

**Design and Place**

**Module Code: SCH5451**

**Ecological Design Thinking**

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

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## Welcome and Introduction

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Stories of the past are integrated in the ecology of place. Ecological Design Thinking seeks to align itself to the evolutionary narrative of the land and be inspired by the wisdom of places and people. This module examines the principles and processes of ecological design thinking in the context of a given place. Students develop project briefs by pursuing investigations that include the study of past and present practices and identification of issues and opportunities in a particular place. This module applies the knowledge from the 'Design and Ecology' and 'Design and Society' modules to the design context.

# Teaching and Assessment Team

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Programme Leader:	Mona Nasser
Location:	Schumacher College
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Student meeting times:	By arrangement

Module leader:	Roberto Fraquelli
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Student meeting times:	By arrangement

Lecturer:	Roberto Fraquelli Mona Nasser
Location:	Schumacher College
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Student meeting times:	By arrangement
Module moderators:	Mona Nasser

Personal Tutors:	Roberto Fraquelli Mona Nasser
Location:	Schumacher College
Email:	<a href="mailto:Roberto.Fraquelli@schumachercollege.org.uk">Roberto.Fraquelli@schumachercollege.org.uk</a> <a href="mailto:Mona.Nasser@schumachercollege.org.uk">Mona.Nasser@schumachercollege.org.uk</a>
Phone number:	+44 (0)1803847232 +44 (0)1803847233
Student meeting times:	By arrangement

## Module Aims

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- A. 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;
- B. Develop and enhance design, communication, facilitation and presentation skills in support of communities of place and interest.
- C. 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.
- D. Synthesise theoretical and practical understanding and practices to co-develop transformative approaches to sustainable communities.

# Module Assessed Learning Outcomes

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1. Self-evaluate and reflect on one's 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;
2. Undertake substantial investigations into the relationship between the environment the community;
3. Critically evaluate a range of ecological design-based strategies to respond to the complex needs of a particular context, organisation or community;

## Teaching and Learning Strategy

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<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Schumacher residential (field trip)	10	In keeping with Schumacher College's holistic approach to learning will include immersive experiences to explore ecological design in context with a specific location.
Schumacher Residential (Practical session)	20	Encourages active/pro-active learning through experience – emphasis will be placed on exercises and scenario development.
On-line lectures	4	Presentations and workshops by faculty and visiting teachers provide students with knowledge, theories and methodologies from experts in the field.
Tutorials and supervision	4	Students will receive individual and group tutorials during the residential and non-residential time
Guided independent study	262	Students will be expected to spend significant time during the module, and in the completion of their projects studying independently either individually or as part of a project group.
<b>Total</b>	<b>300</b>	(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 and Mona Nasserri

Element Category	Component Name	Component Weighting
Coursework	<b>Reflective commentary</b> This is a written document complementary to the project report. It includes personal reflections and insights) ALO1	20%
Coursework	<b>Project report</b> (This is a document providing detailed information on the context, process and outcome) ALO2,A LO3	80%
		Total: 100%

Assignment submission 12.00pm on Tuesday, February 22, 2022,  
Feedback and provisional marks 12.00pm on Monday, March 22, 2022

## Assessment form

Learning Outcome 1: 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%
Absence of any evidence demonstrating self evaluation and awareness with respect to ecological design thinking practice.  This is assessed against evidence of:	Provides limited evidence of self evaluation and inquiry with respect to one's own ecological design thinking awareness.  This is assessed against evidence of:	Provides robust evidence of reflexive awareness into behaviours that can raise awareness and affect professional practice and teamwork.  This is assessed against evidence of:	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.  This is assessed against evidence of:
<ul style="list-style-type: none"> <li>Evaluating own individual practice, in terms of feelings, behaviours and actions.</li> <li>Evaluating one's interaction with others from an inter-personal perspective.</li> <li>Demonstrating an understanding of reflexivity and how it manifests in your own work.</li> <li>Noting the emergence of new understandings and practices in a relational, dialogic sense.</li> <li>Identifying areas for improvement and showing changes in practice.</li> </ul>			

Learning Outcome 2: 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 interrelationship between the community and environment.	Demonstrates a partial understanding of the relationship between the community and environment.	Demonstrates in good measure the ability to recognize the significance of relationship between the community and environment.	Demonstrates a thorough and rigorous ability to investigate, recognize and highlight the relationship between the environment and the community.

Learning Outcome 3: 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.

Students are requested to submit:

- **A project report** - Online via DLE on 22nd t February 2022. The report should provide detailed information on the context, process and outcome of the project
- **A reflective commentary** - online via the DLE on 22nd February 2022. The commentary is a written document complementary to the project report. It includes personal reflections and insights.

The work will be marked using assessment form (see above). Feedback will be discussed and delivered to students no later than 22nd March 2022.

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 DLE. <https://dle.plymouth.ac.uk/course/view.php?id=57074>

With agreement with students taught session will be recorded and made available to students via the DLE.

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

### Module sessions

Semester Week	Week Beginning	Provisional Activities
1	10 January	Bioregionalism
2	17 January	Art of invitation
3	24 January	Place based projects
4	31 January	Project assignments
5	7 February	Project assignments
6	14 February	Study Week

Please note that this schedule may be subject to alteration; you are advised to use the links below. Please note that this schedule may be subject to alteration.

## Late Work/Extenuating Circumstances

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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 pass mark to 50% if PG
- 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

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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. During the residential time students are encouraged to make use of the wider Dartington Learning opportunities including sister programmes at Schumacher College and Dartington Arts School, 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

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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

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## Recommended reading

- Neal, Lucy (2015). *Playing for Time: Making Art as if World Matter*. Bloomsbury Publishing
- Regensis group (2016). *Regenerative Development and Design: A Framework for Evolving Sustainability*. Wiley.
- Coperthwaite William C. (2007). *A Handmade Life: In Search of Simplicity*. Chelsea Green Publishing Co.
- Kimmerer, Robin Wall. (2020). *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants*. Penguin.
- Gros, Frédéric. (2014). *A Philosophy of Walking*. Verso.
- Kumar, S. (2019) *Elegant Simplicity: the art of living well*. Canada: New Society Publishers.
- Steel, Crolyn. (2019) *Sitopia: How Food Can Save the World*. Vintage
- Basso, Keith H. (1996) *Wisdom Sits in Places: Landscape and Language Among the Western Apache*. University of New Mexico Press.
- Mang P., Reed B. (2019), 'Regenerative Development and Design', in Meyers R. (eds.) *Encyclopedia of Sustainability Science and Technology*. New York: Springer.
- Tuan, Yi-Fu. (2001) *Space And Place: The Perspective of Experience*. University Of Minnesota Press.
- Sugimoto, H., (2018), Video Hiroshi Sugimoto Interview: Between Sea and Sky.  
<https://www.youtube.com/watch?v=JWh4t67e5GM>
- Thompson, C., (2019). *The Sea People: In Search of the Ancient Navigators of the Pacific*. Great Britain, William Collins.
- Ingold, T. (2000) *The Perception of the Environment*. London: Routledge.
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# Module Feedback

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We value what our students say: you share your feedback we act upon it. Part of the feedback process includes Module Evaluation.