



sustainability

3.3

Impact Factor

7.7

CiteScore

18 days

Time to First Decision

Transformative Agency for Sustainability: Curriculum Design and Learning Landscape Design with Living Infrastructures

This special issue belongs to the section "[Sustainable Education and Approaches](#)".

Special Issue Information

Dear Colleagues,

Sustainability transitions in education require more than adding environmental themes to subject curricula; they demand a curriculum design that is capable of cultivating sustainability competences, democratic participation, and collective problem solving, alongside learning environments that materially and spatially enable these aims.

Consistent with *Sustainability's* cross-disciplinary focus on sustainable development and educational approaches, this Special Issue will examine how competence-oriented curriculum design and the design of sustainable learning environments co-evolve in educational innovation processes.

Theory and Change Laboratory approaches) that support teachers and institutions in redesigning objectives, pedagogy, and assessment toward sustainability-related competences, initiative, and participation (Morselli, 2019). Curriculum innovation is treated as a socio-material process unfolding through collective activity, professional learning, and the redesign of practices and infrastructures.

A complementary focus addresses the pedagogy–architecture nexus and learning landscape design, with particular attention to living infrastructures: plant-based, vegetated, and nature-based environments such as school gardens, outdoor classrooms, courtyards, campus ecologies, and multispecies learning settings. We invite contributions that examine how educational spaces can be conceived as interconnected learning landscapes—linking indoor/outdoor environments, public space, community partnerships, and living systems—and how participatory, dialogical co-design processes involving educators, learners, designers, and local stakeholders can improve both sustainability and democratic quality.

Concepts such as *porous educational landscapes* may be used to analyse the connectivity between institutions and territories, while the notion of the school as a dwelling supports a view of educational space as lived, relational, and ethically charged (Weyland & Sigillo, 2025). Work on schools in/as public spaces and socio-material “quality in action” strengthens the attention to materiality and governance (Viteritti & Weyland, 2026). We welcome empirical, theoretical, and design-based research that links curriculum design, teacher agency, and learning environment/landscape design, including circular practices (reuse/repair/upcycling) as educational resources.

Topics to be Covered (indicative list)

1. Curriculum design for sustainability competences (constructive alignment: outcomes–pedagogies–assessment).
2. Transformative agency and teacher professional learning for sustainability (CHAT, Change Laboratory, formative interventions).
3. Initiative/entrepreneurship and participation as sustainability-related competences/capabilities.

5. Learning landscape design: Educational ecologies across indoor–outdoor, campus/school grounds, thresholds.
6. Living infrastructures in education: Plants, gardens, vegetated courtyards, outdoor classrooms, campus ecologies.
7. Participatory and dialogical processes: Co-design with teachers, students, communities, municipalities; living labs.
8. Educational institutions as public space: Publicness, inclusion, governance; socio-material quality in action.
9. Circularity and making: Reuse/repair/upcycling as democratic learning infrastructures.
10. Methods and indicators to evaluate sustainable learning environments (learning, wellbeing, inclusion, agency, partnerships).

Types of Manuscripts Encouraged

Original research (qual/quant/mixed); design-based research; participatory action research; comparative case studies; systematic/scoping reviews; conceptual/theoretical and methodological papers.

References

1. Morselli, D. (2019). *The Change Laboratory for Teacher Training in Entrepreneurship Education: A New Skills Agenda for Europe*. Springer.
2. Weyland, B., & Sigillo, B. (2025). *Dwelling Schools*. Between pedagogy and Architecture. Peter Lang.
3. Viteritti, A., & Weyland, B. (2026). School in/as Public Space. Constructing Quality in Action. In Fassari, L. G., & Low, M. (Eds.), *The Social Quality of Public Space. Integration, Strategy, Subjectivation*. Routledge.

We look forward to receiving your contributions.

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Guest Editors