

Enacting Education for Sustainable Development (ESD): spotlight on teaching practices for exploring 'Worldviews, Perceptions and Values'.

Webinar 2 of 3: Internal Dissemination

The Students as Partners (SaP) approach to development of workshops for the Enacting ESD Module and rollout to Undergraduate Business School students.

Maryam Yabo, David Coffey and Dr Cicely Roche, TCD
19 January 2026, Trinity College Dublin (online).



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the European Union

Acknowledgements

CHARM-ED, TCD ESD Project and SATLE Funding (HEA)



The Trinity College Dublin, Eötvös Loránd University and the University of Barcelona partnership is supported by [CHARM-ED](#) (2025-2026) *funding to support the development, enhancement, or redesign of higher education and lifelong learning activities across the CHARM-EU Alliance.*

Module content and activities were developed collaboratively by six ESD Fellows (Carlos Rocha, Cicely Roche, Sarah-Jane Cullinane, John Gallagher, Clare Kelly, and Felix Mezzanotte) and four student interns, (Maryam Yabo, William Reynolds, Freddie Fallon and Tom Hegarty), as part of TCD's 'Enacting Education for Sustainable Development in Trinity' programme in 2023-2024. A wide range of students and staff actively engaged with and impacted positively on piloting and continuous improvement of workshops during late 2023-2024. Content was edited to OER format by Mr Kevin O Connor at the Centre for Academic Practice in TCD (2025).

The work on the Enacting ESD module was funded by the National Forum/Higher Education Authority (Ireland) under the Strategic Alignment of Teaching and Learning Enhancement Fund.





Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Webinar: 19th January 2026

Supported by CHARM-EU, this webinar-series shares learnings from Trinity College Dublin's (TCD) '*Enacting Education for Sustainable Development (ESD)*' staff development module in the context of the Joint Educational Activities (CHARM-ED) partnership between TCD, ELTE and UB (2025).

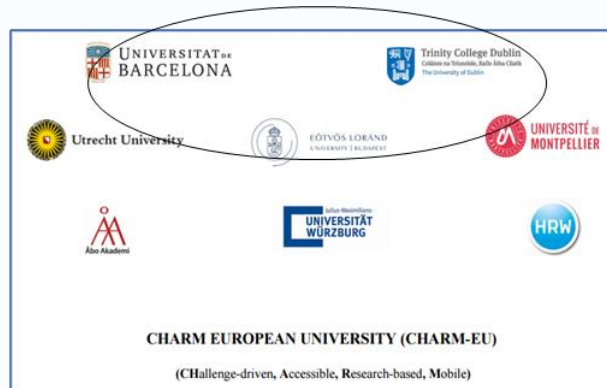
Enacting Education for Sustainable Development (ESD): spotlight on teaching practices for exploring *Worldviews, Perceptions and Values*.

Webinar 2 of 3: The Students as Partners (SaP) approach to development of workshops for the Enacting ESD Module and rollout to Undergraduate Business School students.

- Maryam Yabo, ESD Intern 2023-2024 & PhD student at TCD School of Law.
- David Coffey, Trinity Business School Workshop leader 2024 and 2025, and PhD student TBS
- Dr Cicely Roche, ESD Fellow & Module Co-Ordinator for Enacting ESD module in TCD 2023-2024.

Charm-EU, CHARM-ED and (TCD+ELTE+UB) partnership

CHARM EUROPEAN UNIVERSITY : (CHallenge-driven, Accessible, Research-based, Mobile Eur Univ)



CHARM-ED project partners:

Dr Cicely Roche (Trinity College Dublin), Dr Mihaela Vancea and Dr Cristina Galván (University of Barcelona) and Dr Attila Varga, Dr Andrea Velich and Szilvia Szöllösi (Eötvös Loránd University).

<https://charm-eu.eu/charm-ed-projects/>

CHARM-EU Vision:

To create an innovative and flexible university model which embraces the change needed to meet society's challenges ...focused on identifying and solving specific challenges in close collaboration with the broader community.



<https://charm-eu.eu/about-us/mission-and-values/>

CHARM-EU

Educational principles

Sustainability

Challenge based learning

Transversal skills

Transdisciplinary

Research-based learning

Technology-enhanced

Student-centred

Situated learning

Transnational and intercultural learning

Inclusivity



Aims of today's webinar (2 of 3):

1. To overview key points included in webinar 1 (15th Dec 2025) on the Module 'Enacting Education for Sustainable Development in Trinity' [**Recording is available**], and to introduce workshop packs available as Open Education Resources (OERs) resulting from the module's development (2023-24).
2. To provide background to the Students as Partners (SaP) approach taken to workshop development for the Enacting ESD module, and to gain workshop leader insights following delivery to UG students in Trinity Business School – using the *Worldviews, perceptions and values* theme as a core example.
3. To encourage discourse, debate, insight-sharing, collaboration!
 - Please post questions as they arise – if others can answer any question posted, provide links to resources etc, it would be greatly appreciated. We will aim to allow the final 10 minutes for Q&A. Thank You.

Webinar 1 of 3, on Monday 15th December, provided background to development of the Enacting ESD in Trinity module - with particular emphasis on workshop design for the *Worldviews, perceptions and values* theme.

Webinar 3 of 3, on Monday 16th February, will showcase insights from adaptation and rollout of the module in format suited to first year students at Trinity Business School.



Aim(s): Enacting ESD CHARM-ED project

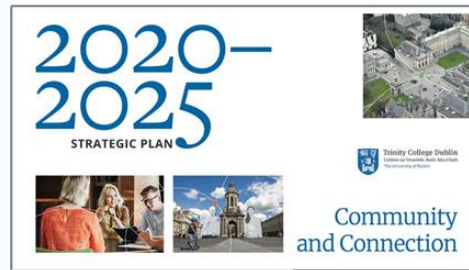
See the advert for this webinar at: ([LINK to the CHARM-EU events page](#))

The 'Enacting Education for Sustainable Development (ESD)' CHARM-ED project will:

- a) enable staff to experience, and then integrate into their teaching, the student-centred, action-oriented and transformative approaches envisaged in UNESCO's preferred pedagogical approaches. This will include adaptation of resources previously used for professional development in Trinity to create a micro-credential format shareable across the CHARM-EU Alliance.
- b) focus on '*Exploring worldviews, perceptions and values*' - one of five related blocks/themes collaboratively developed by an interdisciplinary staff-student team in TCD (2023-2024). With its emphasis on the case study *Mining in the Congo*, as developed by student interns, it drives learners to question their worldviews, perceptions and values related to sustainability dilemmas from community, policy maker and corporate perspectives. Having experienced the workshop process as a learner, 'Enacting ESD' includes facilitated exploration of the theoretical underpinnings, or pedagogical approach, used in workshop design in order to further support Teaching Practice development for those enacting ESD in their own contexts.



From strategic goals (2020) towards ‘transformation’



Goal 5:

We will shape our organisation and focus research around the challenge of achieving a sustainable and healthy planet.



Community and Connection

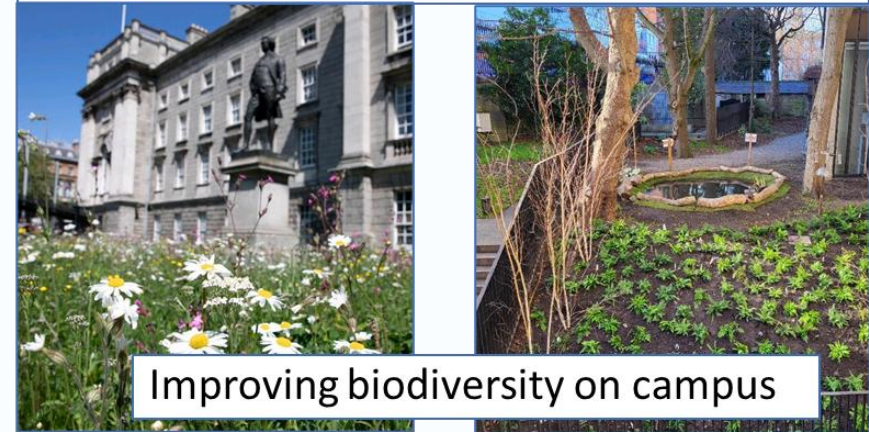


Vision

We will be a university, a place, and a community where climate change and biodiversity loss are addressed in a holistic, integrated and health-focused way to protect and restore our planetary home for future generations.

1. Thrive 2025-2030: <https://strategy.tcd.ie/>
2. Prof Jane Stout/ Provost update Nov 2025
3. <https://www.tcd.ie/sustainability/>

Transforming Learning Environments



Improving biodiversity on campus

Education Pillar TCD Sustainability Strategy

All Trinity students and teaching staff will be empowered to develop the knowledge, skills and attitudes necessary to act as agents of change, individually and collectively, in working for sustainable development within planetary boundaries.



How did we get here? – a students-as-partners approach 2023-24

October 2023:



ESD Fellows: John Gallagher, Dr. Cicely Roche and Dr. Carlos Rocha and Dr. Sarah-Jane Cullinane (2023-24) and Dr. Felix Mezzanotte (2023) / Dr Clare Kelly (2024).

Programme Director: Dr. Pauline Rooney,

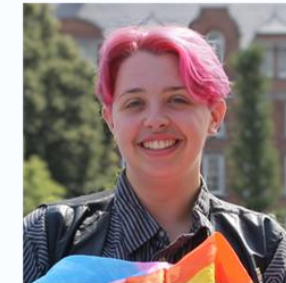
Programme Manager: Nicola Byrne.

Programme Sponsor: Prof. Jane Stout, Vice Provost for Biodiversity and Climate Action.

Student ESD Interns 2023-2024:



Maryam Yabo,
Studying PhD in Law



Freddie Fallon,
Studying Environmental Science & Engineering



Tom Hegarty,
Grad of Political Science & Geography



William Reynolds,
Studying Medicine



ESD Common Module Development, Beta-Testing & staff Pilot

Module Design



TCD policy 2023 (WG Jan to Apr '23):
Every student, within discipline, interdisciplinary, and aligned with TCD Graduate Attributes.



UNESCO pedagogical approaches:

- Learner centred approach.
- Action-oriented learning.
- 'Transformative' learning.

Co-created/beta-tested



Pilot May-July 24



Rollout in Trinity Business School (TBS) as a 5 ECTS junior fresh (first year) module in Sept 2024, **& 2025**, with >500 students each year.

ESD Fellows working with interested schools / departments / curriculum teams to extend delivery for 25/26+.



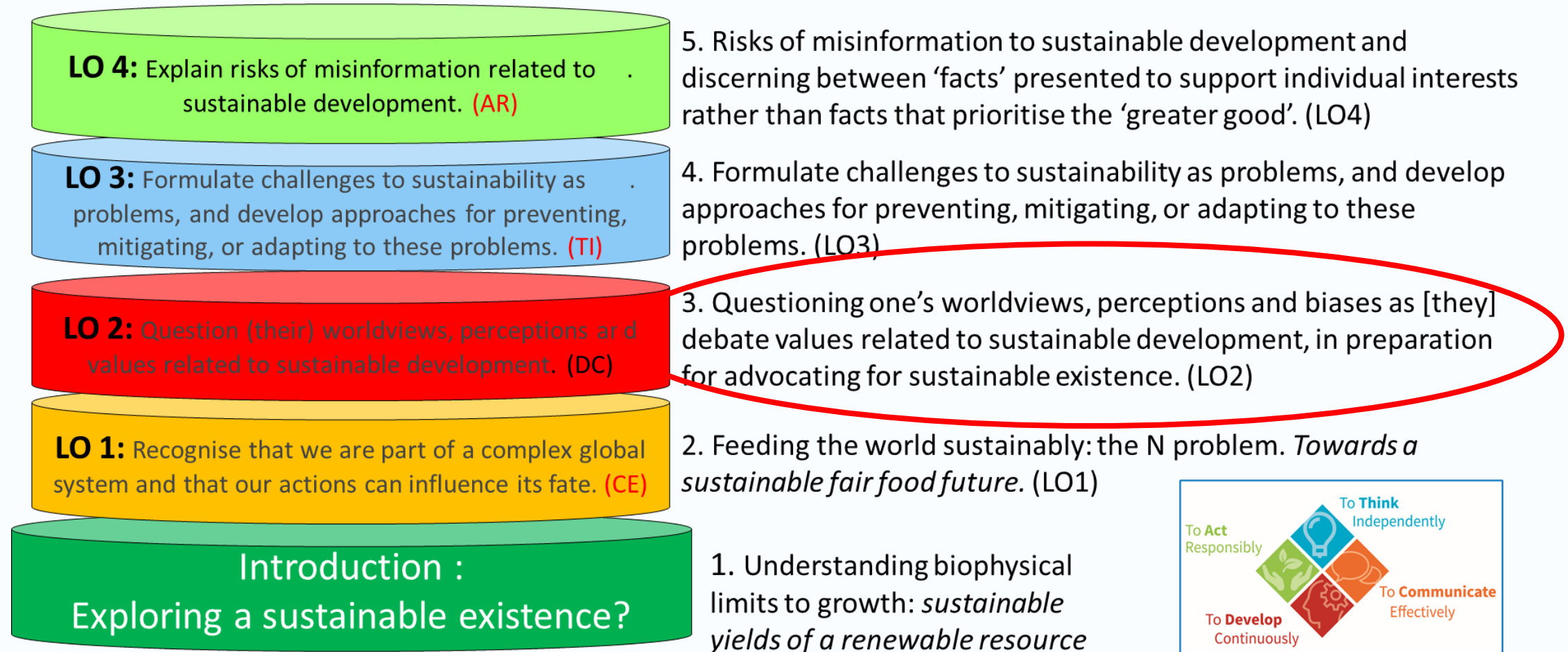
Enacting Education for Sustainable Development (ESD)

Structured around five integrated cross disciplinary themes as follows:

1. Exploring a sustainable existence.
2. Systems complexity and future forecasting in sustainability.
3. Exploring worldviews, perceptions, and values on sustainable development.
4. Problem framing in sustainability: prevention, mitigation, and adaptation.
5. Misinformation related to sustainable development.



Novice level Module (5 ECTS)=cogent, interdisciplinary, introduction to enacting ESD
e.g. 5 Blocks as one module OR across multiple modules OR integrate to staff development? (4-5contact hrs)



Workshop 1 : Limits to growth - Let go fishing!

2 Lectures, 1 Workshop. Optional tutorial. Each lecture and the workshop has related preparatory work.

Block 1: Exploring a sustainable existence

1. Individual response to 3 prompts then share and compare: e.g. what is a sustainable existence?
2. Fishing game – does system collapse?
3. Decision making based on two directives (minimum yield and continuous growth).
4. Contextualisation: what is a sustainable yield of a renewable resource?

Key Pedagogical approaches (UNESCO):

1. Learner centred approach
2. Action-oriented learning
3. Foster 'Transformative' learning



Acknowledge sources of images:

World Wildlife Fund, <https://youtu.be/bs2P0wRod8U> and <https://www.4ocean.com/blogs/notebook/6-harmful-overfishing-practices-and-types-of-gear>



Workshop 2 : The N problem- toward a sustainable food future

2 Lectures, 1 Workshop. Optional tutorial. Each lecture and the workshop has related preparatory work.

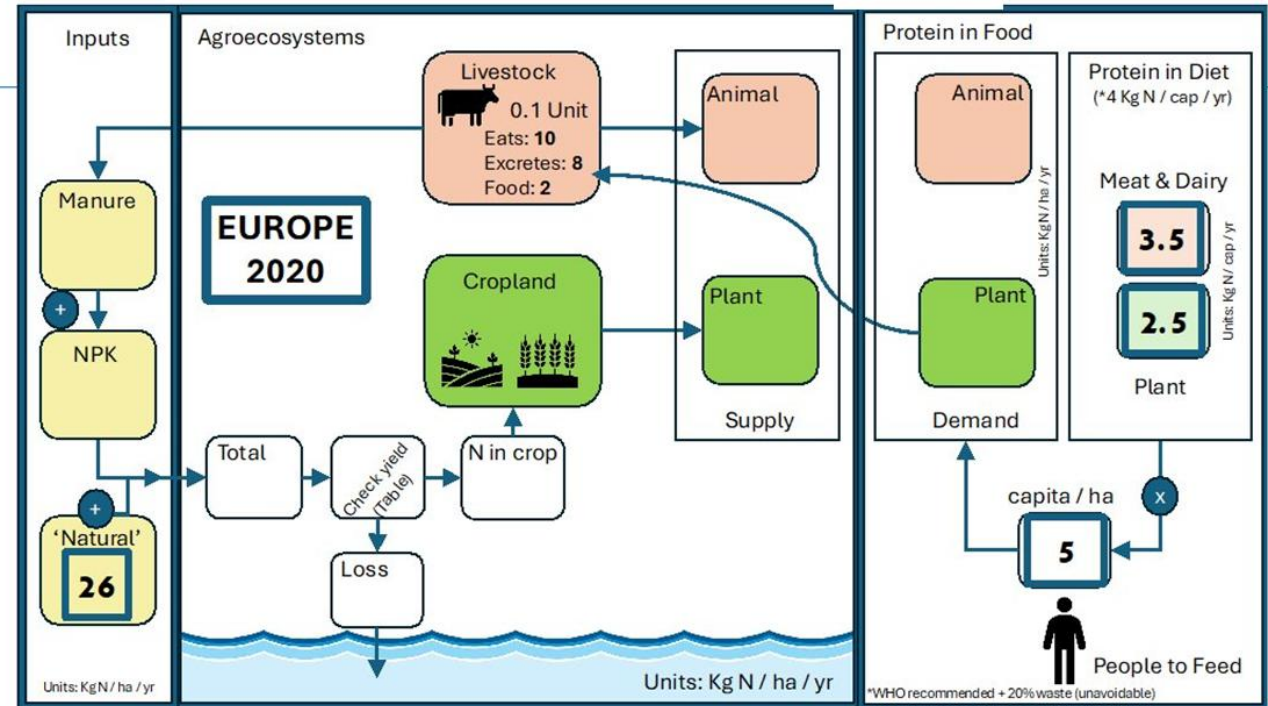
Block 2: Systems forecasting and complexity in sustainability.

1. Game of two food worlds. E.g. proportion of protein from animal/dairy compared with plant sources (European diet).
2. Decision making based on BAU (business-as-usual) or fostering a sustainable future.
3. Discussion of outcomes.
4. Contextualization: feeding humans

Key Pedagogical approaches (UNESCO):

1. Learner centred approach
2. Action-oriented learning
3. Foster 'Transformative' learning

How does the game work? [Dr Carlos Rocha 2024 ©]



Acknowledge source of image: Dr Carlos Rocha, TCD ESD Module Workshop 2, 2024

Workshop 3: DRC Cobalt mining industry challenges. Social Equity and Gender Equality

2 Lectures, 1 Workshop. Optional tutorial. Each lecture and the workshop has related preparatory work.

Block/ Theme 3: Exploring Worldviews, Perceptions, and Values on Sustainable Development.

1. Three perspectives, one assigned to each group of 5:
 - Jane (worker, Mother of 2)= community perspective,
 - Grace = (CEO Sligo prosthetics company) =corporate
 - The DRC Minister of Mines = government/policy.
2. **Reasoning:** rate and rank 12 potential action options.
3. United Nations offers funding of \$5 million to address issues related to cobalt mining in the Congo. ---
 - One 'perspective' will control the funding.
 - Groups compete by making a 3 minute pitch
 - ...to the UN officer charged with making the decision.

Key Pedagogical approaches (UNESCO):

1. Learner centred approach e.g. rating and ranking challenges views
2. Action-oriented learning e.g. individual, then group agree ranking
3. Foster 'Transformative' learning e.g. compete for funding

Addressing the invisible labour behind the cobalt mining industry

An event held at the United Nations Headquarters on April 15 shed light on the harsh realities of the working conditions in the cobalt mining sector, marking the beginning of a concerted effort to promote global and sustainable changes in the industry. 29 April 2024



Acknowledge Source of images:

<https://www.ilo.org/resource/news/addressing-invisible-labour-behind-cobalt-mining-industry>

Workshop 4: Country B Infrastructure, social tensions and environmental degradation challenges as rapid influx of immigrants from Kiribati leads to rapid population rise in Country B.

2 Lectures, 1 Workshop. Optional tutorial. Each lecture and the workshop has related preparatory work.

Block 4: Problem framing in sustainability: Prevention, Mitigation and Adaptation

1. Three Frames, one to each group of 5:

- **Infrastructure:** -housing, education and healthcare systems
- **Social Tensions:** -job competition, strain on social services, and cultural integration.
- **environmental vulnerabilities** due to increased land and water usage, and challenging waste and emissions management systems.

2. Government requires a problem statement and risk management strategy to be shared with wider group. **Focus on collaboration/shared goal.**

Key Pedagogical approaches (UNESCO):

1. Learner centred approach e.g. Contribute within defined Frame.
2. Action-oriented learning e.g. all members contribute to strategy.
3. Foster 'Transformative' learning e.g. collaborate to address crisis

Kiribati's 102,000 citizens are scattered across dozens of remote Pacific islands.... Tarawa, Kiribati's capital, is home to half the nation's population... most of the island is less than 2 meters (6 feet) above sea level. It, and the rest of the nation, may be uninhabitable within three decades. The government has purchased several thousand acres of land in Fiji, some 1,600 kilometers (994 miles) away, as a potential resettlement location.



Acknowledge sources of images:

<https://storymaps.arcgis.com/collections/af3858d32f84488f92dfaeef068fff52?item=2>



Workshop 5 : Vaping –a challenge to health and environment

Identifying misinformation, understanding devious Frames and formulating upstream goals for Sustainable Dev
2 Lectures, 1 Workshop. Optional tutorial. Each lecture and the workshop has related preparatory work.

Block 5: Misinformation related to sustainable development.

Workshop participants should be able to:
Task 1: Identify commonly applied misinformation related to challenging concepts in sustainable dev. **Groups are challenged to respond without being ‘rumbled’**, using one of Grant Ennis’ devious frames, to claims against them:

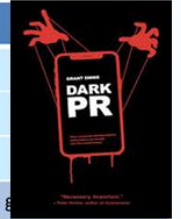
- Young Sustainable Lifestyle Influencer (Laoise),
- Young Communications executive (Jo) and
- Young Policy Advocate (SU representative - Alex)

Task 2: Agree (group) SMART (specific, measurable, achievable, relevant and time-bound) upstream goals which address misinformation related to sustainable dev.

Key Pedagogical approaches (UNESCO):

1. Learner centred approach e.g. role-play the use of devious frames
2. Action-oriented learning e.g. Formulate and share upstream goals
3. Foster ‘Transformative’ learning e.g. recognise misinformation

	Frame Name	Definition
BIG LIES	1. Denialism	There is no problem
	2. Post Denialism	What’s bad is good
	3. Normalisation	It’s not a problem, in fact, it’s normal
PANACEA	4. Silver Boomerangs	Pseudo solutions with negatives that cancel out g
	5. Magic	False dawns promised that never seem to materialise
	6. Treatment	Emphasise treating problems over preventing them
VICTIM BLAMING	7. Victim Blaming	Shift blame from policies causing the problems to the victims
COMPLICATED	8. Knotted Web	Everything is complex and has no clear solution
	9. Multifactorial	Devious frames that don’t work, do work if you combine them



> [Lancet Respir Med](#). 2022 Jul;10(7):e63–e64. doi: 10.1016/S2213-2600(22)00187-4. Epub 2022 May 23.

From smoking to vaping: a new environmental threat?

Jérémie Pourchez ¹, Clément Mercier ², Valérie Forest ²



Acknowledge sources of images:

- The 9 Devious Frames: Ennis, 2023.
- Financial Times (2023). The environmental cost of single use vapes



Align TCD's Graduate Attributes with Universal ESD principles

Key competencies for Sustainable development (UNESCO, 2017)

1. Systems thinking
2. Anticipatory
3. Normative
4. Strategic
5. Collaboration
6. Critical thinking
7. Self-awareness
8. Integrated problem-solving

Trinity's Graduate Attributes



CHARM-EU Educational principles

Sustainability

Challenge based learning

Transversal skills

Transdisciplinary

Research-based learning

Technology-enhanced

Student-centred

Situated learning

Transnational and
intercultural learning

Inclusivity

Preferred Pedagogical approaches (UNESCO, 2017):

1. Learner centred approach
2. Action-oriented learning
3. Foster 'Transformative' learning



CHARM-ED project Title: Enacting Education for Sustainable Development (ESD) in Higher Education: Guided by Theory, Grounded in Teaching Practice development

- Videos prepared as Open Education Resources (OERs)
- Guidance for educators using the Videos (OERs) for teaching purposes (Resource Guide).
- A shared language of learning theories (Milwood, 2021).
- Significance of the Congo as a case study
- Workshop Packs available as OERs

Short summary of the project


- *This project aims to share and improve resources prepared for a professional development module: [Enacting education for sustainable development](#), and plans to adapt its 'Exploring worldviews, perceptions and values' Theme, also referred to as a Block, into Micro-Credential (MC) format.*
- *The project will **enable staff to experience**, and then integrate to their teaching, the student-centred approach and action-oriented learning, in pursuit of transformative learning, envisaged in [UNESCO's preferred pedagogical approaches](#). The module comprises five themes each of which was designed to stand-alone, and activities collectively align with the eight CHARM-EU principles. [Resources available](#) include case studies, workshop outlines, and videos.*



Workshop Pack Inclusions: Worldviews, Perceptions and Values

Available on : The Centre for Academic Practice, TCD (website).

www.tcd.ie/academicpractice/resources/education-for-sustainable-development/teaching-materials-for-esd/



The cover of the 'Workshop Guide' features the Trinity College Dublin logo and a header image showing a sustainable landscape with a wind turbine, solar panels, and trees.

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The University of Dublin

Workshop Guide – Exploring Worldviews, Perceptions and Values on Sustainable Development

This guide is intended to help educators to facilitate interactive workshops to help students to engage with and reflect on the theme of Exploring Worldviews, Perceptions and Values on Sustainable Development. Accompanying guides and video resources are available on the Centre for Academic Practice's [Teaching Materials for ESD page](#). For more information on the background to these resources, please see the Acknowledgements section at the end of this document.

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Workshop packs include:

- Pework for Learners: recommended resources and activities.
- Facilitator guidance on room setup/ preparing for the workshop.
- One –page Session plan
- Facilitators notes/prompts aligned with session plan
- Templates, with instructions, for activities- including:
 - Scenarios/Case studies for each of three perspectives.
 - Action options (x12), to rate and rank, for each perspective.
 - Justification options (x7), for the preferred action chosen.
 - Group/individual peer review and feedback on presentation
 - Facilitator checklist (likely to aid assessment processes).
- Acknowledgements page

Workshop Pack Inclusions: Worldviews, perceptions and Values


Available on : The Centre for Academic Practice, TCD (website).

www.tcd.ie/academicpractice/resources/education-for-sustainable-development/teaching-materials-for-esd/


Guides for This Theme's Videos

These guides align with the five videos above for the theme titled: 'Exploring Worldviews, Perceptions, and Values on Sustainable Development':

- The teaching guide provides context and suggestions for integrating these videos into teaching practice that is learner-centred and action-oriented, and integrates into the curriculum to foster transformative learning (UNESCO, 2017:55).
- The workshop pack includes session plans, facilitator notes, case studies and templates; it is intended to help educators to facilitate interactive workshops so that students actively engage with the theme and demonstrate and achieve the workshop's learning outcomes.

Teaching Guide  PDF

VIEW DOWNLOAD

Workshop Pack  W

DOWNLOAD

Acknowledgements: [Version 1.0 – 15/12/25. Trinity Teaching and Learning, TCD]

These materials are derived from development of a module, Enacting Education for Sustainable Development, co-developed by members of Trinity College Dublin's academic staff, Carlos Rocha, Cicely Roche, Clare Kelly, Felix Mezzanotte, John Gallagher and Sarah-Jane Cullinane as part of their roles as Fellows in Education for Sustainable Development in 2023-2024 – and Trinity College Dublin students Freddie Fallon, Maryam Yabo, Tom Hegarty and William Reynolds as part of their roles as Education for Sustainable Development Interns in 2023-2024.

This work was funded by the National Forum/Higher Education Authority under the Strategic Alignment of Teaching and Learning Enhancement Fund.

Header image graphic created by RosZie – Pixabay (edited).



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Guidance for Educators using this Pack for workshop delivery ^[Extract]

Beliefs, attitudes and values: Exploring their impact on worldviews and behaviour.

Term/concept	Guidance for learners [For further detail see Videos Dr Clare Kelly, 2024]
Gender equality <u>Video 1 [2:18]</u> <i>Worldviews: How do you see the World? Why does it matter?</i> Doughnut economics action Lab	<p>The concept of gender equality aims to empower all women and girls by ensuring that women have equal access to education, healthcare, decent work, and representation in political and economic decision-making processes. Women and girls continue to face discrimination and violence.</p> <p>In the context of this workshop, gender inequality refers to the disparities, biases and discrimination that individuals may face based on their gender within the scenario and included in broader sustainability discussions.</p>
Social equity <u>Video 1 [3:54]</u> <i>Worldviews: How do you see the World? Why does it matter?</i> Doughnut economics action Lab	<p>The concept of social equity aims to ensure equality of opportunity and of income in the expectation that people living in more equal societies tend to be healthier, safer and more trusting compared to those in less equal societies. Wide and growing inequalities in many countries are frequently exacerbated by inequalities of race and ethnicity, sexual orientation, religion, age, language, disability and location.</p>
Beliefs/ attitudes <u>Video 2 [4:15]</u> <i>Beliefs, attitudes & values: Exploring their Impact.</i>	<p>A belief is a mental trust, faith, confidence, or acceptance that something is true whereas an attitude is evaluative – e.g. do I like or dislike something? Beliefs and attitudes influence our perceptions and behaviours. They bias us toward having a particular response to people, groups, ideas, and objects.</p>



Theme/ Block 3 in focus: Open Education Resources (OERs)

Available on : The Centre for Academic Practice, TCD (website).

www.tcd.ie/academicpractice/resources/education-for-sustainable-development/teaching-materials-for-esd/

Exploring Worldviews, Perceptions and Values on Sustainable Development

This theme explores worldviews, beliefs, values and some biases that typically frame judgements. Questions posed prompt reflection on how our worldview is likely to impact on our approach to sustainable development. Impacts of colonialism and capitalism on global equity and climate justice are considered. Decision-making frameworks that support reasoning through related dilemmas in an ethically defensible manner are outlined and reviewed.



Part 1 of 5: Worldviews: How Do You See the World? Why does It Matter?

This video introduces worldviews – what they are, and how our worldview shapes our experience of reality. A range of contrasting worldviews, and their influence on our understanding of our place in nature, are examined.



Part 2 of 5: Beliefs, Attitudes and Values: Exploring Their Impact

This video introduces beliefs and attitudes - with particular emphasis on how they influence our perceptions and behaviours. Values, and how they inform our thoughts and influence how we interact with others, are explored.



Part 3 of 5: Colonialism and Capitalism Impacts on Climate Justice: DRC in Focus

This video discusses how the global economic model has created the intersecting and overlapping crises of social inequality and overshoot of planetary boundaries. The case study of the Democratic Republic the Congo is explored.



Part 4 of 5: Power, Privilege and Social Justice: Inequality and Climate

This video discusses some assumptions about the way in which the benefits and burdens of life on earth are divided up. Concepts of power, privilege and intersectionality are explored.



Part 5 of 5: Principles of Climate Justice: Framework for Addressing Inequality

This video asks what we can do to address intersecting global challenges and explores how frameworks such as the Climate Justice framework proposed by the Mary Robinson Foundation can support a just transition to a more stable world.

Guide for this Theme

This Resource Guide aligns with the five videos above for the theme titled: Exploring Worldviews, Perceptions, and Values on Sustainable Development. The videos provide key content related to the theme and this resource guide provides context and suggestions for integrating these videos to teaching practice that is learner-centred and action-oriented, and integrates to curriculum to foster transformative learning (UNESCO, 2017:55)



b) A Teaching Guide provides context and suggestions for integrating these videos to teaching practice that is learner centred and action oriented, and integrates to curriculum to foster transformative learning (UNESCO, 2017)

www.tcd.ie/academicpractice/resources/education-for-sustainable-development/teaching-materials-for-esd/



Students as partners (SaP)



SaP: Partnership as a collaborative process

Partnership as a way of doing things, rather than an outcome in itself, and requires students be given a significant amount of autonomy, independence, and choice (Healey et al, 2016).

“Students as Partners” (SaP) in higher education re-envision students and staff as active collaborators in teaching and learning. (Mercer-Mapstone et al, 2017)

SaP is a process that renegotiates ... ways of working in higher education and ... meaningful relationships between students and staff members at a university (Matthews et al, 2018):

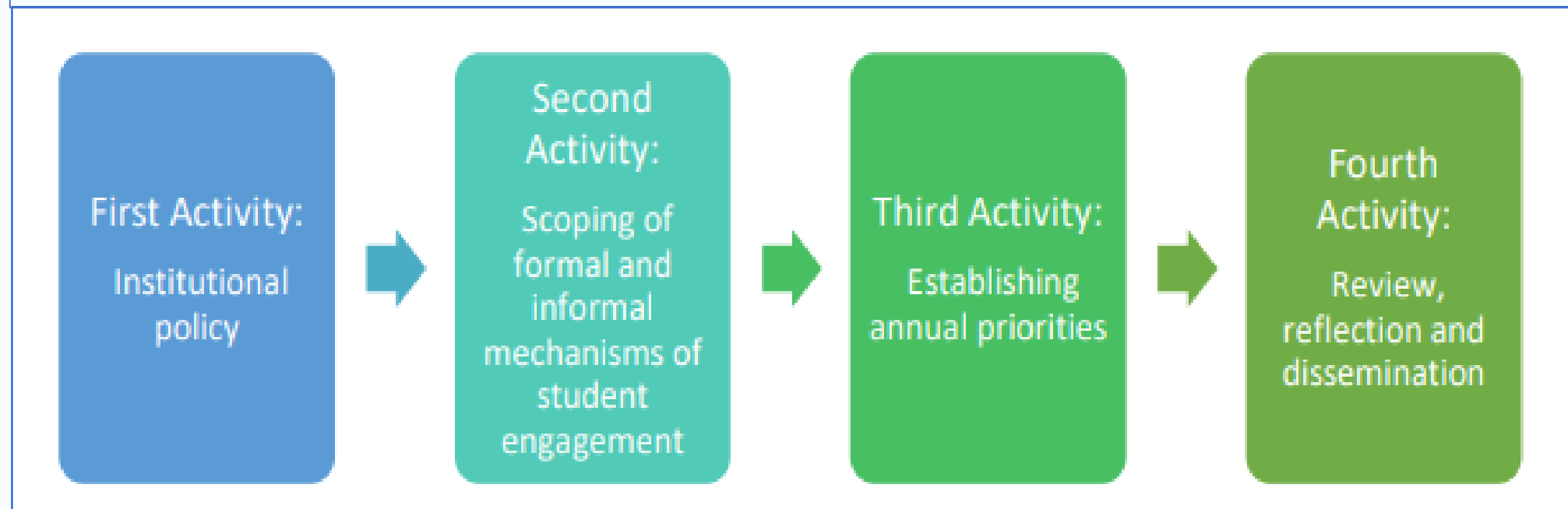
1. SaP as counter-narrative e.g. consistent with a mutual learning model.
2. SaP as values-based practice e.g. trust, respect, openness and reciprocity.
3. SaP as cultural change e.g. to make *more of a profound and better learning experience.*



SaP to promote engagement post COVID: (Whelehan, 2020)

Development of a culture of Student Partnership has been identified as a means of working within resource constraint environments and optimising educational experiences for students and staff alike (Whelehan, 2020).

Figure 1: Four activities to develop a culture of student partnership in Higher Education Institutions



Why engage in SaP approaches to learning and Teaching? (Johnston & Ryan, 2022)

Johnston & Ryan set out principles and prompt questions that aim to support [teachers] to integrate SaP activity in their own practices (2022). Resources provide strategies for successful partnerships.

Student-facing Resource – why engage in SaP?

- ...a sense of ownership of your own learning.
- ...deepen your understanding of your subject and how well you do in assessment.
- Shape the kind of teaching and learning experience you want to have.
- Develop critical thinking, teamwork, analysis
- Develop better performance, while also improving key employability skills

(Johnston & Ryan, 2022: Appendix 2)

Staff-facing Resource – extracts from summary

1. Students-as-Partners approaches are process-oriented and developmental.
3. Leave behind the 'traditional' student-staff power dynamics.
4. Communication is key.
5. Students know more than you might think.
9. Give feedback, ask for feedback:
10. You are an expert, but so are they.

(Johnston & Ryan, 2022: Appendix 3)



Students-as-Partners approaches are process-oriented and developmental.

Roche, C., Abria, L., Farrell, O., Johnston, J., Penny Light, T., McKibben, A., Reast, A., Yancey, K. B. (2023). ePortfolio to support professional development during experiential learning placements: **Guided by students-as-partners theory, enabled through students-as-partners practice.** *International Journal for Students as Partners*, 7(2), 165–180.
<https://doi.org/10.15173/ij sap.v7i2.5096>

Johnston & Ryan's (2022) approach informed:

- a) *Professional development through experiential learning placements* for two fourth year Pharmacy students (Laine Abria and Alex McKibben) in 2022-2023.
- b) The approach taken to partnership with Maryam, William, Tom and Freddie as ESD interns.



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Maryam Yabo

Developing Education for Sustainable Development through a Students-as-Partners Approach:
Reflections from a student partner.



- Maryam Yabo is a PhD researcher in law at Trinity College Dublin, where her research examines international climate law with a focus on how climate responses and energy transitions are structured through legal and political frameworks
- She was selected to join TCD's Education for Sustainable Development (ESD) team as a student intern, where she co-led on the design and beta-testing of experiential, case-based workshops on climate justice, resource extraction, and global inequality, including case studies on cobalt mining in the DRC and climate migration.
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What happens when students are treated as partners?

Maryam Yabo - Developing Education for Sustainable Development through a Students-as-Partners Approach: Reflections from a student partner.



Partnership in Practice

What did partnership look like?



Students-as-Partners

How did it actually work?



Impact on Student

How did the process impact me?



Meaningful Contribution

What did student contribution look like?



Lessons for Universities

What are some best practices for SaPs?



What Partnership Looked like in practice.

Maryam Yabo - Developing Education for Sustainable Development through a Students-as-Partners Approach: Reflections from a student' partner.

STUDENTS AS PARTNERS

What Partnership Looked Like in Practice

01

Decision-Making Level

Students involved where decisions were still open and contested.

02

Interdisciplinary Pairing

Different disciplinary lenses forced clarity.

03

Legitimate Knowledge

Student generational perspectives treated as essential knowledge.

04

Academic Support

ESD Fellows created structured spaces for collective reasoning.

05

Trust and Responsibility

Students trusted with responsibility

Made with GAMMA



David Coffey

Enabling undergraduate workshop curriculum in Sustainable Development through a Students-as-Partners Approach: Reflections from a student partner



- David Coffey is a PhD student at Trinity Business School. His PhD focusses on the process of social value creation in social enterprises, with a particular focus on social value processes in situations of geographic extremity and social exclusion. Post-PhD, he hopes to continue his research efforts, focussing instead on socioenvironmental value creation.
- David joined the ESD staff development Module pilot in May-July 2024. Following from that, he worked as a Workshop Leader for the first year of its implementation as an undergraduate module, remaining on for a second year in 2025. Throughout, he worked alongside other Workshop Leaders to adapt the curriculum for incoming first year undergraduate students.
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Maryam Yabo

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How the ESD Process Impacted on Maryam.

[Maryam Yabo - Reflections from a student partner.]



Interdisciplinary Knowledge

Exposure to scientific, technical, and policy perspectives.



Curriculum Design

Practical experience developing case studies (Congo extraction, climate migration).



Workshop Facilitation

Developed capacity to facilitate structured discussion, manage group dynamics, moderate dialogue.



Personal Development

Strengthened my ability to work collaboratively and take intellectual responsibility for decisions that have real educational consequences.



Notable Contributions and Learning Moments

[Maryam Yabo - Reflections from a student partner.]

Using Real Cases

Advocated for real-world case studies over hypothetical scenarios.

- The Congo case study enabled engagement with extraction, labour, gendered harm, and global supply chains.

Learning Moment: Ethical Responsibility

By the Kiribati climate migration case, I realised using real cases carries ethical responsibilities.

When drawing on lived experiences of displacement or exploitation, we represent real people's lives.

This led to greater care in problem framing, sensitivity to representation, and awareness of whose experiences are foregrounded or omitted.



Advice for Universities Seeking to Implement Students as Partners

[Maryam Yabo - Reflections from a student partner.]

1. Involve Students Early

Partnership is most meaningful when students are involved at the problem-framing stage, before solutions are selected.

3. Pair Across Disciplines

Intentional interdisciplinary pairing enhances learning outcomes and reduces siloed approaches.

2. Design for Dialogue

Create spaces for structured dialogue.

Disagreement and uncertainty indicate complex issues are being taken seriously.

4. Provide Pedagogical Support

Partnership works best when staff act as facilitators and mentors, providing pedagogical guidance, and ensuring academic rigour.



Discussant with Maryam and David

- Followed by general Q&A facilitated by our host Szilvia

