

Date: Wednesday 25th May 2022
Time: 10:00-11:00am
Venue: Online via zoom
Resources: [Available here](#)

MINUTES:

EAUC-S Realigning Curricula for the Future: Art and Design and Sustainability

Attendees:

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| Annabel Smith | AS | Luminate Education Group |
| Caroline Houseman | CH | Luminate Education Group |
| Deborah Dennett | DD | West College Scotland |
| Ellie Harrison | EH | University of Dundee |
| Emilio Rossi | ER | University of Lincoln |
| Eleanor Snare | ES | Leeds Arts University |
| Emma Wood | EW | Loughborough University |
| Fraser Wright | FW | Luminate Education Group |
| James Jackson | JJ | Arts University Bournemouth |
| Johnathan Leng | JL | Luminate Education Group |
| Jason Parry | JPa | Luminate Education Group |
| Jo Petty | JPe | Glasgow School of Art |
| John Thorne | JT | Glasgow School of Art |
| Kelly Forster | KF | Leeds Arts University |
| Lorraine Amies | LA | Robert Gordon University |
| Lucy Patterson | LP | EAUC |
| Marie Dalton | MD | Heart of Yorkshire Education Group |
| Sally Chan | SC | University of Leeds |
| Sandra Ord | SO | New College Lanarkshire |

| Time (mins) | SUMMARY OF DISCUSSIONS | ACTIONS |
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| 0.00 | <p>Welcome, Apologies and Introductions</p> <p><i>Lucy Patterson, Sustainability in the Curriculum Project Officer, EAUC</i></p> <p>Everyone was welcomed to the event and speakers were introduced:</p> <p>Eleanor Snare- Eleanor leads a second year BA Fashion Branding with Communication at Leeds Arts University where they have incorporated alternative pedagogies connecting people and place in the curriculum.</p> <p>Jo Petty- Jo is a lecturer in BA Communication Design at Glasgow School of Art. She challenged 3rd year students specializing in graphic design to design a poster to display on campus during COP26 to inform students about the meat industry's connection with climate change.</p> <p>John Thorne- John is Glasgow School of Art's Sustainability Coordinator and worked with Jo to make the graphic design project a success by engaging with organizations such as SOS-UK and Greenpeace.</p> <p>Attendees were then invited to introduce themselves:</p> <p>Lorraine Aimies- Career Consultant at Robert Gordon University</p> <p>Sandra Ord- Art and Design lecturer at New College Lanarkshire</p> <p>Jason Perry- Arts programme manager at Harrogate College.</p> <p>Johnathon Leng- Teaches level 1 and 3 Art at Harrogate college</p> <p>Annabel Smith- Programme manager for MA at Harrogate College</p> | |

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| | <p>Caroline Houseman- Teaches on masters degree at Harrogate College.</p> <p>Kelly Forster- Sustainability manager at Leeds Arts University</p> <p>Emma Wood- Lecturer in textile design at Loughborough University</p> <p>Ellie Harrison- Part time lecturer at Duncan and Jordanston College of Art And Design in Dundee on contemporary arts programme.</p> <p>Deborah Dennett- West College Scotland teaches graphic design.</p> <p>Emilio Rossi- Senior lecturer product design at University of Lincoln.</p> <p>Sally Chan- University of Leeds, module leader of MA marketing and advertising</p> <p>James Jackson- Environment and Sustainability manager at Arts University Bournemouth</p> <p>Marie Dalton- Head of Arts at Wakefield College</p> <p>Fraser Wright- Foundation diploma in level 3 art and design at Harrogate College</p> | |
| <p>8.25</p> | <p>Case Study</p> <p><i>Eleanor Snare, Senior lecturer of Fashion Branding, Leeds Arts University</i></p> <p>On their course, Leeds Arts University has 40-50 students per year group each with about 670 contact hours on the BA Fashion Branding with Communication course. It is a 'generalist', concept driven course which has made it accessible to students from a range of educational backgrounds. Fundamentally fashion branding is an unsustainable discipline, the key challenges of which Eleanor explores. Teaching about sustainability is an inherently political act and that teaching paradigm in art has three aspects; self reflection, critical theory, and place based. These three aspects arose from A literature review Eleanor did in 2021 into</p> | |

art practitioners' techniques and tactics to introduce sustainability into their practice.

Following this they considered how to look at place based theory in their curriculum. The definition of place-based theory- "aims to contribute to the production of educational discourses and practices that explicitly examine the place-specific nexus between environment, culture and education" (Gruenewald, 2003, p.10), appeals to commercial courses and Eleanor simplified this as a way of teaching that re-precising students to place and connecting students with an impermanent place.

She implemented place-based in two modules-

- Digital branding and communication- Students had to practice what they learnt on local businesses (the businesses weren't aware they were chosen) creating customer profiles, communication strategies etc. which opened door to approach organizations to do a more formal project in future.
- Fashion Futures- Sustainability manager at University was consulted to generate a live brief for students were tasked to build a creative communication strategy defining circular economy. Also did an International collaboration with Universidad de Monterrey in Mexico on theme of mythologies in different cultures. Also looked at Robin hood which looked at unequal share of wealth and how that's been used as a marketing tool. Eleanor employed experiential learning by taking students on a field trip to a Northern Fashion Design exhibition in Halifax. Finally students were asked to write a story in 20 minutes combining place, futures and sustainability.

To make this alternative pedagogy of place based teaching work educators must consistently engage with it across every aspect of a course, reflect and allow students to reflect, and it must be a sustainable paradigm from the start. Eleanor learnt students need active support and guidance to interact with local area and that more space and resource is needed for radical sustainability discourse. Her final note was 'become local, think global'.

Questions

LP- How has student work with local businesses reflected on their employability?

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| | <p>ES- Our live brief is with local organizations and some students have gone on to do internships, voluntary work and summer placements with those local organizations. This is the first year I've used the list of organization I showed and we didn't tell any of them that we were using them as I wanted to see what the work was like first. My intention is to take the work and say to the organizations 'look, did you know we could do this?' and hope that leads to something bigger. There's a bit of a paradigm shift needed where we get excited about connection with big companies from London but there's a value in local organizations, which is maybe a secondary piece to do with our careers team.</p> <p>LA- I found it fascinating that you linked to the political. I looked at the impact of SDGs on graduate career decision making and that was one of the big influences. What I loved the 'becoming local, thinking global'.</p> <p>ES- Thank you. Like I said, that phrase is from Patrick Geddes in early 1900's in regard to town planning. If we think at a systems level but we become part of the local area, I don't know what that would look like. Sustainability is political and it's post-party political but I don't know how much we are allowed to acknowledge that. But it's something we do a lot of in critical theory discussion.</p> | |
| <p>27.30</p> | <p>Case Study</p> <p><i>Jo Petty, Lecturer of Communication Design , and John Thorne, Sustainability Coordinator, Glasgow School of Art</i></p> <p>Around COP26, which was held in Glasgow in 2021, Glasgow School of Art was conscious of student and staff feeling overwhelmed by the many options to get involved with sustainability. In response John collaborated with Jo to introduce an overt sustainability project through her Communication Design course as he feels it's essential to make sustainability relevant to subjects. In third year they specialize in one of three pathways: graphic design, illustration or photography. 27 Students chose graphic design which Jo leads and every year they do a 1 week poster workshop. Jo and John got SOS-UK and Greenpeace involved to brief students on the situation and tasked them to create a poster to display on campus to inform people of the meat industry's connection to climate change.</p> <p>The project was titled 'Meat is Methane': it could be persuasive to encourage reduction of meat consumption or motivate to demand change, it could focus on a single aspect or the</p> | |

overall issue and it must include a single fact. To begin students attended a visual play workshop where they collected images linked meat industry on padlet and were tasked to identify themes such as local and global, and cause and effect. Jo and John shared with us the final posters, many of which evoked emotional responses through familiarity such as a cow with a reduction price sticker on them, dark imagery such as a steak emitting clouds of smoke, lateral thinking ones where people may have to think about it for a while to get the message such as a prescription for planet earth.

Student response was mixed. Some people admittedly hated it because it was such a challenging task but most liked having the opportunity to make politically charged work. The question now is how to continue without COP26 as a driver and integrate it as the norm in the curriculum.

Questions

ES- Great to hear your critical response to it. You mentioned bringing it front of mind to get students to engage with it and I got a great bit of advice from someone who did a peer review with me about critical reflection with students. She said to ask them 'What are you going to do differently?' so I got them to make a list of the things in their personal practice they're going to differently and the things that came out of that were eye opening. So just offering it as an option.

JPe- That's a really good point. We are in danger of silo-ing that as sustainability belongs to just that section of the course and I haven't asked that question. Actually, next week I'm doing feedback tutorials and I'll make a note to ask that. Especially as they go into their 4th year that's really important to make it seep out.

JT- Part of it is also about working cross-disciplinary. Even if you're not a raging environmentalist, looking at this makes you better at your chosen pathway, architect, sculptor... it broadens your subject and deepens it as you can connect to other subjects.

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| <p>47.00</p> | <p>Quick SDG Curriculum Mapping exercise</p> <p><i>Lucy Patterson, Sustainability in the Curriculum Project Officer, EAUC</i></p> <p>Attendees were provided with worksheets in advance of the session to support this Quick SDG mapping activity. Due to timing, we did not get the chance to complete the activity in session but attendees were advised how to complete it in their own time. Attendees were told to consider how their curriculum addressed each sustainable development goal. Where they do not currently address an SDG, they were to consider how they could.</p> | |
| <p>48.13</p> | <p>Open Discussion</p> <p>AS- The question is about a sense of place . Not all your students are coming from the local region. How do you get them engaged in local issues when their hearts are not located in Leeds and Yorkshire?</p> <p>EH- Eleanor, just being nosy - are you from Leeds/have you lived in Leeds a long time? Do you think this is important for leading successful critical place-based pedagogy? Like many other part-time Lecturers, I'm in the absurd situation that I live in Glasgow (and know the city very well), but I work in Dundee (so don't feel particularly connected to the locality there).</p> <p>ES- I think there's an interesting thing of that's even a conversation to have. You've moved halfway across a country how much belonging do you feel? And what stops you? For me it's not about actually connecting with the materiality of the land. It is about people being in a bubble where they live near the University and live with University friends and how do you walk around the streets and go out into the more than human world and engage with it on a personal level. If you don't feel that you can talk about dislocation, it's powerful as a lot of that is about making spaces and we exclude people from them or don't want to belong. It's allowing that space for the conversation. Ultimately if people move back to their hometowns I would hope they would have a renewed appreciation of that place and make the impact there. The student and tutor is so similar and we experience it at the same time as them.</p> | |

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| | <p>JT- It's a two way process for me. I knew nothing about an art school when I arrived but over time I've learnt they're such intense beautiful places. Through conversations with 1000's of students and their subject areas I know quite a bit which has improved my work. I love the depth of thinking and inclusiveness of you work Eleanor, I might nick some stuff.</p> <p>ES- These events are so important for me, I want people to take my ideas and vice versa- I love the idea you had of making the image bank and will be telling my colleagues. With this topic, in the DfE green skills conference they were talking about how can we be the best in the world at this but we don't want to make sustainability into a competition. We'll all do things slightly differently because of our contexts but I think we should be sharing everything transparently or otherwise how will we progress with the velocity we want. So I'm very much like take it! Have it all!</p> <p>JP- I think it's interesting we both have projects that can seep into the local community, that's important too. I think it's also important to acknowledge not all students are motivated by it but there's different ways of incorporating into practice overtly.</p> <p>ES- I like that, the work of David Orr who said 'all education is environmental education' and it doesn't matter if you're directly teaching about it or not you're still teaching about it. Which highlights the importance of introducing a sustainable paradigm from the start.</p> | |
| <p>58.21</p> | <p>Thanks and close</p> <p><i>Lucy Patterson, Sustainability in the Curriculum Project Officer, EAUC</i></p> <p>We will set up a network after the session to maintain this network, please email lpatterson@eauc.org.uk to join or be removed from that.</p> <p>Thank you for coming, resources and recording will be available on the sustainability exchange.</p> | <p>Set up jiscmail list EAUC-RFSS-ART- DESIGN@JISMAIL.AC.UK</p> |