

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

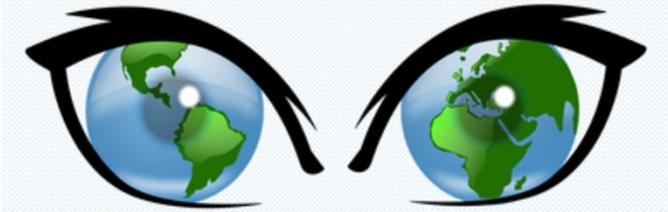
Webinar 3 of 3: Internal Dissemination

Enacting Sustainable Development in Trinity Business School’s Undergraduate Curriculum: Reflections from the Module Co-ordinators and from two PhD Candidates engaged as Workshop leaders for First Year Business Students.

Dr Norah Campbell, Fódhla O’Connell-Grennell, Sadhbh Crean and Declan Cahill, 16 February 2026, Trinity Business School (online).

Acknowledgements

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



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

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).

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Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Webinar: 16th February 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 3 of 3: Enacting Sustainable Development in Trinity Business School's Undergraduate Curriculum: Reflections from the Module Co-ordinators and from two PhD Candidates engaged as Workshop leaders for First Year Business Students.

- Dr Norah Campbell, Associate Professor of Marketing in Trinity Business School.
- Fódhla O'Connell-Grennell, Ph.D. Candidate at Trinity Business School, researching marketing and degrowth.
- Sadhbh Crean, PhD candidate at Trinity School of Education, researching perspectives of materials scientists.
- Declan Cahill, lecturer and module coordinator in Trinity Business School, and PhD researcher in management.

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

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

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).

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.



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 Szöllősi (Eötvös Loránd University). <https://charm-eu.eu/charm-ed-projects/>



Aim of today's webinar (3 of 3):

Aim: To hear from Dr Norah Campbell, Fódhla O'Connell-Grennell, Sadhbh Crean and Declan Cahill: The rollout of Enacting Sustainable Development as a compulsory module for first year students undertaking all five undergraduate programmes at Trinity Business School



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 2 of 3, on Monday 19th January, showcased the Students as Partners (SaP) approach taken in Development and rollout of Trinity's Enacting Education for Sustainable Development Module.



ESD Common Module Development, Beta-Testing & staff Pilot

Module Design



Co-created/beta-tested



Pilot May-July 24

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.

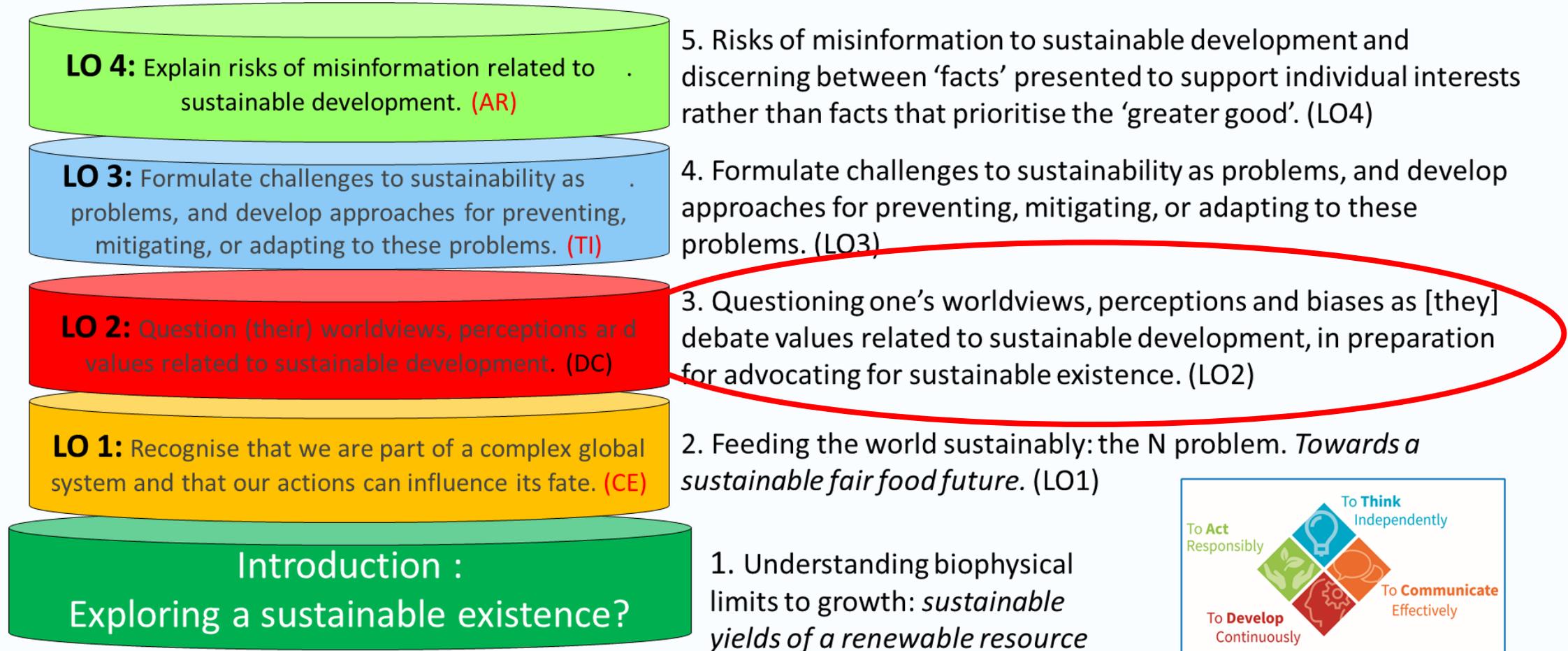


Rollout in Trinity Business School (TBS) as a 5 ECTS junior fresh (first year) module in Sept 2024, **& 2025**, with >500 students each year.

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



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)



Dr Norah Campbell

Enacting Sustainable Development in Trinity Business School's Undergraduate Curriculum: Reflections from the Module Co-ordinator.



- Norah Campbell is an Associate Professor of Marketing in Trinity Business School and a Fellow of Trinity College Dublin.
- Her research is in the commercial determinants of health: identifying and measuring the ways business activities - supply chain, taxation, lobbying, marketing, product design and public relations - can impact the population's health.
- She does research on the fossil fuel, ultra-processed food, alcohol, gambling and tobacco industries, and teaches at undergraduate and executive level on strategies to counter harmful industries' influence and promote alternative models of business and thriving.



Trinity
Business
School

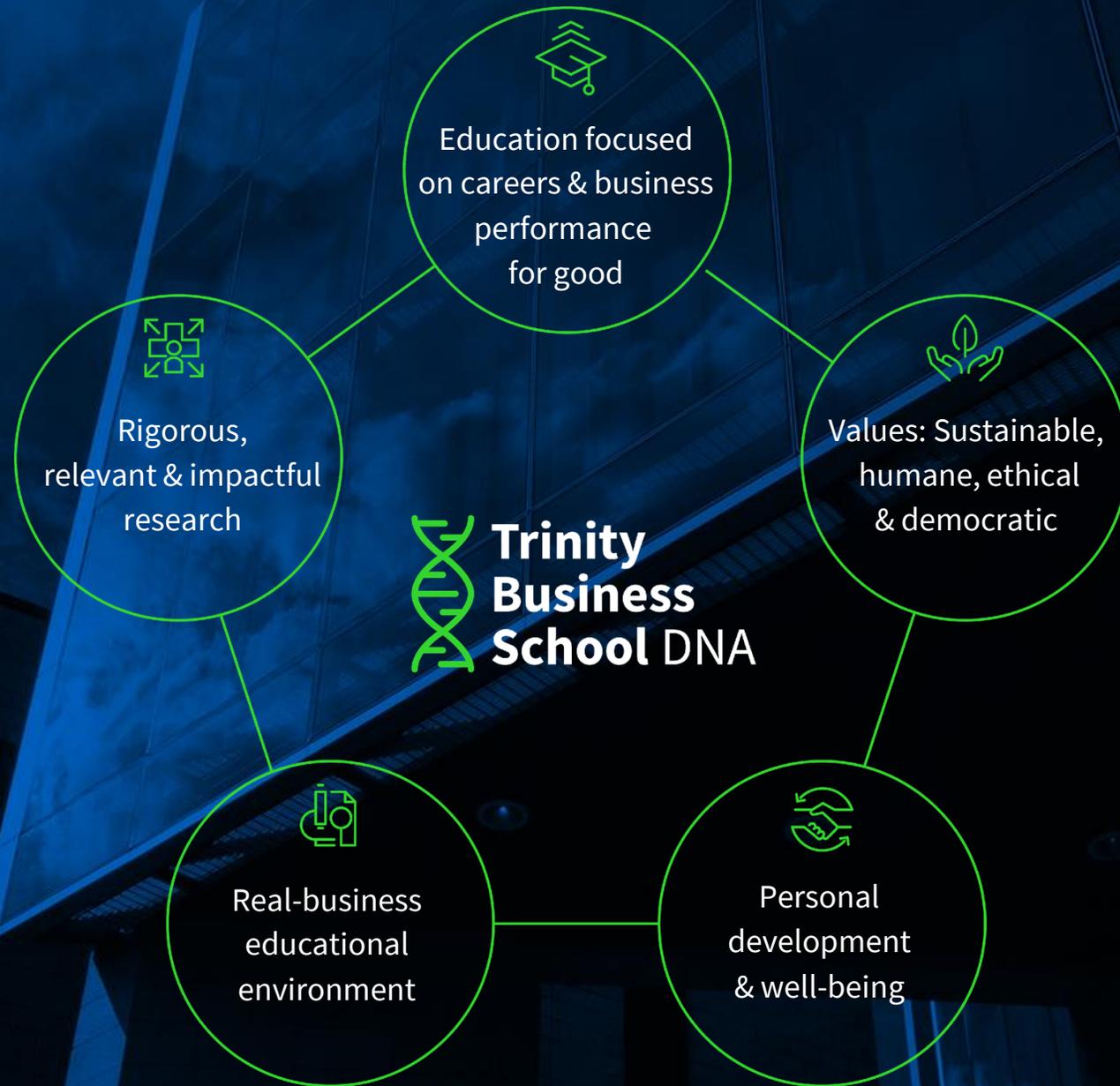
Transforming Business for Good



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

#TrinityBusiness

Vision



Changed learning outcomes



Use existing and *transformational* theories, models and practices

Understand business is part of, and dependent on the *natural* world

Research and practitioner-led teaching with interactive pedagogies

Communicate with *confidence, inclusion, respect*

Attune to *work-life balance*

Creatively rise to management's *grand challenges* of the 21st century

ESD mandatory module at Trinity Business School from 2023



Fódhla O'Connell-Grennell

Enacting Sustainable Development in Trinity Business School's Undergraduate Curriculum: Reflections from a workshop leader [PhD Candidate – Marketing and Degrowth].



- Fódhla is a Ph.D. Candidate at Trinity Business School, researching marketing and degrowth.
- Fódhla's doctoral research explores three, systemic proposals for post-growth and socio-ecological transformation, across political, corporate and social perspectives, with an overarching focus on how a reimagined role for marketing is communicating degrowth/ post-growth.
- Fódhla joined the ESD team as a Workshop Leader in 2024, delivering the workshops to its first cohort at Trinity Business School.
- LinkedIn: <https://www.linkedin.com/in/fodhlaocg/>



Enacting Education for Sustainable Development (ESD): Spotlight on teaching practices for exploring ‘Worldviews, Perceptions and Values’

Webinar 3 of 3: Workshop 1, Limits to Growth- Let’s go fishing!

Fodhla O’Connell-Grennell

Marketing and degrowth PhD Candidate and ESD workshop leader @ Trinity Business School
16th February 2026



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Co-funded by
the European Union

Overview/ reflections on the first workshop:

Students attend lecture in block 1 and engage in pre-work (academic readings, podcasts and videos)

Attend and participate in first workshop

1. Defining sustainability

Individual and small teams:

- What is sustainability?
- Why is it important for you to work for sustainability?

Wider group discussion on:

- Commonalities and differences?
- Temporality?
- Sustainable for whom?

My reflections:

- Leaving embarrassment at the door
- Confidence to share understanding and experiences ('domino effect')
- Collaboration and co-operation

2. Fishing game

Scenario A: Individual perspective:

- Purpose = Feed yourself and family

Individual and small teams:

- What is a sustainable existence?

Scenario B: Growth and Longevity perspectives:

- Growth purpose = Generate profit in competitive environment
- Longevity purpose = Talk and sustainably manage the resource as a community

My reflections:

- Makes systems thinking tangible and practical
- Penny drop moment- Longevity trumps growth!



Sadhbh Crean

Enacting Sustainable Development in Trinity Business School's Undergraduate Curriculum: Reflections from a workshop leader [PhD Candidate – Perspectives of Material Scientists ...].



- Sadhbh Crean is a PhD candidate based in the School of Education in Trinity College Dublin.
- Her research explores the perspectives of materials scientists on engaged research; not only the perceptions of the researchers and leadership team but expanding beyond this to other stakeholders such as industry representatives, policymakers, and civil society.
- Sadhbh holds an MSc in Environmental Sciences. She taught ESOL (English for speakers of other languages) previously, and is a Teaching Assistant on the modules Fundamentals of Management and Organisation, Enacting Sustainable Development, and Organisation Change for Sustainable Futures.
- LinkedIn: www.linkedin.com/in/sadhbhcrean



Enacting Education for Sustainable Development (ESD): Spotlight on teaching practices for exploring ‘Worldviews, Perceptions and Values’

Webinar 3 of 3: Workshop 2, The Nitrogen Cycle

Sadhbh Crean

Engaged Research PhD Candidate and ESD workshop leader @ Trinity Business School
16th February 2026



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Beginning Each Workshop

Anonymous Feedback



My email address: creansa@tcd.ie

Workshop Rules

- Arrive on-time
- Listen to your peers (particularly during presentations)
 - Ask questions
- Work as a team (roles, respect)
 - Contribute your opinion
- Encourage others to contribute their opinion



Discussion

Discuss in groups

- What have climate science and the planetary boundaries to do with a Business School?

Why Climate Science Matters in a Business School

Enacting Sustainable Development – Week 2

The 8 Competencies You're Learning Are Business Skills:

Sustainability Competency	What It Means for Business Students
Systems Thinking	Seeing the connections between economy, society, and environment
Anticipatory	Forecasting risks and opportunities — climate, markets, regulation
Normative	Making ethical and values-based decisions for long-term trust
Strategic	Designing real actions that create change and competitive advantage
Collaboration	Working across teams, sectors, and cultures to solve shared problems
Critical Thinking	Challenging assumptions — including “business as usual”
Self-Awareness	Knowing your impact and responsibility as a future leader
Integrated Problem-Solving	Combining all of the above to innovate for sustainability

→ Climate science gives us the data.
→ Business gives us the tools.

→ Together, they shape the decisions that determine shared future.



Context and Lead-in Activities (Quiz and Drawing From Memory)

TODAY'S WORKSHOP:

- In this workshop, students work with a realistic model of nitrogen flows in the world's agri-food system to explore the effects of and trade-offs between (i) diet, (ii) food production capacity, and (iii) environmental pressures.
- The game is designed to focus on the question:

WHAT IS THE ENVIRONMENTAL COST OF FOOD, AND HOW CAN WE EQUITABLY FEED THE WORLD'S POPULATION?

ACTIVITY 2:

- There are three/four pieces of paper stuck on the walls around the room
- You will be put into assigned groups of 5 and each group will take one piece of paper
- Together, you will work on drawing **the nitrogen cycle** from scratch.. What do you remember?
- **(7 minutes) – do not worry about spelling!**



ACTIVITY 1 (fun quiz!):



- You will spend some time reading the handout that your seminar leader has provided you with **(7 minutes)**
- Read carefully, as you will be quizzed on this in a moment...
- These questions will follow a similar structure to your MCQ quiz – **write your answers on the back of handout 1.**



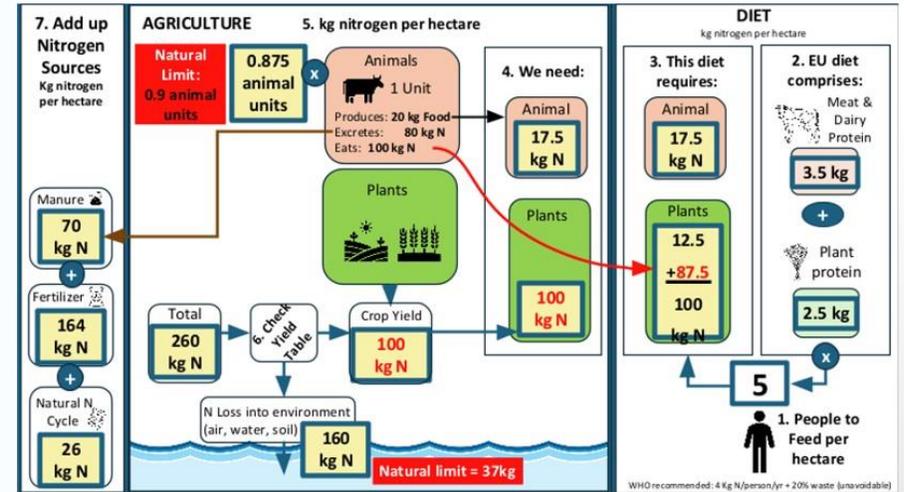
Lough Neagh, Northern Ireland - is the largest lake on the island of Ireland and the United Kingdom



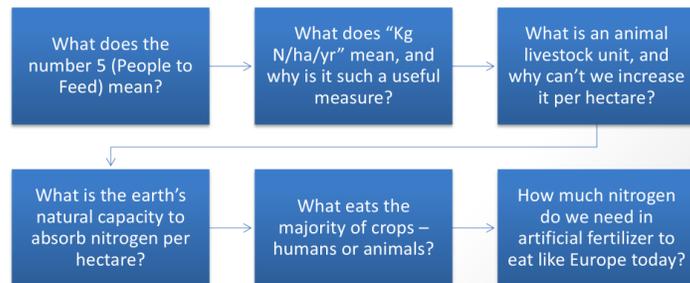
The Nitrogen Problem Game

LET'S WATCH THIS VIDEO ON THE NITROGEN PROBLEM GAME: 12 minutes SCENARIO A

Watch this video carefully as you will be doing this exercise too. We will talk about this after.



DISCUSSION



SCENARIO B

- Now it is your turn... Go back into your original groups, take a poster and sticky notes from your module leader and figure out this new scenario together...
- What happens if, by 2050, the entire world has adopted the European diet?
- PLEASE NOTE ONE DIFFERENCE FROM SCENARIO A:**

Protein breakdown remains the same (6KgN/person/yr): 60% (3.5Kg) from meat and dairy and 40% (2.5kg) from plants

The number of 'People to Feed' has increased to 7 people per hectare

Reflections

- Constantly revising and adapting based on our experience and student feedback.
- Maths element has not been a problem so far.
- Different structure to the following 3 workshops.



<https://theweek.com/cartoons/779144/editorial-cartoon-climate-change-deniers-antarctica-ostrich>



Declan Cahill

Enacting Sustainable Development in Trinity Business School's Undergraduate Curriculum: Reflections from the Module /Workshop leaders Co-ordinator.



- Declan Cahill is a lecturer and module coordinator in Trinity Business School, Trinity College Dublin.
- Declan's teaching focuses on Education for Sustainable Development (ESD), systems thinking, and experiential learning for first-year students (cohort of 540 each year).
- Declan coordinates the Enacting Sustainable Development module, working with a large teaching team to help design student-centred workshops that explore worldviews, perceptions, and values in complex sustainability contexts.
- Declan is also a PhD researcher in management, using qualitative and interpretive methods to examine leadership, organisational culture, and institutional decision-making. His work bridges management scholarship and innovative ESD pedagogy and is grounded in practice and shaped by the realities of large-scale, team-based teaching.



Some more overview ...

- You have listened to our Module Director Norah
- I actively coordinate the 180 workshops ...
- We do handpick each PhD leader ... our crew!
- Many different styles of leadership ...



Some more overview ...

- That takes time to develop ...
- We give them agency ...
- Our Crew ...
- Constant contact ...



Other Reflections ...

- We focus on ...
- Involve specific cross section in the development ...
- This is semester 1 and then in semester 2 ...



Revert to Szilvia –

- Manage Q&A
- Reminder of where recordings will be available
- Thanks and close the webinar

