



Towards Applying Sustainable Learning to the Educational Process at the Faculty of Tourism and Hotels, Minia University

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Keywords

Sustainable learning,
Faculty of Tourism
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Abstract

Sustainable learning is considered one of the modern concepts that express a type of learning that serves the environmental field. Most nations have taken an interest in this concept in light of environmental stewardship and the pursuit of sustainable development. The study aimed to create sustainable and renewable curricula and methods of learning and teaching that would prepare and develop students to meet future challenges. The researcher used an inventory approach. Data was gathered through questionnaires issued to faculty members of Tourism and Hotels at Minia University. Using SPSS version 25, a variety of analytical techniques were used to analyze the findings, including descriptive statistics, reliability analysis, coefficient analysis, and Pearson correlation analysis. The research reached several results; the most important of these is that there is a significant, strong positive relationship between scientific subjects and the benefits of applying sustainable education to the educational process in the faculty. The research recommended that the faculty change regulations, add a percentage of sustainability courses in all disciplines, expand the use of environmentally friendly technology, and digitize the curriculum as a green education tool.

1. Introduction

Sustainable learning is a philosophy and aspiration for learning and teaching founded on principles of sustainability. The aim of sustainable learning is to develop and disseminate sustainable learning and teaching methods and curricula that equip individuals with the knowledge, abilities, and attitudes needed to succeed in complex and demanding situations and make a positive impact on the world (Sterling, 2010). Sustainable learning incorporates important sustainable development topics into teaching and learning through participatory approaches (Abduganiev & Abdurakhmanov, 2020). Visualizing future situations, critical thinking, and collaborative decision-making are skills that are promoted through sustainable learning (UNESCO, 2020). Learning is vital to societal transformation and sustainable development (Branden, 2015). Access to high-quality education has improved societies all across the world in order to encourage and empower students to modify their behavior and take action for sustainable development (Kopnina, 2012). Sustainable learning will undoubtedly contribute to the creation of a safe atmosphere as well as an increase in the productivity of education systems within Minia University's Faculty of Tourism and Hotels.

Research Problem

The problem with the research is the lack of students' knowledge of environmental and sustainable development issues as a result of their lack of good inclusion in the curriculum and poor knowledge of the vital role that education plays in addressing environmental issues. Based on the fact that higher education institutions are the nucleus of influence on society towards a shift to sustainable thinking and increased awareness of the importance and application of sustainability through educational curricula and positive environmental practices aimed at reducing negative impacts on the environment, the problem of the study is summarized in **the following questions**:

RQ1: How can the concept of sustainable learning apply to the educational process of the Faculty of Tourism and Hotels at Minia University?

RQ2: To what extent can sustainable learning be applied to the educational process at the Faculty of Tourism and Hotels, Minia University?

RQ3: What are the benefits of implementing sustainable learning at the Faculty of Tourism and Hotels, Minia University?

RQ4: What are the challenges in applying sustainable learning at the Faculty of Tourism and Hotels, Minia University?

Research Aims

The main aim of this research is to create sustainable and renewable curricula and methods of learning and teaching that will prepare and develop students to meet future difficulties. Following were some objectives that were aimed at in order to fulfill the main aim of the study:

1. Identifying the concept and principles of sustainable learning
2. Identifying the tools and strategies of sustainable learning
3. Reaching results and recommendations that contribute to the implementation of sustainable learning.

Research Significance

The importance of research is reflected in the fact that it is a topic concerned with the application of sustainable learning to the educational process in order to increase students' awareness of the concept of the environment and develop their abilities to deal with environmental problems. Sustainable learning is of vital importance because it essentially aims to empower and equip those involved in the education enterprise with the knowledge, skills, and will to educate in ways that are sustainable. Also, know the role that education plays in addressing environmental issues and the role of the college in engaging students in community activities to meet the challenges facing society.

2. Literature Review

2.1. The concept of sustainable learning

The concept of sustainable learning is based on education and sustainability (Jeronen, 2013). To promote sustainable living, many of today's difficulties need a genuine transformation in mindset and behavior. Stephen Sterling (2008) asserts that sustained learning can lead to the required cultural transformation. As a result, the idea of sustainable learning refers to using education to develop long-term solutions to issues in the environment, society, and economy (Prabakaran, 2020). Sustainable learning is described as a change in educational culture that develops and embraces sustainability theory and practice in a critical manner. As a result, it is a transformative paradigm that values, sustains, and realizes human potential in relation to the need to accomplish and sustain social, economic, and environmental objectives (Sterling, 2013). Sustainable learning is a holistic and transformative lifelong learning process that attempts to improve learning's cognitive, social, emotional, and behavioral components (UNESCO, 2020). The 17 Sustainable Development Goals (SDGs) included in the 2030 Agenda for Sustainable Development are focused on achieving the well-being of people everywhere while also focusing on the environment (Di Fabio, 2017).



Figure (1): Sustainable Development Goals
Source: UN, 2016.

The SDG4, titled "Quality Education," focuses specifically on guaranteeing excellent education and developing opportunities for lifelong learning for all (UNESCO, 2017). Sustainable learning aims to promote justice, increase quality of life and well-being, conserve natural resources, and safeguard health (Jämsä, 2006).

Sustainable learning is a combination of the following elements:

1. Education for a more sustainable world. The emphasis here is on the topic knowledge required to handle specific challenges, particularly from scientific, environmental, or digital fields (Kopnina, 2012).
2. Learning that students will remember for the rest of their lives. The emphasis here is on universities providing students with the personal capacities to comprehend and act in an increasingly unpredictable and conflictual environment, as well as emphasizing the need for students to be more than just "involved," but active collaborators and co-researchers (Sterling, 2010).
3. University leadership, administration, and governance structures must commit to supporting student-led projects and student-teacher collaborative efforts (Aithal & Rao, 2016).

2.2. Sustainable learning principles

The following are the principles of sustainable learning (Jeronen, 2013; Lozano et al., 2015; Miller et al., 2011):

- A transformational and reflective process aimed at incorporating sustainability principles and views into not just education institutions but also one's daily personal and professional life;
- A method of equipping people with new information and abilities to aid in the resolution of shared difficulties that confront global society's collective life now and in the future;
- A comprehensive strategy for achieving economic and social justice, as well as respect for all life;
- A way of improving learning quality, reorienting current educational programmes, and raising awareness.

2.3. Sustainable learning goals

Sustainable learning seeks to achieve the following goals (UNESCO, 2017; Abeyrathna, 2021; Prabakaran, 2020):

- Examine the current educational paradigm from an ecological standpoint;
- Outline an alternative educational paradigm that supports the "whole person," communities, and the environment;
- Describe the ecological foundation for this framework and its learning consequences;
- Provide concise case studies of educational projects, institutions, and concepts that are putting sustainable education' into action;

- Propose design techniques and measurements for policymakers and practitioners to help realize sustainable education' and encourage thought and action on education that moves us closer to a sustainable future.

2.4.Sustainable Learning Tools

Sustainable learning depends on a number of modern technologies, including (Kerlin et al., 2015; Brundiers& Wiek, 2017; UNESCO, 2021).

- The self-programming system that is used to design smart programmes and applications that contribute to developing the educational process;
- Using iPads and tablets as an alternative to paper courses;
- Use virtual laboratories;
- Use educational platforms that provide a safe and effective environment for communicating and exchanging educational content digitally.

2.5 Sustainable learning Strategies

One of the most important strategies on which sustainable learning depends is:

- 1- Project-based learning: Students are assigned to practical projects that serve courses and take place on the ground in the local environment. Students can rely on the digital library to provide information associated with these projects (Wiek et al., 2014).
- 2- Virtual Learning: This type relies on virtual learning networks using simulation in education (Brundiers& Wiek, 2017).
- 3- Situated Learning: It depends on entrusting students with specific tasks carried out through real attitudes in the local environment on the ground (Wooltorton et al., 2015).
- 4- Competitive Learning: One strategy is to divide students into collaborative groups that compete with other groups for specific interested achievement (Aithal& Rao, 2016).
- 5- Task-based Learning: This strategy is concerned with linking curricula to students' lives. By offering educational experiences in situations similar to life situations and encouraging students to think critically and solve environmental problems in a scientific manner (Marable, 2014).
- 6- Creative problem solving: The most important strategies that rely on creative problem-solving theory are developing students' thinking skills and training them to solve problems in creative ways. In addition to learning strategies based on the use of environmental resources (Neil, 2015).

3. Research Methodology

3.1. Research Design

The researcher attempted to summarize the findings using a descriptive-analytical approach. Given the importance of protecting the environment and working towards sustainable development, sustainable learning is one of the contemporary notions that express a kind of education that benefits the environmental sector. Since it is the most relevant technique to characterize the issue in question, the research's aim is to design a sustainable and renewable curriculum and methods of learning and teaching that

will prepare and educate students to confront future difficulties. Using this method, the researcher attempts to evaluate the data, compare, explain, and appraise the study's subject in order to draw relevant generalizations that will help to increase knowledge on the subject.

3.2.Data collection

The researcher used the comprehensive inventory method. Data has been collected through questionnaires that were distributed to faculty members of Tourism and Hotels at Minia University. A survey form was designed electronically through Google Drive, and the form link was sent to 34 faculty members.

3.3.Measures

The aim of this research is to determine to what extent sustainable learning is applied to the educational process at the Faculty of Tourism and Hotels, Minia University. To achieve that, this research employed a method of descriptive analytical methodology by using a questionnaire tool. A survey consisting of four sections was used as a data collection tool. The first section includes the faculty member's demographic characteristics. The second section included two dimensions and 18 items (work environment, 9 variables, and scientific subject, 9 variables). The third section included seven variables representing the benefits of applying sustainable education to the educational process in the faculty. The fourth section included six variables representing the challenges facing the application of sustainable education in the faculty. The questionnaire items were anchored according to the Five-Point Likert Scale: "1 = strongly disagree ", "2 = disagree ", "3 = neutral ", "4 = agree ", and "5 = strongly agree".

3.4. Data Validity and Reliability

3.4.1. Data Validity

The researcher gave the questionnaire to several members of the Faculty of Tourism and Hotels at Minia University who have specializations and expertise in the area of this study in order to validate the data collection instrument used in this study in terms of its readability, format, and capacity to measure the study's constructs. After receiving comments and recommendations from the subject matter experts, the questionnaire instrument was revised and improved. Additionally, the experts expressed interest in the questionnaire instrument and engaged with the researcher, which increased its validity.

3.4.2. Data Reliability

Reliability testing is a crucial technique to ensure uniform measurement across multiple questionnaire questions. It assesses the internal consistency of the research instrument, such as the typical questions. Cronbach's alpha, a widely used measure, is used to assess dependability, with an index ranging from 0.0 to 1.0. Researchers aim for a value closer to 1.0, but in social sciences, a threshold of 0.7 is acceptable.

Table (1) Cronbach’s Alpha value

Variables	No. of items	Cronbach’s Alpha Value	Validity Coefficient*
The ingredients for applying sustainable education to the college's educational process	18	0.949	0.974
• Work Environment (Faculty)	9	0.933	0.966
• Scientific subject	9	0.924	0.961
The benefits of applying sustainable education to the educational process in the faculty	7	0.941	0.970
The challenges facing the application of sustainable education in the faculty	6	0.872	0.934
Total	31	0.940	0.970

* Validity coefficient = $\sqrt{\text{Reliability coefficient}}$

To evaluate the constructs used in the study's internal consistency and reliability. The Cronbach's alpha statistic was applied. The Cronbach's alpha values for all the scales in Table 1 ranged from 0.872 to 0.970 and were 0.940 for the entire questionnaire, indicating acceptable Cronbach's alpha values for each field. A Cronbach's alpha value is considered acceptable if it is greater than 0.7. Furthermore, it is clear that the validity coefficient is 97%, which indicates the validity and reliability of the study.

3.5. Data Analysis

To achieve the study's aim, the researcher used a descriptive-analytical approach. The researcher used the Statistical Package for Social Sciences (SPSS) to statistically analyze the data. Cronbach's alpha test, frequencies, percentages, means, standard deviation (SD), analysis of factor loading, and analysis of Pearson correlation were all used in the treatments.

4. Results and Discussion

4.1. Descriptive analysis

First Section: Demographic Characteristics of Respondents

As depicted in Figure 2, the discussion of the research findings begins with a brief demographic profile of respondents in terms of degree; the results showed that there were six lecturers at 17.60%, 17 assistant professors at 50%, and 11 professors at 32.40%.

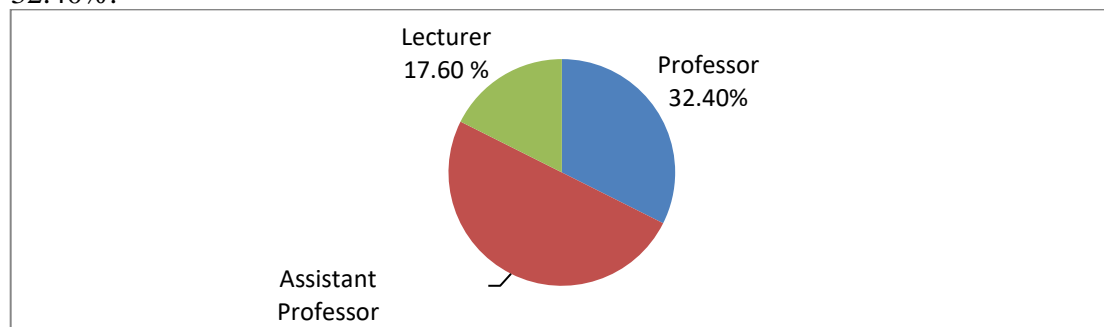


Figure (2): degree distribution in the sample (%).

Second Section: the ingredients for applying sustainable education to the Faculty's educational process

Table (2) Descriptive Statistics of Faculty Work Environment

Variables	Mean	SD	Factor loading	Rank	Attitude
The faculty seeks to integrate sustainability into its policies and strategies.	3.56	.746	.751	1	Agree
The faculty prepares a plan for the implementation of sustainable education, which is developed and implemented by all stakeholders.	3.12	.946	.898	6	Neutral
The faculty seeks to work on partnerships, agreements, and research projects in the field of sustainable learning.	3.09	.996	.866	8	Neutral
The faculty changes regulations according to sustainability trends in all disciplines.	3.41	.892	.722	4	Agree
The faculty promotes an image of sustainability commitment for students, faculty, and staff.	3.41	.988	.794	5	Agree
The Faculty establishes environmental rules that ensure rational management for the protection and conservation of resources.	3.50	.896	.645	2	Agree
Faculty diversity and sustainability events	3.47	.825	.801	3	Agree
The faculty establishes a committee to review the green curriculum in each department.	2.97	1.114	.898	9	Neutral
The faculty is interested in providing training courses for faculty members to bring them to high levels of competence and skill in applying sustainable education.	3.12	1.094	.883	7	Neutral
Total Mean	3.29				Neutral

The components for applying sustainable education to the faculty's educational process, particularly the faculty work environment, are shown in Table 2. Their means varied between (3.56 and 2.97) in comparison to the domain's overall instrument mean (3.29), and their standard deviations were also shown. When compared to the mean and standard deviation of the entire instrument, the item "The faculty seeks to integrate sustainability into its policies and strategies" came in first rank with a mean and SD of (M = 3.56, SD = 0.746). When compared to the mean and standard deviation of the entire instrument, the item "The faculty establishes a committee to review the green curriculum in each department" came in last rank.

Table (3) Descriptive Statistics of scientific subject

Variables	Mean	SD	Factor loading	Rank	Attitude
The teaching and learning strategy adopts the concept of sustainability.	3.38	.779	.662	9	Neutral
Scientific courses contain green concepts to spread sustainability.	3.56	.786	.769	7	Agree
Creating sustainability-related courses taught to all students	3.79	.729	.759	4	Agree
Adding courses for graduate students that include topics covering all areas of sustainability	3.74	.898	.817	5	Agree
Encouraging scientific theses and research that focus on areas of sustainability.	3.97	.834	.811	2	Agree
Directing student projects towards sustainability activities.	4.06	.736	.877	1	Agree
Giving educational programmes new directions to ensure that they cover sustainability.	3.82	.716	.854	3	Agree
Linking the information the student obtains to various courses in the field of studying environmental problems	3.68	.727	.795	6	Agree
Developing field training programmes in various academic specializations to train on sustainability practices and environmental awareness in society	3.44	.991	.790	8	Agree
Total Mean	3.72				Agree

Table (3) displays the means and standard deviations of the components for implementing sustainable education in the faculty's educational process, particularly the scientific subject, where the means ranged between 4.06 and 3.38 compared to the domain's overall instrument mean (3.72). When compared to the whole instrument mean and standard deviation, the item "Directing student projects towards sustainability activities" placed first with a mean and standard deviation ($M = 4.06$, $SD = 0.736$). The item "The teaching and learning strategy incorporates the concept of sustainability" came in last, with a mean of 3.38 and a standard deviation of 0.779 when compared to the overall instrument's mean and standard deviation.

Third Section: the benefits of applying sustainable education to the educational process in the faculty

Table (4) Descriptive Statistics of the benefits of applying sustainable education to the educational process in the faculty

Variables	Mean	SD	Factor loading	Rank	Attitude
Providing a healthy environment free of pollution leads to improving students' health.	3.97	.627	.825	7	Agree
Improving learning and academic outcomes for students	4.00	.696	.889	6	Agree
Providing a modern information environment that supports the educational process and enhances students' ability to achieve	4.24	.654	.846	1	Strongly Agree
Connecting students to the environment and developing their abilities and skills.	4.18	.673	.804	4	Agree
Gradual shift to the use of technology and e-learning.	4.21	.479	.901	2	
Developing measurement and evaluation tools and adopting digital evaluation methods	4.18	.576	.885	3	Agree
Rising generations are capable of contributing to solving environmental problems and reducing their impact.	4.06	.694	.905	5	Agree
Total Mean	4.12				Agree

In comparison to the domain's overall instrument mean (4.12), Table (4) shows the means and standard deviations of the benefits of incorporating sustainable education into the faculty's educational process. When compared to the mean and standard deviation of the entire instrument, the item "Providing a modern information environment that supports the educational process and enhances students' ability to achieve" came in first place with a mean and standard deviation of (M = 4.24, SD = 0.654). When compared to the mean and standard deviation of the entire instrument, the item "Providing a healthy environment free of pollution leads to improving students' health" came in last with a mean of 3.97 and a standard deviation of 0.627.

Fourth Section: the challenges facing the application of sustainable education in the faculty

Table (5) Descriptive Statistics of the challenges facing the application of sustainable education in the faculty

Variables	Mean	SD	Factor loading	Rank	Attitude
Weakness of the technological environment necessary to transform educational activities into digital activities in the college.	4.09	.668	.837	2	Agree
Lack of funding necessary to implement sustainable education at the college.	4.38	.604	.769	1	Strongly Agree
The lack of a strategic plan for the transition to implementing sustainable education	4.03	.674	.660	3	Agree
Lack of interest or participation by students, faculty, or staff in the implementation of sustainability programs, follow-up mechanisms, and external participation in sustainable development issues	3.74	.963	.746	6	Agree
Lack of professional training for faculty members.	3.94	.851	.877	5	Agree
The widening gap between the requirements of green jobs and the skills and competencies of students	3.97	.717	.840	4	
Total Mean	4.03				Agree

The table clarifies the challenges that face the application of sustainable education in the faculty, and the most common items are "lack of funding necessary to implement sustainable education at the college" and "weakness of the technological environment necessary to transform educational activities into digital activities in the college." and "the lack of a strategic plan for the transition to implementing sustainable education," with a mean of 4.38, 4.9, and 4.03, respectively.

Pearson Correlation analysis

Table (6) Pearson Correlation between Scientific subject and the benefits of applying sustainable education to the educational process in the faculty

		The benefits of applying sustainable education to the educational process in the faculty
Scientific subject	Correlation Coefficient	.704**
	Sig.	.000

As seen in Table 6, there is a positive and significant relationship between scientific subjects and the benefits of applying sustainable education to the educational process in the faculty. The value of the Pearson correlation coefficient was (.704**-sig = 0.000). These results showed that there is a strong positive relationship between the

number of scientific subjects and the benefits of applying sustainable education to the educational process in the faculty.

5. Summary and Conclusion

In today's fast-changing world, the importance of sustainability education has grown a lot. It is very important in shaping students' thoughts, helping them understand environmental problems better, and letting them make informed choices that help the Earth in the long term. Education for sustainable development means incorporating important topics related to sustainable development into educational methods and processes. This includes teaching and learning about issues like climate change, reducing the risks of disasters, protecting biodiversity, reducing poverty, and promoting sustainable consumption. In general, teaching sustainability can help students become responsible citizens of the world who can make informed decisions that think about the long-term effects of what they do. Faculty can do lots of things to help the environment and teach students how to take care of it, hence the importance of research.

The results of the study showed that one of the most important ingredients for applying sustainable education to the faculty's educational process is to integrate sustainability into its policies and strategies and direct student projects towards sustainability activities. One of the most important outputs of the study shows the advantages of sustainable learning by providing a modern information environment that supports the educational process and enhances students' ability to achieve. One of the greatest obstacles to implementing sustainable learning is the lack of funding required to implement sustainable education at the college, as well as the weakness of the technological environment required to transform educational activities into digital activities in the college and the lack of a strategic plan for transitioning to implementing sustainable education. These results showed that there is a strong positive relationship between the number of scientific subjects and the benefits of applying sustainable education to the educational process in the faculty.

6. Research Recommendations for the Faculty of Tourism and Hotels:

1. Changing regulations and add a percentage of sustainability courses in all disciplines in the college.
2. Strengthen research efforts and organize training programmes for faculty members in the field of sustainability.
3. Current curricula should be developed, and the integration of environmental issues and sustainable development should be expanded.
4. Expanding the use of environmentally friendly technology and digitize the curriculum as a green education tool.
5. Recognizing the need for cooperation and partnerships with local community institutions and the private sector in solving society's issues and achieving sustainable development goals.
6. Giving educational programmes new directions covering the principles of sustainable development and prepare committees of experts and specialists to follow up on and supervise these programmes.
7. Developing sustainability indicators in quality and educational excellence indicators.
8. Supporting students' sustainable environmental innovations and projects.

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نحو تطبيق التعليم المستدام على العملية التعليمية بكلية السياحة والفنادق جامعة المنيا

أ. م . د / أسماء عبدالرؤف خلف

أستاذ مساعد – قسم الدراسات السياحية – كلية السياحة والفنادق – جامعة المنيا

المستخلص

يعتبر التعلم المستدام أحد المفاهيم الحديثة التي تعبر عن نوع من التعلم الذي يخدم المجال البيئي. وقد اهتمت معظم الدول بهذا المفهوم في ضوء الإشراف البيئي والسعي لتحقيق التنمية المستدامة. هدفت الدراسة إلى إنشاء مناهج وأساليب مستدامة ومتجددة للتعلم والتدريس من شأنها إعداد الطلاب وتطويرهم لمواجهة التحديات المستقبلية. استخدم الباحث منهج الحصر الشامل، تم جمع البيانات من خلال الاستبيانات التي تم توزيعها لأعضاء هيئة التدريس بكلية السياحة والفنادق بجامعة المنيا. وباستخدام برنامج SPSS الإصدار 25، تم استخدام مجموعة متنوعة من الأساليب الإحصائية لتحليل النتائج، بما في ذلك الإحصاء الوصفي، وتحليل الموثوقية، والتحليل العاملي، وتحليل ارتباط بيرسون. وتوصل البحث إلى عدة نتائج؛ وأهمها أن هناك علاقة إيجابية قوية معنوية بين المواد العلمية وفوائد تطبيق التعليم المستدام على العملية التعليمية في الكلية. وأوصى البحث أعضاء هيئة التدريس بتغيير الأنظمة، وإضافة نسبة من مقررات الاستدامة في جميع التخصصات، والتوسع في استخدام التكنولوجيا الصديقة للبيئة، ورقمنة المناهج الدراسية كأداة للتعليم الأخضر.

الكلمات الدالة

التعليم المستدام،
كلية السياحة والفنادق،
جامعة المنيا