Participation form

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Abstract

This study critically examines the effectiveness of integrating sustainability paradigms in Algerian higher education. Educators actively strive to address globalization and academic demands, with the rising role of sustainability in academia prompting teachers to enhance the teaching and learning process. The study aims to uncover the significance of moving from passive conveyors of information to active facilitators of systemic change through integrating sustainability principles into existing curricula across all disciplines. To achieve this aim, a quantitative approach was employed. Data were collected via an online questionnaire distributed to 100 randomly selected educators. The instrument explored pedagogical empowerment through a sustainable curriculum and core creative strategies for complementing sustainable tasks in the classroom, as well as their main benefits for learners and the learning environment. The questionnaire data were analyzed statistically. The results largely underscore positive perceptions among educators, who view sustainability and global issues in the classroom as an effective context-sensitive technique, as it enhances creativity, critical thinking, problem-solving, and citizenship, while developing learners' sense of responsibility, citizenship, and global awareness. Based on these promising results, educators suggested several effective techniques to promote the inclusion of sustainability in classroom practices, mainly through project-based learning, interdisciplinary interactions, digital gamification tools, and problem-solving tasks. The implementation of sustainability in Algerian higher education demands viable tools and vigilant policy to ensure success, particularly in developing localized teaching materials, training programs, interdisciplinary collaboration, and industry-academia synergy.

**Keywords**: Education for Sustainable Development (ESD), Algerian higher education, Pedagogical empowerment, Global issues, Curriculum integration.