

TEACHING AND LEARNING CASE STUDY	
<b>Name of Institution/ Organisation</b>	Trinity College Dublin
<b>Who led the initiative?</b>	Centre for Academic Practice in partnership with Trinity Sustainability and Education for Sustainable Development Fellows, Trinity College Dublin.
<b>Date and timeframe of the initiative</b>	2022 - 2025+ (subject to SATLE funding)
<b>What was the reach of the initiative?</b>	The target audience includes students, academics, and professional staff across the university.
<b>Initiative Title</b>	Education for Sustainable Development at Trinity
<b>Aims/ Objectives</b>	<p>Overall aim:</p> <p>This strategic initiative aims to empower <i>“all Trinity staff and students to develop the knowledge, skills and attitudes necessary to act as agents of change, individually and collectively, in working towards sustainable development within planetary boundaries.”</i></p> <p>Related objectives of this initiative include:</p> <ul style="list-style-type: none"> <li>• Define and articulate the competencies students should develop through ESD at Trinity;</li> <li>• Develop a common interdisciplinary module that addresses ESD themes and develop key competencies for sustainability that can be integrated into UG and PG programmes;</li> <li>• support Schools to develop their own Teaching and Learning Strategy with respect to ESD;</li> <li>• support staff to ESD into their curricula with a focus on transformative pedagogical approaches which promote development of key ESD competencies</li> <li>• seed and nurture collaborative, cross-disciplinary community of practice and support networks for ESD.</li> <li>• develop a range of open access resources on ESD to support ongoing innovation.</li> </ul>

<p><b>Rationale</b></p>	<p>Trinity’s strategic objective for education, as articulated in the <b>College Sustainability Strategy</b>, is to empower  “all Trinity staff and students... to develop the knowledge, skills and attitudes necessary to act as agents of change, individually and collectively, in working towards sustainable development within planetary boundaries.”</p> <p>Furthermore Trinity’s Sustainability Strategy states that:  “Using both discipline-specific and interdisciplinary approaches, <b>Trinity’s curriculum will be oriented towards ensuring the development of key competencies for sustainability</b>, as identified by UNESCO and the European Commission”</p> <p>“To enable this transition, all Trinity teaching staff will gain time and access to collaborative, cross-disciplinary <b>support networks, resources and developmental programmes</b> to support their module or programme design and use of relevant pedagogical approaches, with a particular emphasis on <b>transformative learning</b>.”</p>
<p><b>Frameworks, Policies, or Strategies Aligned</b></p> <p><b>(internal, local or national)</b></p>	<ul style="list-style-type: none"> <li>• Trinity College Dublin Sustainability Strategy</li> <li>• System Performance Framework 2023-2028</li> <li>• ESD in Trinity College Dublin (SATLE)</li> <li>• The SDGs wedding cake – Stockholm Resilience Centre</li> <li>• GreenComp: The European sustainability competence framework (European Commission)</li> <li>• Education for Sustainable Development Goals (UNESCO)</li> </ul>
<p><b>Summary</b></p>	<p>Trinity’s strategic objective for ESD is that <i>“all Trinity staff and students develop the knowledge, skills and attitudes necessary to act as agents of change, individually and collectively, in working towards sustainable development within planetary boundaries.”</i></p> <p>Using both <b>discipline-specific and interdisciplinary approaches</b>, Trinity’s curriculum will be oriented towards ensuring the development of key competencies for sustainability, as identified by UNESCO and the European Commission. To enable this transition, we are developing an approach and work programme to support Trinity staff embed ESD pedagogies and approaches into their existing curricula, with a particular emphasis on transformative learning.</p> <p>Anticipated challenges include:</p> <ul style="list-style-type: none"> <li>• Availability of expertise in curriculum design and ESD</li> <li>• Scaling supports/resources to facilitate ESD review and embedding ESD in all UG and PG programmes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Developing awareness of ESD and a shared understanding of what ESD means at Trinity.</li> <li>• Incentivising staff to engage in professional development for teaching and learning relating to ESD.</li> <li>• Time constraints and crowded curricula, especially in the professional domains.</li> <li>• Buy-in/support from College community for prioritising integration of ESD into Trinity curricula.</li> </ul> <p>SATLE funding supports Trinity’s strategic objective for ESD by providing staff resources and staff expertise that are essential for realising related actions.</p>
<p><b>Did you collaborate with internal and/or external stakeholders to deliver?</b></p>	<p>The ESD programme team comprises academic staff and students from across Trinity’s three faculties working in collaboration with Trinity’s Centre for Academic Practice and Trinity Sustainability Office.</p> <p>These partners have worked with key stakeholders within Trinity including: Vice President for Biodiversity and Climate Action, Academic Secretary, Dean of Undergraduate Studies /Senior Lecturer; Trinity Teaching and Learning; Academic Affairs.</p> <p>Externally, the ESD programme contributed to the LERU group report on ESD and have collaborated with national HEI networks on ESD and the SOS Responsible Futures International Pilot Programme University partners.</p>
<p><b>Organisation and Planning</b></p>	
<p><b>What resources did you need?</b></p>	<p>SATLE project funding which supported:</p> <ul style="list-style-type: none"> <li>• 5 ESD Fellows</li> <li>• 1 Academic Developer</li> <li>• 4 Student Interns</li> <li>• 1 Research Assistant</li> <li>• 1 Project Manager</li> </ul>
<p><b>Has it been evaluated? How successful has it been?</b></p>	<p>Evaluation of the first phase of the project is currently underway with a view to informing phase 2, to begin in January 2025.</p>
<p><b>Any future plans, including the sustainability of the initiative?</b></p>	<ul style="list-style-type: none"> <li>• Expansion of professional development for staff in embedding ESD into their practice: including for-credit options.</li> <li>• Support schools to develop their own teaching and learning strategy with respect to ESD.</li> </ul>

	<ul style="list-style-type: none"> <li>• Continue to nurture an ESD community of practice across College</li> <li>• Expansion of suite of case studies to capture ongoing initiatives and pedagogical innovations across the disciplines with respect to ESD.</li> </ul>
<b>Key Learning Points</b>	<ul style="list-style-type: none"> <li>• Establishing a shared understanding of what ESD means within Trinity is a key cornerstone of a successful and cohesive ESD strategy.</li> <li>• The development and implementation of an ESD strategy requires both discipline-specific and interdisciplinary approaches which is inherently complex.</li> <li>• Programmes should have the autonomy to create their own approaches and strategies for ESD at the local level.</li> <li>• ESD is fundamentally about pedagogical change, which presents challenges in its implementation. Professional development is essential to support staff integrating ESD within their own teaching.</li> </ul>

**Teaching and Learning Focus Areas (please tick all that apply)**

Categories	Elements	Topics	Target Groups
Commit <input checked="" type="checkbox"/>	Leadership, Strategy & Governance <input checked="" type="checkbox"/>	Digital Transformation <input type="checkbox"/>	Students <input type="checkbox"/>
Coordinate <input checked="" type="checkbox"/>	Curriculum and Assessment <input checked="" type="checkbox"/>	Education for Sustainable Development <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/>
Consult <input checked="" type="checkbox"/>	Innovation in Teaching <input checked="" type="checkbox"/>	Academic Integrity <input type="checkbox"/>	Wider community <input type="checkbox"/>
Create <input checked="" type="checkbox"/>	Professional Development <input checked="" type="checkbox"/>	Inclusive and Equitable Teaching Practices <input checked="" type="checkbox"/>	Other <input type="checkbox"/>
Celebrate & Continue <input checked="" type="checkbox"/>	Research and Evaluation <input checked="" type="checkbox"/>	Innovations in Assessment and Feedback	

		<input checked="" type="checkbox"/>	
		Student Engagement and Partnership <input checked="" type="checkbox"/>	
		Collaborative and Interdisciplinary Approaches <input checked="" type="checkbox"/>	
		Artificial Intelligence <input type="checkbox"/>	
		Other <input type="checkbox"/>	

**Contact Details**

<b>Contact Name/s</b>	Dr Pauline Rooney (primary contact point); Dr Caitríona Ní Shé; Dr Claire McAvinia, Nicola Byrne, Assoc Prof Cicely Roche, Asst Prof John Gallagher, Assoc Prof, Carlos Rocha, Assoc Prof Clare Kelly, Asst Prof Sarah-Jane Cullinane.
<b>Date</b>	1/11/2024
<b>Email Address</b>	Pauline.rooney@tcd.ie
<b>Links</b>	