

**Schumacher  
College**



**UNIVERSITY OF  
PLYMOUTH**

**Ecological Design Thinking: Dissertation  
Module SCH5445**

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**Ecological Design Thinking**

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Module Leader: **Mona Nasseri**  
Other Module Staff: **Roberto Fraquelli**

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## Welcome and Introduction

The dissertation enables students to pursue an Ecological Design Thinking project of their own interest, or an academic essay interrogating the further evolution of Ecological Design Thinking and practice.

Assessments will be made of the students' ability to apply knowledge gained over the course of the taught elements of the Masters in innovative and practical ways in a dynamic live, or exploratory, context. Students may work in small groups on a design project, or independently. They may also produce an academic dissertation relating to the evolution of Ecological Design Thinking. Students will be provided with a list of potential titles and projects, or are free to develop their own in consultation with the Primary Dissertation Supervisor. A one-day seminar on research methodology will be provided in term one, and on practical approaches to design project management at the start of term two.

## Teaching and Assessment Team

Programme Leader:	Mona Nasserri
Location:	Schumacher College
Email:	<a href="mailto:Roberto.Fraquelli@schumachercollege.org.uk">Roberto.Fraquelli@schumachercollege.org.uk</a>
Phone number:	01803847232
Student meeting times:	By agreement

Module leader:	Mona Nasserri
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Lecturer	Roberto Fraquelli, Mona Nasserri, Andy Letcher,
Location:	Schumacher College
Email:	<a href="mailto:Roberto.Fraquelli@schumachercollege.org.uk">Roberto.Fraquelli@schumachercollege.org.uk</a> <a href="mailto:Mona.nasserri@schumachercollege.org.uk">Mona.nasserri@schumachercollege.org.uk</a> <a href="mailto:Andy.Letcher@schumachercollege.org.uk">Andy.Letcher@schumachercollege.org.uk</a>
Phone number:	
Student meeting times:	By Agreement
Module moderators:	Roberto Fraquelli

Personal Tutors:	Roberto Fraquelli and Mona Nasserri
Location:	Schumacher College
Email:	<u><a href="mailto:Roberto.Fraquelli@schumachercollege.org.uk">Roberto.Fraquelli@schumachercollege.org.uk</a></u> <u><a href="mailto:Mona.nasserri@schumachercollege.org.uk">Mona.nasserri@schumachercollege.org.uk</a></u>
Phone number:	01803847232 01803847233
Student meeting times:	By agreement

## Module Aims

- Enable students to undertake a substantial investigation that addresses significant areas of Ecological Design Thinking and practice;
- Extend students' powers of critical evaluation drawing on, and synthesising a range of ideas and information in innovative ways in a substantial investigation addressing a significant area of theory and/or practice;
- Further develop students' ability to facilitate diverse groups in uncertain and changing circumstances, respond to dynamic and changing circumstances, and co-develop holistic solutions to complex problems;
- Develop the skills and confidence necessary to carry out innovative Ecological Design Thinking projects in other areas once the taught elements of the degree have been completed

## Module Assessed Learning Outcomes

- Critically evaluate and develop Ecological Design Thinking-based strategies that respond to the needs of a particular context, organisation or community;

- Critically develop and systematically test, analyse and appraise their own inquiries, drawing original conclusions and displaying methodological and theoretical rigour;
- Critically engage with the theoretical literature relevant to the context they are working in, demonstrating the ability to analyse, evaluate, compare and contrast, synthesise solutions for the given context;
- Experiment with, and analyse the efficacy of, new approaches to design for the transition to low carbon, high well-being and resilient communities, economies and systems;
- Make a contribution to the development of ecological design thinking.

## Teaching and Learning Strategy

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Research Skill and method	12	The programme lead for Ecological Design Thinking in consultation with the Programme Tutor will design and deliver a day-long workshop on appropriate research methods in term 1, and a follow-on day-long workshop in term 2.
Supervision	20	The Primary Dissertation Supervisor will be expected to provide 20 hours of support and advice over the course of the dissertation or dissertation project.
Peer-to-peer learning	10	Students will be encouraged to participate in regular selforganised peer-to-peer learning workshops over the course of the dissertation or dissertation project.
Project	558	Students will be expected the capacity to devise, develop and deliver an Ecological Design Thinking project, or academic dissertation that advances Ecological Design Thinking, managing their time and the dissertation process, critically analysing both the discipline and their own practice. They are expected to demonstrate innovative and independent practice at this stage, either individually or working as part of a small group.
<b>Total</b>	600	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

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: Mona Nasserri and Roberto Fraquelli**

Element of Assessment	Module Weighting	Component	Link to Assessed Learning Outcomes
Ecological Design Thinking: Dissertation Project This can be a design project or artistic project with an academic commentary of 2,500 words, or an academic essay of 10-15,000 words (including references and bibliography).		100%	LO1, LO2,LO3,LO4, LO5

Drafts/outlines

5.00pm on Friday, June 26, 2020

Assignment submission

12 noon UK Time on Friday, August 24, 2020

Feedback and provisional marks

5.00pm on Friday, October 16 ,2020

### Marking Rubric

LO1: • Critically evaluate a range of ecological design-based strategies to respond to the complex needs of a particular context, organisation or community;			
Fail: 0 – 49%	Pass: 50 – 59%	Merit: 60 – 69%	Distinction: 70 – 100%
Does not demonstrate sufficient understanding of the context and evaluation of the relevant ecological design thinking- based strategies and frameworks.	Demonstrates a partial understanding of the context and limited evaluation of ecological design thinking- based strategies to respond to its complex needs.	Demonstrates a sound understanding of the context and provides a good evaluation of ecological design thinking- based strategies that respond to complex needs.	Demonstrates a critical understanding relating to a set of complex issues, with robust and in-depth application of ecological design thinking-based strategies relating to a specific context, organisation or community.
LO2: • Undertake substantial investigations into the relationship between the environment the community;			
Fail: 0 – 49%	Pass: 50 – 59%	Merit: 60 – 69%	Distinction: 70 – 100%
Fails to demonstrate the	Demonstrates a partial	Demonstrates in good	Demonstrates a thorough and

interrelationship between the community and environment.	understanding of the relationship between the community and environment.	measure the ability to recognize the significance of relationship between the community and environment.	rigorous ability to investigate, recognize and highlight the relationship between the environment and the community.
LO3: • Self-evaluate and reflect on their own values and behaviours to improve professional and personal awareness, practice and teamwork, autonomously implementing and evaluating improvements to performance drawing on innovative best practice.			
Fail: 0 – 49%	Pass: 50 – 59%	Merit: 60 – 69%	Distinction: 70 – 100%
<p>Absence of any evidence demonstrating self evaluation and awareness with respect to ecological design thinking practice.</p> <p>This is assessed against evidence of:</p> <p>Evaluating own individual practice, in terms of feelings, behaviours and actions. Evaluating one's interaction with others from an inter-personal perspective. Demonstrating an understanding of reflexivity and how it manifests in your own work. Noting the emergence of new understandings and practices in a relational, dialogic sense. Identifying areas for improvement and showing changes in practice.</p>	<p>Provides limited evidence of self evaluation and inquiry with respect to one's own ecological design thinking awareness.</p> <p>This is assessed against evidence of:</p> <p>Evaluating own individual practice, in terms of feelings, behaviours and actions. Evaluating one's interaction with others from an inter-personal perspective. Demonstrating an understanding of reflexivity and how it manifests in your own work. Noting the emergence of new understandings and practices in a relational, dialogic sense. Identifying areas for improvement and showing changes in practice.</p>	<p>Provides robust evidence of reflexive awareness into behaviours that can raise awareness and affect professional practice and teamwork.</p> <p>This is assessed against evidence of:</p> <p>Evaluating own individual practice, in terms of feelings, behaviours and actions. Evaluating one's interaction with others from an inter-personal perspective. Demonstrating an understanding of reflexivity and how it manifests in your own work. Noting the emergence of new understandings and practices in a relational, dialogic sense. Identifying areas for improvement and showing changes in practice.</p>	<p>Provide extensive evidence and detailed inquiry into one's own practice combined with excellent, reflexively-rich, descriptions of how values, behaviours and experiences can affect particular outcomes.</p> <p>This is assessed against evidence of:</p> <p>Evaluating own individual practice, in terms of feelings, behaviours and actions. Evaluating one's interaction with others from an inter-personal perspective. Demonstrating an understanding of reflexivity and how it manifests in your own work. Noting the emergence of new understandings and practices in a relational, dialogic sense. Identifying areas for improvement and showing changes in practice.</p>

Please note that this schedule may be subject to alteration.

Students are requested to submit:

- **A dissertation** - on line via the VLE on 24<sup>th</sup> August 2019. This process includes the use of Turnitin.

The work will be marked using assessment form (see above). Feedback will be discussed and delivered to students no later than 16<sup>th</sup> October 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, and reading list 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

- Enable students to undertake a substantial investigation that addresses significant areas of Ecological Design Thinking and practice;
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## 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>