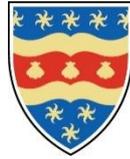


**Schumacher
College**



**UNIVERSITY OF
PLYMOUTH**

**Ecological Design Thinking in Practice 1:
Transforming the story of place
Module SCH5443**

Ecological Design Thinking

Module Leader: **Roy Tam (Plymouth University)**

Other Module Staff: **Roberto Fraquelli and Mona Nasser**

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Welcome and Introduction

This module explores the principles, processes and practices of ecological design thinking in the context of a given place. Students will pursue group investigations that include the study of precedents and the identification of issues and sites to develop project briefs and designs in response to particular contexts that increase the resilience of social and ecological systems.

The selected settlement studied will build on and draw from the theoretical and empirical work in modules SCH5446, SCH5447 and SCH5448.

Teaching and Assessment Team

| | |
|------------------------|------------------------|
| Programme Leader: | Roy Tam |
| Location: | Schumacher College |
| Email: | Roy.tam@plymouth.ac.uk |
| Phone number: | |
| Student meeting times: | By agreement |

| | |
|----------------|---------|
| Module leader: | Roy Tam |
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|------------------------|--|
| Lecturer | Roy tam, Roberto Fraquelli, Mona Nasserri |
| Location: | Schumacher College |
| Email: | Roberto.Fraquelli@schumachercollege.org.uk Mona.nasserri@schumachercollege.org.uk |
| Phone number: | |
| Student meeting times: | By Agreement |
| Module moderators: | Roberto Fraquelli |

| | |
|------------------------|--|
| Personal Tutors: | Roberto Fraquelli and Mona Nasserri |
| Location: | Schumacher College |
| Email: | Roberto.Fraquelli@schumachercollege.org.uk Mona.nasserri@schumachercollege.org.uk |
| Phone number: | 01803847232 01803847233 |
| Student meeting times: | By agreement |

Module Aims

This module aims to:

- Provide participants with the theoretical and practical skills to work with models of ecological design thinking as a response to current sustainability challenges at a range of scales from local to global and apply them flexibly and innovatively to a particular context, generating transformative solutions;
- Develop and enhance design, communication, facilitation and charrette skills in support of communities of place and interest;
- Analyse complex, incomplete and contradictory evidence in a given context and develop a creative brief in response to the identified challenges, judging the appropriateness of methodologies used and developing alternative approaches;
- Synthesise theoretical and practical understanding and practices to co-develop transformative approaches to sustainable communities.

Module Assessed Learning Outcomes

At the end of the module the learner will be expected to be able to:

- Demonstrate an understanding of, and a response to, the nature of the ‘wicked problem’ with respect to ecological design thinking in practice;
- Critically develop, deliver and evaluate design proposals which demonstrate methodological and theoretical rigour;
- Co-create participatory practices for new approaches to ecological design that include a range of stakeholders in the full lifecycle of projects.

Teaching and Learning Strategy

| SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions] | | |
|--|--------------|--|
| Scheduled Activities | Hours | Comments/Additional Information |
| Seminar | 20 | Students present their own work with the support of the group. Encourages active learning, peer-to-peer support and communication skills. |
| Tutorial | 90 | Each student will receive two tutorials over the course of the module, and one feedback session.. |
| fieldwork | 30 | In keeping with Schumacher College’s holistic approach to learning field trips will include immersive experiences in nature to better understand natural systems and cycles. |
| Independent Study | 160 | |
| Total | 300 | (NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc) |

Students are expected to take full responsibility for their learning, **attend all** scheduled sessions, read appropriate indicated readings, and work on set exercises (formative and summative assessment).

Based on previous experience; students who failed to attend sessions are likely to be unsuccessful or show poor performance. Please ensure that you are engaging with the content and learning activities relating to this module.

Scheme of Work

This module will be assessed by: Roberto Fraquelli

| Element of Assessment | Module Weighting | Component | Link to Assessed Learning Outcomes |
|------------------------------|-------------------------|------------------|---|
| Project presentation | | 100% | LO2 |

| | | | |
|-----------------------|--|--|----------|
| Reflective Commentary | | | LO1, LO3 |
|-----------------------|--|--|----------|

Drafts/outlines
Assignment submission
Feedback and provisional marks

5.00pm on Friday, February 7, 2020
5.00pm on Friday, February 21, 2020
Friday, March 20, 2020

Assessment form

| | | | |
|--|---|--|--|
| LO1: • Demonstrate an understanding of, and a response to, the nature of the 'wicked problem' with respect to ecological design thinking in practice; | | | |
| Fail: 0 – 49% | Pass: 50 – 59% | Merit: 60 – 69% | Distinction: 70 – 100% |
| Does not demonstrate an understanding of the nature of the 'wicked problem' with respect to ecological design thinking in practice. | Demonstrates a partial understanding of the nature of the 'wicked problem' and response to it with respect to ecological design thinking in practice. | Demonstrates a sound understanding of, and a response to, the nature of the 'wicked problem' with respect to ecological design thinking in practice; | Demonstrates an in-depth understanding, and a critical response, to the nature of the 'wicked problem' with respect to ecological design thinking. |
| LO2: • Critically develop, deliver and evaluate design proposals which demonstrate methodological and theoretical rigour. | | | |
| Fail: 0 – 49% | Pass: 50 – 59% | Merit: 60 – 69% | Distinction: 70 – 100% |
| Fails to provide a design proposal which demonstrates an acceptable methodology and theoretical bases. | Provides a design proposal which demonstrates weak methodological and theoretical bases. | Provides a design proposal which demonstrates sound theoretical and methodological bases. | Provides a design proposal which demonstrates rigorous theoretical and methodological bases. |
| LO3: • Co-create participatory practices for new approaches to ecological design that include a range of stakeholders in the full lifecycle of projects; | | | |
| Fail: 0 – 49% | Pass: 50 – 59% | Merit: 60 – 69% | Distinction: 70 – 100% |
| Absence of any evidence demonstrating co-creative participatory practices and engagement of the stakeholders in the process. | Provides limited evidence of co-creative participatory practices and engagement of the stakeholders in the process. | Demonstrates innovative ways of approaching co-created participatory practices and engaging the stakeholders in the process. | Demonstrates extensive evidence of co-created participatory practices and innovative ways of engaging stakeholders in the process. |

Populate table as below to show all module sessions

| Semester Week | Week Beginning | Provisional Activities |
|---------------|----------------|------------------------|
| 1 | 6/01/2020 | |
| 2 | 13/01/20 | |
| 3 | 20/01/20 | |
| 4 | 27/01/20 | |
| 5 | 3/02/20 | |
| 6 | 10/02/20 | |
| 7 | 17/02/20 | |

Please note that this schedule may be subject to alteration.

Students are requested to submit:

- **A reflective commentary** - on line via the VLE on 21st February 2020. This process includes the use of Turnitin.
- **A project presentation** - exposition of the work presented to assessors on 21st February 2020. Specific timing will be set closer to the time.

The work will be marked using assessment form (see above). Feedback will be discussed and delivered to students no later than 20th March 2020.

Students will receive a module briefing document confirming the module aims, schedule, learning outcomes and core reading list. Students will also be able to access all teaching material (powerpoint and support documentation), and reading list via the VLE. With agreement with students taught session will be audio recorded and made available to students via the VLE.

Teaching materials, Assignment submission areas and student feedback forms are available on the VLE here:

<https://open.schumachercollege.org.uk/course/view.php?id=193>

Late Work/Extenuating Circumstances

If your participation in an examination or assessment has been affected by an extenuating circumstance, then you can ask the University to take this into consideration. You can submit a claim for extenuating circumstances to cover late submission of work, non-submission of work or non-attendance at a time specific assessment, such as an examination, test presentation or performance, or field class.

Information regarding the Extenuating Circumstances policy and how and where to submit Extenuating Circumstance Claims are available here:

<https://www.plymouth.ac.uk/student-life/your-studies/essential-information/exams/exam-rules-and-regulations/extenuating-circumstances>

Where there are no valid extenuating circumstances, the following regulations will automatically apply:

- Work submitted after the deadline date/time but within 24 hours of it, will be capped at the 50% pass mark.
- Work submitted 24 hours after the deadline will receive a mark of zero.

Students will be informed and reminded about the process relating to extenuating circumstances during the module briefing/introduction session.

Sources of Guidance and Support

Students and academic staff will work closely together to make best use of Seminars, personal tutorials, DAS and LD to modify any assessment modes and/or provisions required.

Students are encouraged to make use of the wider Schumacher opportunities including but not limited to sister programmes including MA Economics for Transition, short-courses and vocational programmes; and the broad level of facilities available on the Dartington estate including cinema, social entrepreneur programmes and many other resources and services available.

Referencing Protocols and Academic Offences

When writing a report or an essay you are expected to fully reference the materials you have used. The report or essay should be your own work, in your own words.

Plagiarism is an offence under the University regulations on examination and assessment offences. It is important that you familiarise yourself with what constitutes plagiarism, and academic offences. Further information can be found:

<https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations/plagiarism>

And <https://www.plymouth.ac.uk/student-life/your-studies/essential-information/exams/exam-rules-and-regulations/examination-offences>

Reading List; Recommended Texts/Support Materials

- Arrow, H., McGrath, J.E. & Berdahl, J.L., (2000) Small Groups As Complex Systems Formation, Coordination, Development And Adaptation, Thousand Oaks, CA: Sage Publications.
- Axelrod, R.M., (1997) The Complexity Of Cooperation: Agent-Based Models Of Competition And Collaboration, Princeton, N.J.: Princeton University Press.
- Charlton, N.G. (2008). Understanding Gregory Bateson. SUNY
- Cooke, B. & Kothari, U., (2001) Participation: The New Tyranny?, London; New York: Zed Books
- De Quincey, C. (2010). Radical Nature: The Soul of Matter. Perk Street Press
- Harding, S.P. (2009). Animate Earth: Science, Intuition and Gaia. Green Books
- Ingold, T. (2011). Being Alive: Essays on Movement, Knowledge and Description. Routledge
- Katzenbach, J.R. & Smith, (1993) The Wisdom Of Teams: Creating The High-Performance Organization, Boston, Mass.: Harvard Business School Press
- Mang,P. Haggard,B. Regebesis (2016) Regenerative Development And Design: A Framework For Evolving Sustainability.
- Senge, P. et al., (2011) Presence Exploring Profound Change in People, Organizations and Society.,London: Nicholas Brealey Pub
- Wellins, R.S., Byham, W.C. & Wilson, J.M., (1991) Empowered Teams: Creating Self-Directed Work Groups That Improve Quality, Productivity, And Participation, San Francisco: Jossey- Bass.
- White, S.A., Nair & Ascroft, J.R., (1994) Participatory Communication: Working For Change And Development, New Delhi; Thousand Oaks, Calif.: Sage

Module Feedback

We value what our students say: you share your feedback we act upon it. Part of the feedback process includes Module Evaluation. A link to the form and details of where to submit can be found here:

<https://open.schumachercollege.org.uk/course/view.php?id=193>