

Enacting Education for Sustainable Development

Summary Report of the Three-Webinar Series on ‘Worldviews, Perceptions and Values’

CHARM-ED partnership: Trinity College Dublin, Eötvös Loránd University and the University of Barcelona

1. Series overview

The three-part webinar series presents the development, co-creation and institutional implementation of Trinity College Dublin’s Enacting Education for Sustainable Development (ESD) module. The series concentrates on one of the module’s five integrated blocks: ‘Exploring worldviews, perceptions and values’. The block uses sustainability dilemmas to help learners recognise how beliefs, assumptions, interests and moral judgements shape decisions.

The module was developed in 2023–2024 by an interdisciplinary team of six ESD Fellows and four student interns. Through the CHARM-ED Joint Educational Activities project, Trinity College Dublin, Eötvös Loránd University and the University of Barcelona are adapting the resources to different institutional settings and exploring their transformation into a shareable micro-credential. The project emphasises student-centred, action-oriented and transformative pedagogies associated with UNESCO’s approach to ESD.

Taken together, the webinars follow a logical progression. Webinar 1 explains the educational theory and workshop architecture. Webinar 2 shows how students contributed as genuine curriculum partners. Webinar 3 examines the realities of scaling the module into a compulsory first-year Business School curriculum.

2.1 Webinar 1

Title	Background to Enacting ESD Module Development in Trinity, and Theory Underpinning the ‘Worldviews, Perceptions and Values’ Workshop Design
Date	15 December 2025
	Online webinar hosted by Trinity College Dublin / CHARM-EU
Speakers	Dr Cicely Roche, ESD Fellow, Associate Professor in the Practice of Pharmacy, and module coordinator for Enacting ESD in Trinity (2023–2024)

Summary

Webinar 1 establishes why Trinity College Dublin developed the Enacting ESD module and how its design connects institutional strategy, national teaching enhancement priorities and UNESCO’s preferred approaches to sustainability education. Dr Cicely Roche presents the module as a novice-level, interdisciplinary introduction that can function as a five-ECTS module, as a set of stand-alone blocks, or as professional development for academic staff. This flexibility is important for the CHARM-ED partnership because each university can adapt the materials to its own curriculum while preserving the central pedagogical principles.

The module contains five connected themes: sustainable existence; systems complexity and future forecasting; worldviews, perceptions and values; problem framing through prevention, mitigation and adaptation; and misinformation related to sustainable development. Each theme combines lectures, preparatory work, workshops and optional tutorials. The webinar focuses on the third block, where learners examine sustainability dilemmas through community, policymaker and corporate perspectives.

A central case concerns cobalt mining in the Democratic Republic of the Congo. Instead of presenting sustainability as a problem with one technically correct solution, the workshop asks learners to consider extraction, labour, gender inequality, global supply chains, community interests, economic development and corporate responsibility. The case therefore makes visible the different values and power relations behind apparently rational decisions. It is also connected to the Sustainable Development Goals, planetary boundaries and the social shortfall dimensions of Doughnut Economics.

The theoretical architecture is deliberately structured. Learners first form an independent judgement, then rate and rank possible actions and justifications, discuss their choices with peers, negotiate a group position and reflect on how their thinking changed. This sequence combines individual constructivism, decision-making under ambiguity and social constructivism. Role play and peer debate are used not simply to increase participation, but to create encounters with alternative perspectives.

Dr Roche links the workshop to Neo-Kohlbergian moral-development theory, the Four Component Model and Intermediate Concept Measures. The activities assess more than factual recall: they ask

learners to recognise ethical issues, judge competing actions, explain motivations and work towards defensible collective decisions. Constructive alignment is therefore essential. Learning outcomes, activities and assessment must all capture critical thinking, ethical judgement, dialogue, teamwork and the ability to reason through complex sustainability dilemmas.

The webinar finally introduces the open educational resources that support implementation. These include background videos, educator guidance, case scenarios, action and justification options, facilitation prompts, session plans, assessment checklists and reflection activities. The resources are designed to help educators experience the pedagogy as learners before adapting it to their own teaching.

Main outcomes

- A coherent theoretical foundation for teaching sustainability through perspective-taking, ethical reasoning and action-oriented learning.
- A modular five-theme structure that can be used as a full module, distributed across courses or adapted for staff development.
- A reusable workshop sequence: independent judgement, decision-making under ambiguity, peer debate, negotiated group choice and reflection.
- A clear method for aligning learning outcomes, classroom activities and assessment with ESD competencies and graduate attributes.
- Open educational resources that can support local adaptation and the future development of a CHARM-EU micro-credential.
- Recognition that sustainability education must examine values and power, not only transmit environmental knowledge.

2.2 Webinar 2

Title	The Students-as-Partners Approach to Developing Enacting ESD Workshops and Rolling Them Out to Undergraduate Business Students
Date	19 January 2026
Format	Online webinar hosted by Trinity College Dublin / CHARM-EU
Speakers	Maryam Yabo, David Coffey and Dr Cicely Roche, Trinity College Dublin

Summary

Webinar 2 shifts attention from pedagogical theory to curriculum co-creation. It explains how Students as Partners (SaP) informed the development, testing and improvement of the Enacting ESD workshops. SaP is presented not as occasional student consultation, but as a process that changes staff–student relationships through trust, respect, openness, reciprocity and shared responsibility. The approach challenges the assumption that academic staff alone should define educational problems and solutions.

Dr Cicely Roche reviews the module and the open workshop packs, which contain learner preparation, room and facilitation guidance, one-page session plans, case studies from three perspectives, twelve action options, justification options, peer-feedback templates and facilitator checklists. These detailed materials make the pedagogy transparent and transferable, but the webinar stresses that their quality came from iterative partnership rather than from a one-directional design process.

Maryam Yabo describes her contribution as an ESD intern and PhD researcher in international climate law. She helped design and beta-test case-based activities concerning cobalt extraction in the DRC, climate justice, global inequality and climate migration. Her legal and policy perspective enriched an interdisciplinary design team and helped ensure that the cases reflected real political, social and ethical tensions. She also gained practical experience in curriculum design, facilitation, group dynamics and intellectual responsibility for decisions with real educational consequences.

One of Maryam’s strongest reflections concerns the use of real cases. Real-world examples make sustainability more immediate and meaningful, but they also create an ethical duty to represent communities carefully. The Congo and climate-migration cases involve exploitation, displacement and unequal power. Educators and student designers must therefore consider whose experiences are visible, whose voices are missing and whether a case unintentionally simplifies or instrumentalises people’s lives.

David Coffey contributes the perspective of a PhD student and workshop leader who helped adapt the staff-development materials for first-year Business School students. His experience demonstrates a second form of partnership: students and early-career researchers can act as curriculum translators, identifying what requires simplification, additional scaffolding or new facilitation strategies for a different learner group. The process also strengthens the workshop leaders’ own teaching and research identities.

The webinar presents SaP as developmental for both students and staff. Students gain ownership, interdisciplinary knowledge, critical thinking, teamwork, communication and employability skills. Staff gain access to learner perspectives and are encouraged to move beyond traditional power relations. However, successful partnership requires structure: students should be involved early, especially in problem framing; disagreement should be treated as productive; interdisciplinary pairing should be intentional; and academic staff must provide mentoring, pedagogical support and quality assurance.

Main outcomes

- Students were positioned as co-designers, beta-testers and facilitators rather than as passive recipients of a completed curriculum.
- Real-world case studies became more authentic and relevant through student disciplinary knowledge and lived educational experience.
- The partnership built student capabilities in curriculum design, facilitation, dialogue, interdisciplinary work and ethical representation.
- The approach demonstrated that student partnership can improve staff development and large-scale undergraduate teaching at the same time.
- Key implementation conditions were identified: involve students early, design for structured dialogue, pair disciplines intentionally and maintain strong staff mentoring and academic rigour.
- The resulting workshop packs and OERs provide a practical foundation for wider CHARM-EU adaptation and micro-credential development.

2.3 Webinar 3

Title	Enacting Sustainable Development in Trinity Business School's Undergraduate Curriculum: Reflections from Module Coordinators and PhD Workshop Leaders
Date	16 February 2026
Format	Online webinar hosted by Trinity College Dublin / CHARM-EU
Speakers	Dr Norah Campbell, Fódhla O'Connell-Grennell, Sadhbh Crean and Declan Cahill, Trinity Business School

Summary

Webinar 3 examines how the Enacting ESD approach moved from staff development and pilot workshops into a compulsory undergraduate Business School module. This is the implementation stage of the series: the discussion addresses curriculum alignment, learner engagement, workshop leadership, continuous adaptation and the organisational work required to deliver active sustainability education to a large first-year cohort.

Dr Norah Campbell places the module within Trinity Business School's 'Transforming Business for Good' vision. The curriculum is expected to prepare students for careers and business performance while also being sustainable, humane, ethical and democratic. Students should understand that business is embedded in and dependent on the natural world, engage with research and practitioner knowledge, communicate respectfully and address the major management challenges of the twenty-first century. The ESD module became mandatory across all five undergraduate programmes from 2023, turning sustainability from an optional interest into a shared curricular responsibility.

Fódhla O'Connell-Grennell reflects on the first workshop, 'Limits to Growth – Let's Go Fishing'. Students complete preparatory readings, podcasts and videos, define sustainability individually and in groups, and discuss questions such as 'sustainable for whom?' They then participate in a fishing simulation that contrasts individual survival, competitive growth and long-term community stewardship. The exercise makes systems thinking tangible: short-term profit-seeking can exhaust a shared resource, while cooperation and long-term management support collective survival. Fódhla notes that the workshop builds confidence, reduces embarrassment about incomplete knowledge and creates a domino effect in which one contribution encourages others to speak.

Sadhbh Crean discusses the second workshop on the nitrogen cycle and the challenge of a sustainable food future. The workshop begins by asking why climate science and planetary boundaries belong in a Business School. Quizzes, drawing from memory and a nitrogen-problem game help learners connect scientific processes to organisational and economic choices. Her reflections emphasise ongoing revision based on student feedback. The scientific and mathematical elements have not prevented engagement when they are properly scaffolded and connected to meaningful decisions.

Declan Cahill explains the coordination demands of a module serving approximately 540 first-year students and around 180 workshops. The programme relies on carefully selected PhD workshop

leaders with different disciplinary and facilitation styles. Effective delivery requires time to develop the teaching team, agency for workshop leaders, constant communication and a shared focus on student-centred learning. The module therefore demonstrates that innovative pedagogy at scale depends not only on good materials but also on leadership, coordination, staff development and an active community of practice.

Across the reflections, continuous improvement is a recurring principle. Workshops are revised in response to facilitator experience and anonymous student feedback. The teaching team adapts examples, explanations, timing and activities while protecting the module's core learning outcomes. This balance between fidelity and adaptation is especially relevant to CHARM-EU: successful transfer to ELTE, UB or a micro-credential format will require common educational principles alongside flexibility for different disciplines, cohort sizes and institutional cultures.

Main outcomes

- The ESD approach was embedded as a mandatory module across five Trinity Business School undergraduate programmes.
- Experiential games made limits to growth, systems thinking, planetary boundaries and resource governance understandable to first-year business students.
- Large-scale active learning was supported through a coordinated team of PhD workshop leaders, shared resources, regular communication and facilitator agency.
- Student feedback and workshop-leader reflection created an explicit cycle of revision and continuous improvement.
- The Business School implementation showed that sustainability can be integrated into mainstream management education rather than confined to specialist environmental courses.
- Scaling requires investment in people and coordination as well as content: leader selection, training, support, quality assurance and adaptable workshop design are essential.

3. Overall synthesis of the webinar series

The series presents a complete educational-development pathway. Webinar 1 provides the conceptual and pedagogical foundation. Webinar 2 demonstrates how student partnership improves the relevance, ethics and usability of curriculum materials. Webinar 3 shows how those ideas operate in a compulsory, large-cohort undergraduate setting. The progression can be summarised as theory, co-creation and institutionalisation.

A major lesson is that ESD is not achieved simply by adding sustainability content to existing lectures. The Enacting ESD model changes what learners do: they interpret dilemmas, identify values, compare stakeholder perspectives, make decisions under ambiguity, debate peers, negotiate collective positions and reflect on consequences. It also changes what educators do: they facilitate rather than only transmit knowledge, design for disagreement, align assessment with complex competencies and use feedback to revise practice.

The series also shows that educational transformation depends on relationships and institutional structures. Students contribute valuable disciplinary knowledge and insight into how learners experience activities. PhD workshop leaders act as a bridge between curriculum design and undergraduate delivery. Coordinators create the conditions for consistency, experimentation and support. Open resources make transfer possible, but local adaptation and professional development remain necessary.

For CHARM-EU, the project offers a practical route to alliance-level scaling. A micro-credential could combine common OERs, facilitator preparation, experiential workshops and reflective assessment while allowing TCD, ELTE and UB to adapt cases to local contexts. The most transferable design principles are: use real sustainability dilemmas; include multiple perspectives; involve students early; sequence individual judgement before peer negotiation; align outcomes, activities and assessment; prepare facilitators carefully; and build continuous improvement into delivery.

Webinar	Primary focus	Main contribution	Key transfer lesson
1	Theory and workshop design	A structured model for ethical reasoning, perspective-taking and action-oriented learning	Protect the pedagogical sequence and constructive alignment when adapting the materials.
2	Students as Partners	Student co-design improves authenticity, relevance and ethical sensitivity	Involve students at the problem-framing stage and support them as genuine partners.
3	Curriculum rollout at scale	Active ESD can work in a mandatory, large-cohort Business School module	Invest in facilitator development, coordination, feedback and adaptable delivery systems.

4. Conclusion

The three webinars collectively show how a sustainability-education initiative can move from strategic intention to a coherent pedagogical design, from design to staff–student partnership, and from partnership to institution-wide delivery. The strongest feature of the Enacting ESD model is the connection between theory and practice: difficult concepts such as worldviews, moral judgement, systems complexity and planetary boundaries are translated into cases, games, dialogue and reflective assessment.

The project’s future value for CHARM-EU lies in combining shared quality with contextual flexibility. The core design can be preserved through open resources, learning outcomes and facilitator guidance, while cases and delivery formats are adapted to the needs of different institutions. If the proposed micro-credential retains the series’ commitments to student partnership, action-oriented learning, ethical reflection and continuous improvement, it can become a credible alliance-level pathway for staff who want to enact ESD in their own teaching.

5. References and official resources

1. [CHARM-EU resource page: Enacting Education for Sustainable Development – three-part webinar series](#)
2. [Webinar 1 recording \(YouTube\)](#)
3. [Webinar 1 presentation](#)
4. [Webinar 2 recording \(YouTube\)](#)
5. [Webinar 2 presentation](#)
6. [Webinar 3 recording \(YouTube\)](#)
7. [Webinar 3 presentation](#)
8. [CHARM-ED projects overview](#)
9. [Trinity College Dublin teaching materials for Education for Sustainable Development](#)
10. [UNESCO: Education for Sustainable Development](#)