing research proposal and conduct a community project in incorporating social business for sustainability. With these in mind, I then craft the flow of appropriate method to deliver the course so the outcomes are achieved. I integrated methods such field work to engage with the community and small group discussion- brainstorm (P1, May 2020.)

I did the same by going through the learning outcomes - like mention by participant 1. I then map the type of assessment and the method. For instance, to produce a research proposal. I gave lecture, then put them in a small group to extract the elements found in research proposal. Then I assigned them put on papers the problems that exist in the community (from their field work) and they work through the proposal (P3, May 2020).

I discussed with my senior colleagues the best method and strategies to achieve the learning outcome. I practiced participatory method where students are actively engaged in the lesson. Activity like learning from peers in the group brainstorming session and discussion were great help to my introvert or shy away students. Hmmm…. I created some stimulus activities to make my students more mindful in the lesson content. Yeah…activities like encouraging affective learning are very meaningful to my students… (P4, May 2020)

Problem based learning and case studies are the two methods that I adopted in delivering this course. I have taught this course to three cohort of school of business students. One advantage of teaching more than 80% of International Students because they brought in their varied learning experience and unique cases studies from their home country. When talking about real- life case studies, it becomes an added value to me and the students too. I believe that these two methods map the formative tasks which I assigned to them. Besides, development of critical thinking come in place. I also observed my students' attitude and behaviours when they were working in group (P2, May 2020).

Bringing guest speaker to the classroom is indeed a very helpful method. In this session, students are encouraged to ask questions related to guest's field of expertise. This is an added learning experience to my students. Field trip to the site – where the community to be studied was a good experience too. I took them during the first week of the course. I visualised that students will comprehend better when talking about the community to be studied (P4, May 2020).

The teaching methods themes gathered from the focus group interview were "lecture", "small group discussion", "case studies", "stimulus activities"; "simulation"; "experiential project work", "field work/trip", "guest speaker ", "preliminary community project" and "problem-based learning". Various active methods and strategies of teaching have been applied in delivering this Sustainability and Society Course (Course Code: CBS2012).

CONCLUSION AND RECOMMENDATIONS

Present and future Sustainability and Society instructors should be aware of the tips, pedagogical practices – approaches and methods of teaching and the implications for student learning. can be utilised as a starting point for further inquiry into the essential elements of effective pedagogy for sustainability in higher education.

ACKNOWLEDGEMENTS

I wish to thank the anonymous reviewers for their insightful comments and suggestions for the improvement of the paper. I am also very grateful to Prof Dato' Sukor Kassim and Dr. Reazul Islam for their generous comments and support.

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Received: 26 January 2021
Accepted: 3 September 2021