

**Connecting culture and education for sustainability through transdisciplinary  
learning  
READING GUIDE**

**Byrne, E.P., Mullally, G. and Sage, C., 2017. Transdisciplinary perspectives on transitions to sustainability. Abingdon: Routledge.**

This edited collection situates transdisciplinarity in relation to ongoing global environmental challenges. Through an open and collegiate spirit of inquiry, the most pressing and complex issue of contemporary societal (un)sustainability can be addressed and understood in a way that goes beyond narrow disciplinary work. This book demonstrates how a university can be re-envisioned through a transdisciplinary informed frame in a very practical and pragmatic way. The importance placed on the university as a vehicle through which such collaboration can achieve both practical and theoretical momentum is of importance within our chapter.

**Philipp, T. and Schmohl, T., 2023. Handbook transdisciplinary learning (p. 428). transcript Verlag. New York: Columbia University Press.**

This handbook outlines the key terms and concepts which are used in the application of transdisciplinary learning approaches. The major global challenges of climate change, urbanization, and migration are situated in relation to transdisciplinary learning as an innovative approach to learning which can respond more effectively to such problems. It is a core text in introducing transdisciplinary approaches to learning with the university. As it suggests, a profound change is underway with regards to higher education, in light of the polycrisis. As such, this handbook provides the grounding for our exploration within our paper.

**Aspengren, Peter; Badyda, Artur; Blaszczyk, Katarzyna; Bukowska, Xymena; Calafate, Luís; Calheiros, Cristina; et al. (2018). Widening Interdisciplinary Sustainability Education. Published by Collegium Civitas. Warsaw, Poland. ISBN: 978-83-61067-78-8. <https://doi.org/10.6084/m9.figshare.7034753.v1>**

The WISE Book contributes to the growing field of Education for Sustainable Development, positioning interdisciplinary approaches as key to equipping future generations with the skills and mindsets needed to address global challenges such as climate change, biodiversity loss, and social inequality. Recognizing the complex, interconnected nature of sustainability challenges, the book emphasizes the need to transcend traditional academic boundaries and engage multiple fields—ranging from environmental sciences and engineering to social sciences, humanities, and arts. By highlighting innovative teaching methods, community-based projects, and real-world applications, it offers a comprehensive resource for educators, researchers, and policymakers aiming to foster critical thinking, civic responsibility, and transformative learning in sustainability contexts.

**Lozano R, Lozano FJ, Mulder K, Huisingh D, Waas T (2013) Advancing higher education for sustainable development: international insights and critical reflections. J Clean Prod 48:3–9. <https://doi.org/10.1016/j.jclepro.2013.03.034>.**

This introductory article to a special issue provides a context on the challenges in place regarding the implementation of sustainable development within Universities. It establishes a useful baseline using critical reflections concerning the role of education at third level in relation to sustainability. It suggests the need to integrate sustainable development across all courses and curricula. Within our article we reflect upon the role of Transdisciplinarity and culture as important considerations when thinking about the means in which such a holistic integration could potentially be actualised.

**W. Leal Filho, L. Viera Trevisan, P. J. Pace, & M. Mifsud (Eds.), Introducing the UN SDGs in Higher Education Institutions. Springer Nature London.**

This collection brings together over 25 examples global in relation to the introduction of the SDGs in Higher Education. In doing so it helps the reader to understand the role of universities in responding to sustainability challenges. It helps to frame the opportunities, benefits and challenges of implementing SDGs within Universities and for our own purposes within our contribution provides the contextual detail for the measurement of environmental impacts of universities.