

## MODULE CURRICULUM

**Module title:** SUSTAINABLE CONSUMER BEHAVIOUR

Study program	Year	Semester
bachelor	XX	XX

**University/University College module code:** University of Ljubljana

Lectures (hours)	Seminars (hours)	Tutorials/supervision (hours)	Practice incl. LAB and excursions (hours)	Self study (hours)	Group work (hours)	Total hours	ECTS
8	14	0	8	38		68	2.5

**Lecturers:**

Insert name of the lecturer (inserted by the University when module is published and used)

**Module type:**

General Elective Subject

**Languages:**

Lectures:	English
Tutorial/supervision:	English

**Prerequisites:**

None

**Content (curriculum outline):**

General introduction to the module (10 ECTS) see here (LINK) and Education for Sustainable Development (ESD)

The module provides an introduction to sustainable consumer behaviour and demonstrates how individuals' choices can influence the achievement of sustainable development goals locally and globally.

**Intended learning outcomes and competences (related to content):**

- **Knowledge**
  - Students have basic knowledge about the environmental impacts of textile, water and energy consumption.
  - Students know how to define renewable and non-renewable energy sources.
  - Students develop skills to reduce textile waste, energy and water consumption.
  - Students critically evaluate the purchase of textile products from the point of view of sustainability.
- **Skills**

- The ability to discuss and cooperatively solve problems on unsustainable consumption.
- The ability to discuss and share knowledge about sustainable consumer behaviour.
- The ability to compare different buying possibilities and assess their level of sustainability.

- **General competencies**

- The ability to reflect and discuss ethical issues related to consumer behaviour and sustainability
- The ability to critically evaluate their own and others' consumer topics in perspective of sustainable development
- The ability to work in teams of members from different linguistic and cultural backgrounds
- The ability to describe and evaluate critical problems based on written text.

#### Learning and teaching methods:

1. Lectures and seminars with ICT use
1. Project based learning
2. Problem based learning.
3. Individual and group work; cooperative learning
4. Collaborate Online International Learning (COIL)

#### Educational resources (didactical, semantic, functional or other):

##### 1. Conceptual framework:

Antonides, G. (2017). Sustainable Consumer Behaviour: A Collection of Empirical Studies. *Sustainability*, 9(10), 1-5. <https://doi.org/10.3390/su9101686>

European Commission. (30.3.2022). *Questions and Answers on EU Strategy for Sustainable and Circular Textiles*. [https://ec.europa.eu/commission/presscorner/detail/en/QANDA\\_22\\_2015](https://ec.europa.eu/commission/presscorner/detail/en/QANDA_22_2015)

Unesco. (b.d.). *Sustainable Development*. <https://www.unesco.org/en/sustainable-development?hub=72522>

##### 2. Educational resources:

Abu-Bakar, H., Williams, L., & Hallett, S. H. (2021). Quantifying the impact of the COVID-19 lockdown on household water consumption patterns in England. *NPJ Clean Water*, 4(1), 1-9. <https://www.nature.com/articles/s41545-021-00103-8>

Ahmad, R. (29.5.2023). *Why is it Important to reuse and repurpose old Clothes?* EcoMENA – Echoing sustainability in Mena. <https://www.ecomena.org/old-clothes/>

Asante, R. E. (2019). *Components and Elements of Consumer Social Responsibility*. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3501759](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3501759)

Can, M. & Ahmed, Z. (2022). Towards sustainable development in the European Union countries: Does economic complexity affect renewable and non-renewable energy consumption? *Sustainable Development*, 31(1), p. 439-451. <https://doi.org/10.1002/sd.2402>

Crozier, M. (3.4.2019). *True Colors: Creating natural Food Dyes at home*. Edible LA. <https://www.ediblela.com/news/natural-food-dyes>

Dinis Marques idr. (2019). From waste to fashion – a fashion upcycling contest. *ScienceDirect*, 84(2019), 1063-1068. <https://doi.org/10.1016/j.procir.2019.04.217>

Grespan, A., Garcia, J., Brikalski, M. P., Henning, E., & Kalbusch, A. (2022). Assessment of water consumption in households using statistical analysis and regression trees. *Sustainable Cities and Society*, 87, 104186. <https://www.sciencedirect.com/science/article/abs/pii/S2210670722004991>

Gwozdz, W., Steensen Nielsen, K. & Müller, T. (2017). An Environmental perspective on clothing consumption: Consumer Segments and their behavioral patterns. *Sustainability*, 9(5), 1-27. <https://doi.org/10.3390/su9050762>

Hasan, H.H., Mohd Razali, S.F. & Mohd Razali, N.H. (2021). Does the Household save water? Evidence from behavioural analysis. *Sustainability*, 13(2), p. 1-20. <https://doi.org/10.3390/su13020641>

Hoffmann-Burdzińska, K., Stolecka-Makowska, A., Flak, O., Lipowski, M., & Łapczyński, M. (2022). Consumers' Social Responsibility in the Process of Energy Consumption—The Case of Poland. *Energies*, 15(14), 5127. <https://www.mdpi.com/1996-1073/15/14/5127>

Khan, R. I. (2021). Different types of vegetable dyes. *Textile Learner*. <https://textilelearner.net/different-types-of-vegetable-dyes/>

M Allwood, etc. (2006). *Well Dressed? The Present and Future Sustainability of Clothing and Textiles in the United Kingdom*. University of Cambridge, Institute for Manufacturing. [https://www.researchgate.net/publication/282249347\\_Well\\_Dressed\\_The\\_Present\\_and\\_Future\\_Sustainability\\_of\\_Clothing\\_and\\_Textiles\\_in\\_the\\_United\\_Kingdom](https://www.researchgate.net/publication/282249347_Well_Dressed_The_Present_and_Future_Sustainability_of_Clothing_and_Textiles_in_the_United_Kingdom)

Neumann, H. L., Martinez, L. M. & Martinez, L.F. (2021). Sustainability efforts in the fast fashion industry: Consumer perception, trust and purchase intention. *Sustainability Accounting, Management and Policy Journal*, 12(3), p. 571-590. <https://doi.org/10.1108/SAMPJ-11-2019-0405>

Niinimäki, etc. (2020). The environmental price of fast fashion. *Nature Reviews Earth & environment*, 1(2020), page 189-200. <https://www.nature.com/articles/s43017-020-0039-9>.

Rana etc. (2015). 7 Carbon Footprint of Textile and Clothing Products. In S. S. Muth (ed.), *Handbook of Sustainable Apparel Production (page 141-165)*. CRC Press. [https://books.google.si/books?hl=sl&lr=&id=-TGsCQAAQBAJ&oi=fnd&pg=PA141&dq=textile+carbon+footprint&ots=QyStAKo8\\_U&sig=AQMkkmXQihxIhedDntyBCdtGtp0&redir\\_esc=y#v=onepage&q=textile%20carbon%20footprint&f=false](https://books.google.si/books?hl=sl&lr=&id=-TGsCQAAQBAJ&oi=fnd&pg=PA141&dq=textile+carbon+footprint&ots=QyStAKo8_U&sig=AQMkkmXQihxIhedDntyBCdtGtp0&redir_esc=y#v=onepage&q=textile%20carbon%20footprint&f=false)

Shaimaa, etc.(2023). The only way to fix fast fashion is to end it. *Nature reviews earth & Environment*, 4(2023), page 137-138. <https://www.nature.com/articles/s43017-023-00398-w>

Shan, Y., Yang, L., Perren, K., & Zhang, Y. (2015). Household water consumption: insight from a survey in Greece and Poland. *Procedia Engineering*, 119, 1409-1418. <https://www.sciencedirect.com/science/article/pii/S1877705815026715>

*Textile Industry: Environmental Impact and regulations. (b.d.)*. ClimateSeed. <https://climateseed.com/blog/secteur-du-textile-impact-environnemental-et-r%C3%A9glementation>

Tounsadi idr. (2020). Impact of chemical substances used in textile industry on the employee's health: Epidemiological study. *Ecotoxicology and Environmental Safety* 197(2020), 1-7. <https://doi.org/10.1016/j.ecoenv.2020.110594>

Zhou idr. (2021). Environmental perspectives of textile waste, environmental pollution and recycling. *Environmental Technology Reviews*, 11(1), 62-71. <https://doi.org/10.1080/21622515.2021.2017000>

Zver Matičič, M. and Vukasović, T. (2021). Consumers' Attitude Towards Eco Friendly Textile Products. *Tekstilec*, 64(2), 159-171. <http://www.tekstilec.si/wp-content/uploads/2016/03/10.14502Tekstilec2021.64.159-171.pdf>

Žurga, Z., Hladnik, A. & Forte Tavčer, P. (2015). Environmentally Sustainable Apparel Acquisition and Disposal Behaviours among Slovenian Consumers. *Autex Research Journal*, 15(4), 1-17. <http://dx.doi.org/10.1515/aut-2015-0044>

## 2. Multimodal educational resources

Canva. (b.d.). [https://www.canva.com/sl\\_si/](https://www.canva.com/sl_si/)

Mentimeter. (b.d.) <https://www.mentimeter.com/>

## 3. Other Educational resources

### Examination requirements:

Approved/passed report from field work:

Participation at the practical lectures. Submitting reports on completed tasks.

### Assessment methods:

Project assignment.

Student assessment methods – poster presentation, activities submitted in moodle.

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