

Haddow, C. and Hallenberg, K. 'An exploration of the impact of embedding ESD in the criminological curriculum'

Education for Sustainable Development (ESD) “applies transdisciplinary educational methods and approaches to develop an ethic for lifelong learning; fosters respect for human needs that are compatible with sustainable use of natural resources and the needs of the planet; and nurtures a sense of global solidarity” (UNESCO, n.d.). While the potential of higher education in advancing sustainability has been widely accepted and even partly realised, a reorientation of core activities and curricula toward and embedded with sustainability is still an exception. But even big changes start small and modules that address sustainability have both strategic and symbolic value particularly in disciplines and departments where it has not previously been explicitly, or at all, addressed (McGoshan & Martin, 2014). This paper seeks to assess the impact of and potential for embedding ESD in the criminological curriculum, specifically as part of a criminology undergraduate programme. This will be done through an exploration of students’ learning and development in the area of sustainability as a result of a specific module focussed upon this topic, titled Criminology for a Just Society (CfJS) and implemented at Canterbury Christ Church University. Drawing on qualitative data from a focus group with students undertaking the pilot year of the module, the paper will illustrate their development in relation to Sipos et al's (2008) model of ‘transformative sustainability learning’ which engages head, hands and heart, and reflect on the implications of this for pedagogic practice here at Edinburgh Napier University and in higher education more widely.