

# THE FUTURE OF CORPORATE SUSTAINABILITY TEACHING: MODES, METHODS, AND TOOLS

GRONEN conference, PDW, June 1st, 2022

## Organizers:

Javier Delgado-Ceballos, University of Granada

Raquel Antolín-López, University of Almería

## Speakers:

Professor Sanjay Sharma, University of Vermont

Professor Minna Halme, Aalto Business School

Professor Nicole Darnall, Arizona State University

Assistant Professor Panikos Georgallis, University of Amsterdam

Assistant Professor George Wernicke, HEC Paris

## Content:

To address societal grand challenges we need to foster new ways of seeing in the educational context, and for that, we need new ways of teaching that better adapt to our students and the current times (Montiel, Delgado-Ceballos, Ortiz-de-Mandojana, & Antolín-López, 2020). In this line, scholars have recognized the importance of transforming education on corporate sustainability (CS) and the need of introducing new teaching approaches (Aragón-Correa, Marcus, Rivera, & Kenworthy, 2017): emotional learning (Montiel, Antolín-López, & Gallo, 2018), new use of cases studies (Georgallis & Bruijn, 2022), simulations (Prado, Arce, & Pearson), applications mobiles (Delmas & Kohli, ), or virtual reality (Earle & Leyva-de la Hiz, 2021).

This PDW consists of short presentations that aim to share specific experiences/best practices on how to teach CS in the classroom and generate debate on the future of CS teaching, challenges, and new methodologies. Specifically, five speakers will present specific teaching methods and tools, and will discuss the future of CS teaching:

1. Professor Darnall: The role of simulations for CS teaching: The Change Management Simulation
2. Professor Georgallis: Case-based debates to enhance students' learning about complex CS issues.
3. Professor Wernicke: Introducing the UN Sustainable Development goals in the classroom: The 2030 SDGs Game.
4. Professor Sharma: Designing a sustainability MBA program and future prospects for CS teaching
5. Professor Halme: Teaching methods for integrating sustainability in a general MBA for executives and future prospects

**Format:** The session is divided as follows:

Welcome and introduction	5 minutes
3 presentations by each speaker about teaching methods and tools	30 minutes
Q&A with audience	10 minutes
Reflections by 2 speakers on CS integration and future prospects for CS teaching	20 minutes
Q&A with audience	10 min
Final remarks	5 min

**Target audience:** junior and senior scholars interested in corporate sustainability teaching.

## References

- Aragón-Correa, J. A., Marcus, A., Rivera, J., & Kenworthy, A. (2017). Sustainability management teaching resources and the challenge of balancing planet, people, and profits. *Academy of Management Learning and Education*, 16(3), 469–483.
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- Earle, A. G., & Leyva-de la Hiz, D. I. (2021). The wicked problem of teaching about wicked problems: Design thinking and emerging technologies in sustainability education. *Management Learning*, 52(5), 581-603.
- Montiel, I., Antolin-Lopez, R., & Gallo, P. J. (2018). Emotions and sustainability: A literary genre-based framework for environmental sustainability management education. *Academy of Management Learning & Education*, 17(2), 155-183.
- Montiel, I., Delgado-Ceballos, J., Ortiz-de-Mandojana, N., & Antolin-Lopez, R. (2020). New ways of teaching: using technology and mobile apps to educate on societal grand challenges. *Journal of Business Ethics*, 161(2), 243-251.
- Georgallis, P., & Bruijn, K. (2022). Sustainability teaching using case-based debates. *Journal of International Education in Business*, 15(1), 147-163.
- Prado, A. M., Arce, R., Lopez, L. E., García, J., & Pearson, A.A. (2020). Simulations versus case studies: Effectively teaching the premises of sustainable development in the classroom. *Journal of Business Ethics*, 161(2), 303-327.