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**BEYOND LECTURES:  
INSIGHTS FROM BUSINESS  
DISCIPLINES  
(REFLECTIONS,  
TRANSFORMATIONS, AND  
THE HUMAN SIDE OF TEACHING)**

**FACULTY OF BUSINESS AND MANAGEMENT  
UiTM CAWANGAN JOHOR**

**Beyond Lectures:**  
**Insights from Business Discipline-**  
*(Reflections, Transformations, and the Human*  
*Side of Teaching)*

Chief Editor  
Dr. Azila Jaini



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## TEACHING ESG AND INVESTMENT RISK: TRANSFORMING FINANCE EDUCATION FOR A SUSTAINABLE FUTURE

*Husnizam Hosin, Mohd Hakimi Harman, Yuzlizawati Mohd Yusoff*

My colleague and I have been teaching students how to estimate beta and calculate returns. Yet I have increasingly begun to ask whether we are also equipping them to assess impact. The classroom was filled with formulas, graphs, and regression outputs. Within the framework of modern portfolio theory, students learned to measure systematic risk, interpret standard deviation, and optimise portfolios. They understood how to reduce volatility and maximise expected returns. However, something important was missing. Our discussions often ended with performance metrics. We rarely paused to consider what these investments meant beyond the spreadsheet.

With the development of the global markets, the character of risk changed. The corporate scandals, environmental tragedies, corporate governance, and climate-related stocks were no longer considered peripheral factors; they were core determinants of firm value. Companies were not crumbling due to market forces alone, but more because of poor governance structures, negligence of the environment and being socially responsible. The conventional definition of risk that was well summarised in beta appeared to be limited to the realities of the modern-day financial world.

I started noticing the change in the questions of students. They could no longer be content with information as to which stock had been doing well. They needed to find out whether the practices of a firm were in tandem with those of sustainability. They doubted that profit maximisation is the sole purpose that should be pursued. There were those who questioned whether ethical investing was the act of compromising returns. These discussions marked a revolution not only in the market but also in the thinking of future financial workers.

This became a turning point in my own thinking. I realised that Environmental, Social and Governance (ESG) could not be any more a fringe benefit or a lecture at the end of the semester in the field of finance education. ESG factors do not exist outside of the risk; they are internal to it. The climate transition risk influences the value of assets. The quality of governance is a factor that affects the cost of capital. Reputational stability and long-term performance are being influenced by social controversies. The introduction of ESG to investment risk education implied a change in the very meaning of risk. No longer volatility but vulnerability was the risk. No longer did it merely deviate, statistically, but it exposed itself to structural, regulatory, environmental and ethical unpredictability.

### **The traditional approach to teaching investment risk**

The conventional mode has largely concentrated on quantitative measures and past basis, which tend to ignore the most important non-financial aspects that play a vital role in long-term investment sustainability and stability. Such a limited focus of financial education has both economic and moral consequences, as it fails to recognise the future welfare of people and a shift in the global dynamics of challenges. This results in a shift in the paradigm of educational programs in finance to include environmental, social and governance factors, which is becoming an important part of the overall risk analysis and sustainable value generation (Kopnina et al., 2024). The inclusion of ESG aspects in financial education is essential in preparing a whole picture of the risk of investment, and developing a critical thinking habit in students, which will allow them to consider the wider social and environmental impacts of the financial choices that they make.

This integration reflects increasing pressure on investors and regulators over time to practice transparent and responsible investment in a more multifaceted range of considerations with respect to both the financial metrics. This growth indicates an increasingly accepted

understanding of the interrelations among financial action and other societal and environmental matters, hence the necessity to reconsider the methods of pedagogy in finance (Ahmadirad, 2024). This transition not only enhances the comprehension of the financial risks but also provides the future workers in the field of finance with the means to cope with complicated sustainability issues and engage in responsible economic growth. This changing environment highlights the necessity of educational institutions to modify their finance programs so that the graduates are familiar with the principles of sustainable finance and have an understanding of how to consider ESG requirements in investment policies (Narayanan & Pradhan, 2023). The practice can be used to neutralise the levels of investment portfolio risks and offset the absence of sustainable financial literacy levels that are increasingly required by the industry. This pedagogical development is essential to take into consideration the systematic risks, including climate change and social inequality, which are sometimes not sufficiently considered with the traditional portfolio theory (Narayanan & Pradhan, 2023).

Furthermore, by recognising the causal link between everyday financial decisions and the harms associated with climate change, students can develop a stronger sense of responsibility towards future generations and distant communities. Such awareness is essential for fostering the collective commitment required to address aggregate emissions (Kopnina et al., 2024). The growth of critical thinking capabilities should also be a component of this broadened curriculum, as it will allow students to consider complex trade-offs between financial gains and sustainability goals, and take part in decision-making processes with a group of diverse stakeholders in mind (Elhady & Shohieb, 2025). This superior educational system goes beyond compliance, as a proactive attitude towards sustainable finance is developed, which has the capacity to lead to economic prosperity and social welfare.

Moreover, developing a comprehensive comprehension of sustainable finance in educational establishments is a key in nurturing financial practitioners with the potential to easily integrate environmental, social, and governance considerations in the investment process, hence sustainable development in the long-term (Elhady & Shohieb, 2025).

### **The turning point: Why must ESG be integrated?**

The development of the importance of ESG factors in the process of making investment decisions can be perceived as the actual transition to sustainable investing due to the rise of the understanding of the interdependence of the financial results and those related to sustainability (Ahmadirad, 2024). Such a development points to the need to ensure that ESG aspects are brought into finance education so that future professionals are equipped to operate in a market that is becoming more conscious of responsible investment habits and sustainability over the long term.

This new paradigm requires that the conventional financial models be re-examined and a shift towards a stakeholder-based approach be taken, where financial choices are made on the basis of a long-term perspective (Ahmadirad, 2024). This extended vision is inclusive of the approach of environmental consideration, social fairness, and a healthy governance framework as part and parcel of financial prosperity and social prosperity. This has been integrated into the fact that certain variables, such as scarcity of resources and climate change, play a major part in the global financial decision-making, and therefore, a re-evaluation of investment strategies will help in addressing the ecological consequences.

The increase in the importance of sustainability highlights the importance of financial institutions in providing sustainable financial products and incorporating environmental and social risk assessment in investment practices (Muhammad et al., 2023). Such a strategic shift is a response to the ethical challenge of responsible capital allocation, but it represents a practical value of ESG integration in terms of improved financial performance and resilience, as shown by several studies. In fact, in the year 2018, the total sustainable investments amounted to 30.7 trillion all over the world, and this is a 34 per cent increment in only two years; thus, indicating a definite market trend of harmonising financial strategies with the ESG indicators (Muhammad et al., 2023).

Such a significant increase is also indicative of a greater understanding in the financial sector that incorporating the consideration of ESG is not a corporate responsibility issue but a strategic necessity of long-term value creation and risk management (Ahmadirad, 2024). This change is in line with the realisation that sustainable investment, which comes with the incorporation of the ESG criteria, is one of the key measures towards generating long-term value whilst mitigating the global sustainability issues. The integration will enable investors to select those companies that have better long-term growth potential and the ability to survive environmental and social risks and eventually create a more responsible and equal global economy.

Moreover, the change in teaching and working financial experience is essential to producing a new generation of financial professionals able to thrive in the challenges of sustainable finance and help not only prosper the economy but also the planet (Tallgauer & Schank, 2024). The development of making ESG considerations in financial markets has become a crucial development indicative of the fulfilment of financial market goals with the pressing need for climate sustainability, which eventually initiates a revolutionary shift in the financial sector, leading to the greater benefit of society.

### **Redefining “risk” in the classroom**

The growing awareness of environmental and social risks as material financial risks makes a reconsideration of conventional risk assessment models a requirement in the field of finance education (Kopnina et al., 2024). Teachers now have to include complex studies of climate-related economic revelations and social effect measures to offer learners an all-inclusive view of the risks in investments. It involves incorporating the financial effects of climate change, physical risks posed by extreme weather events and transition risks posed by changing regulations into risk models (Kopnina et al., 2024). Moreover, the fact that philanthropy and impact investing have become indistinct necessitates the integration of such aspects of finance as the possibility to use financial tools to achieve not only economic but also social or environmental benefits, which is why finance can become an agent of change.

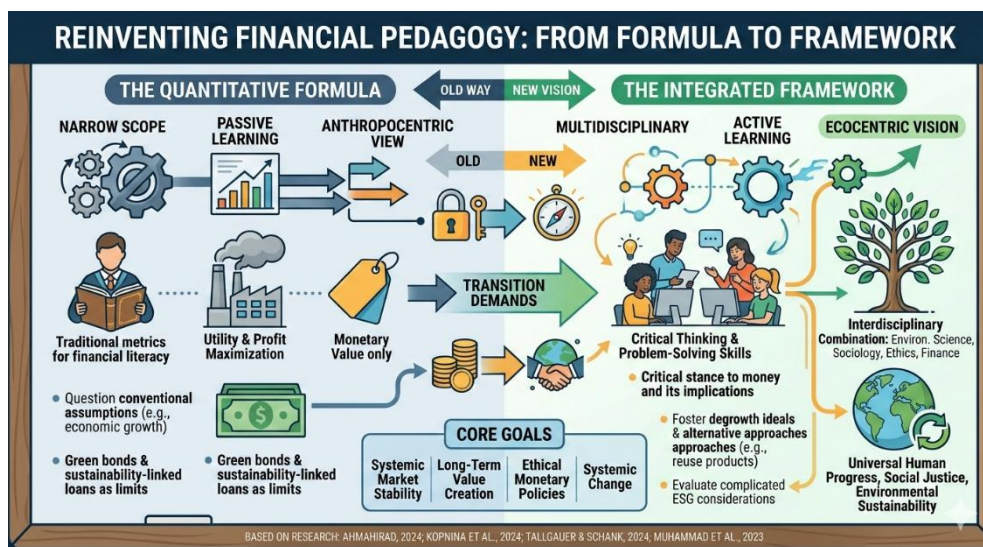
This new risk-based pedagogy will be essential to educating future financial practitioners to operate in a world where the ESG factor comes into play in investment procedures and stewardship as a paradigm shift in decision-making (Tallgauer & Schank, 2024). This redefinition includes the realisation that events of negative sustainability, including scandals or environmental disasters, may quickly destroy the financial value, although the daily operations are not affected, which means the need to develop robust analytical frameworks to evaluate such disastrous ESG risks (Narayanan & Pradhan, 2023). The rise of the financial industry towards the commitment to ESG values highlights the critical role of this industry in determining a more ethical and sustainable financial future (Narayanan & Pradhan, 2023).

The extended orientation reminds us that sustainability should be an essential principle in leadership education, and not a concern of compulsion but a motivation to develop ecological, social, and economic well-being through transformational strategies (Narayanan & Pradhan, 2023). This pedagogical shift is also applied to the consideration of climatic risk pricing, where the effectiveness of market processes of integrating and disclosing climate risks is brought into the limelight. In addition, this implies a neutral approach in the study in relation to pecuniary and non-pecuniary aspects of ESG, which delivers facts on the related economic consequences.

### **Reinventing pedagogy: To Formula or Framework.**

This change demands that teachers come up with new pedagogical approaches that transcend past quantitative models to adopt interdisciplinary approaches where knowledge in environmental science, sociology, and ethics is incorporated in the financial curriculum. Such a multidisciplinary combination makes sure that future financial experts can evaluate complicated ESG considerations and know how they systematically impact market stability

and value creation in the long-term (Ahmadirad, 2024). This kind of pedagogical innovation must promote active learning based on case studies, simulations, and real-life projects that will lead to the development of critical thinking and problem-solving skills one can apply in maneuvering the changing financial environment (Kopnina et al., 2024). Additionally, this financialization change demands the ethical formulation of so-called green monetary policies and effective structures of embedding ESG values in the higher education field out of the present frames of current financial systems (Tallgauer & Schank, 2024).



**Figure 1:** Reinventing financial pedagogy  
(Source: AI generative image)

Figure 1 illustrates that this paradigm shift requires a critical reassessment of conventional assumptions and the adoption of an ecopedagogical approach that promotes a more ecological and integrated understanding of finance (Kopnina et al., 2024). This change of direction is essential towards the development of financial literacy beyond traditional metrics that would allow individuals to perceive and manage resources to meet global issues such as climate change (Tallgauer & Schank, 2024). This is a shift to introduce ecocentric paradigm changes and leave the familiar space of green bonds and sustainability-linked loans to redefine the concept of value and capital (Kopnina et al., 2024). Such a revolutionary strategy implies the re-evaluation of the core economic values since the main focus is no longer the maximisation of utility and profit but the universal human progress, social justice, and environmental sustainability (Tallgauer & Schank, 2024).

Such reconsideration suggests that financial education should not be monetary with just the price of a car, but it is the ecological and social cost, which encompasses carbon emissions and climate-driven displacement, that have definite financial consequences and give rise to major risks (Tallgauer & Schank, 2024). This financial literacy is therefore critical and enables individuals to make knowledgeable decisions that should take into account the personal financial well-being, as well as the wider societal and environmental consequences. The development of finance education should therefore include critical pedagogy to engage with the issue of sustainability that would help develop the knowledge of how financial decisions can create a systemic change (Kopnina et al., 2024).

This will include the transition to active learning, in place of passive learning, through the use of active learning tools like real-life projects and case studies, so that students can acquire the skill of problem-solving and critical thinking. Moreover, the inclusion of critical thinking skills into the financial literacy module will assist students in breaking down complex financial

instruments and assessing the ethical and environmental effects of such a strategy, towards a more holistic comprehension of finance (Muhammad et al., 2023).

This holistic process focuses on the interrelation between human and natural systems, promoting an ecological awareness that perceives humans as a significant part of the biosphere (Muhammad et al., 2023). It must expand this pedagogical structure to include a critical stance to money, its use, and its social and environmental implications, such that an ethos of responsible and committed financial attitude is developed amongst students. Such broadened thinking demands that one not continue with a strictly anthropocentric approach to finance, but an approach that recognises the inherent worth of ecological integrity and social equity (Kopnina et al., 2024). This involves fostering a culture of ideals of degrowth in business programs, questioning the conventional economic growth as a panacea to social and environmental problems, and proposing other approaches to the economy, including shifting ownership to lease and reusing products (Kopnina et al., 2024).

This form of teaching also implies the critical analysis of the consumption patterns where students are pushed to think of the wider ecological and social consequences of their money decisions, and not merely individual benefit (Narayanan & Pradhan, 2023). This requires an ecopedagogical mindset that promotes eco literacy, in which students are expected to critically evaluate economic models and how they contribute to the destruction of biodiversity and climate change, to be able to create a systemic knowledge of sustainable finance (Kopnina et al., 2024). This is a new strategy that helps to build students into critical thinking practice, including concept-mapping the implications of the systems theory on the Sustainable Development Goals, which in turn would foster a sense of extinction crisis awareness among the students (Kopnina et al., 2024).

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