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# School of Business, Enterprise and Management

## Sustainable Consumption

- Module at Level 4
- For Consumer Studies and Business Management students
- Aims to Facilitate the acquisition of detailed knowledge about consumption and the consumer at an advanced level of discourse
- Foster in students the ability to critically evaluate key issues related to sustainable consumption



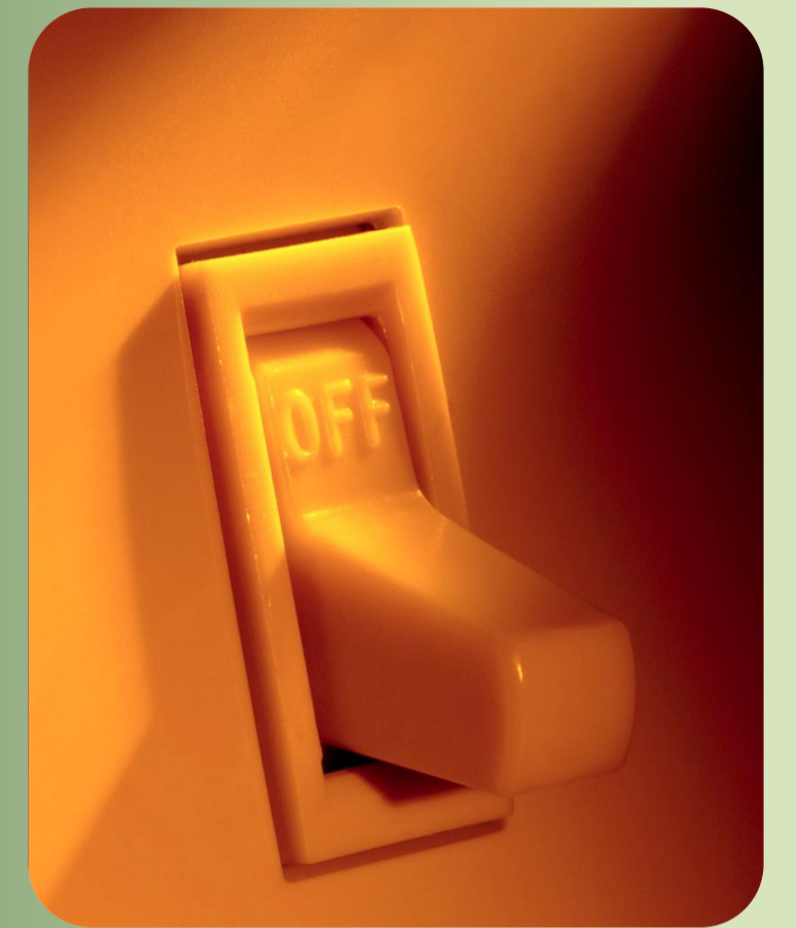
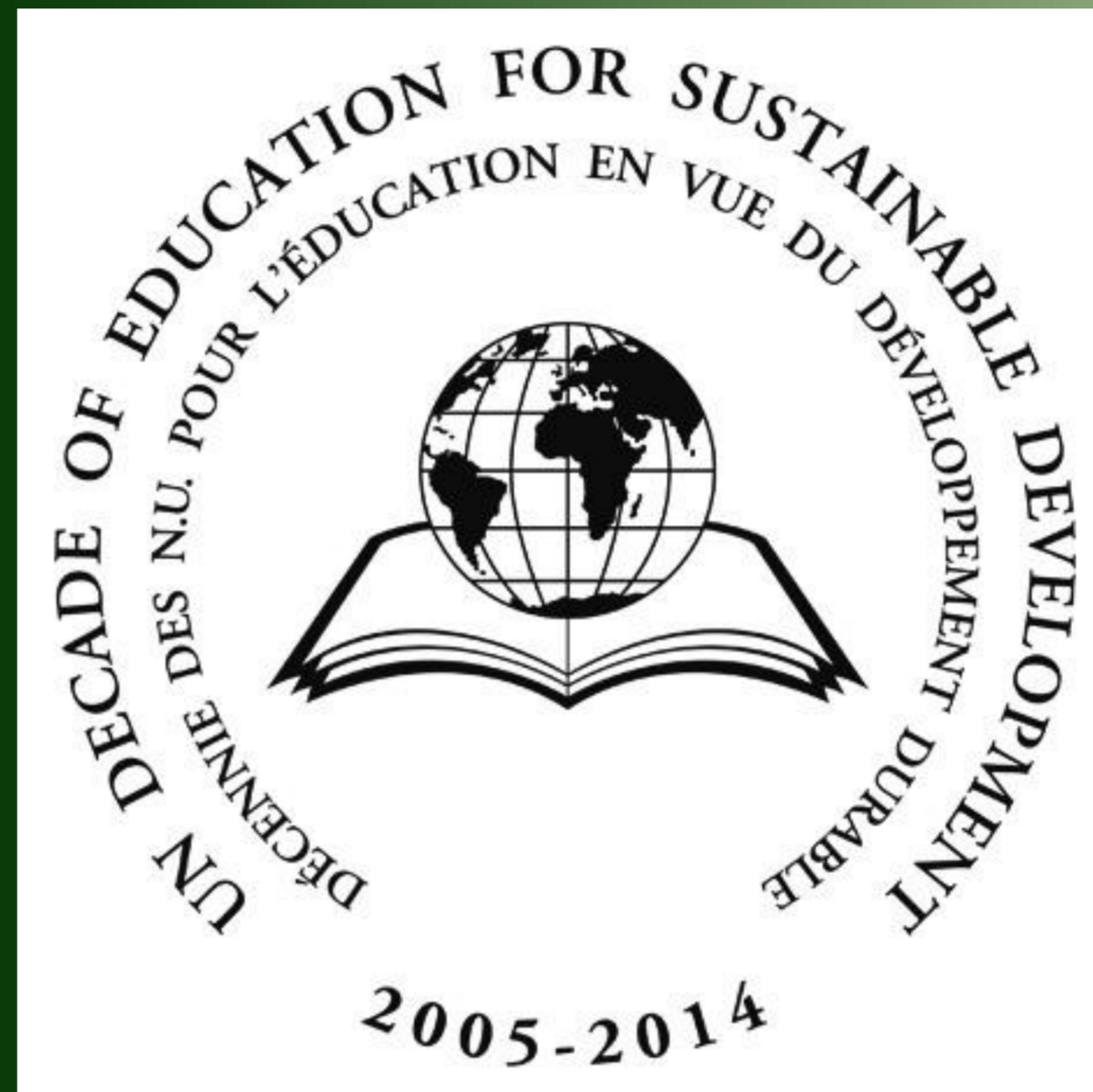
Email [cbrennan@qmu.ac.uk](mailto:cbrennan@qmu.ac.uk) or [mschroder@qmu.ac.uk](mailto:mschroder@qmu.ac.uk) for further information

Students debate critical issues to influence behaviour change



They calculate their carbon footprint  
The link for the carbon calculator is as follows:  
<http://actonco2.direct.gov.uk/index.html>

They develop ideas for campaigns which will promote sustainable consumer lifestyles for students at QMU.



# VALUES



# POLICIES



# CHOICES



# Greening the Curriculum

# School of Social Science, Media and Communication

## Popular education for environmental justice

“Popular education has the following characteristics:

- *its curriculum comes out of the concrete experience and material interests of people in communities of resistance and struggle*
- *its pedagogy is collective, focused primarily on group as distinct from individual learning and development*
- *it attempts to forge a direct connection between education and social change.”* (Popular Education Network)



QMU has used popular education methods with activists in communities experiencing pollution

- Higher education Certificate in Environmental Justice 2000-2009 (with Friends of the Earth Scotland)
- ESRC funded research: learning in environmental justice campaigns (with Edinburgh University)
- MSc environmental justice 2010



Email [escandrett@gmu.ac.uk](mailto:escandrett@gmu.ac.uk) for further information

## Relevant Curriculum

### Strengths & Opportunities

- Makes intellectual resources accessible
- Learning relevant to those most in need of it
- Contribution to movements for justice

### Weaknesses & Threats

- Support for non-traditional students off campus
- Administrative management of non-campus students
- Individualism of university assessment process
- Market-led education

### Implications

- Flexibility needed in administration and support
- Accessibility beyond the campus
- Activists' access to academics outwith validated courses



## Greening the Curriculum

# Experiences of environmental justice and sustainable development or: *which* graduates for *whose* 21<sup>st</sup> century?

## critical pedagogy, popular education and social learning

Two of the biggest problems of the 21<sup>st</sup> century are ecological destruction and the persistence of poverty. Universities have a vital role in delivering education to address these.

There have been two main approaches combining concern for the environment and inequality: sustainable development and environmental justice.



### Sustainable Development:

*“Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”*



Sustainable development emerged from the policy process of the United Nations and has been elaborated through the report of the UN Conference on Environment and Development (1992) *Agenda 21* and the work of the World Summit on Sustainable Development (2002). Whilst it has emerged from a top-down policy process, the concept emphasises that all sectors of society have a role in participating in sustainable development.



### Environmental justice:

originally used by the First People of Color Environmental Leadership Summit in USA, campaigning against environmental racism (the disproportionate siting of toxic facilities beside black communities), subsequently used

for any movement against socially unequal distributions of environmental damage. In Scotland, Friends of the Earth led a campaign for environmental justice under the banner “no less than a decent environment for all, with no more than our fair share of the earth’s resources”. Environmental justice movements campaign to change policies which cause the inequalities in environmental problems.



Sustainable Development generates *invited space*

Environmental justice generates *invented space*

## *Invited and Invented space in the Curriculum*

# *Greening the Curriculum*

# Queen Margaret University Sustainability Policy

## Curriculum Working Group

- *The University recognises and acknowledges the key role it has to play in addressing the impacts of climate change*
- *The University welcomes the opportunity to harness its academic talents and expand Scotland's ability to create solutions to the challenges posed by climate change through research, knowledge transfer and the provision of skills, modules and courses.*



**Students will have the tools to change themselves, their future employers, and their societies**

Developing a dialogue between practitioners to generate synergies and identify opportunities for embedding sustainability throughout the curriculum



Through its primary purpose of education and research, the University has the potential to make a significant impact on global warming by equipping current and future generations with the skills necessary for tackling the economic, social and environmental impacts of climate change. The principles of sustainable development will be embedded throughout the curriculum and sustainability literacy promoted as a core citizenship and employability skill.



# Greening the Curriculum