Design and Society

Module Code: SCH5530

Ecological Design Thinking

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

Contents

Welcome and Introduction

To move towards regenerative societies, social and cultural systems need to be designed in partnership with ecological systems. The 'Design and Society' module integrates design thinking approaches with ecological processes and principles. In this module students explore and critically assess social behaviours and values manifested in both conventional and alternative socio-economics and political systems. They navigate complexity in the social context and begin to develop participatory methodologies and modes of intervention in social systems which would bring them into partnership with ecological systems.

The Dartington Trust is the HE provider, in academic partnership with University of Plymouth. Schumacher College and Dartington Arts School are faculties within The Dartington Trust.

Teaching and Assessment Team

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Student meeting times:	By agreement

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Lecturers:	Mona Nasseri Roberto Fraquelli
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Student meeting times:	By Agreement
Module moderators:	Roberto Fraquelli

Personal Tutors:	Mona Nasseri Roberto Fraquelli
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Student meeting times:	By Agreement

Module Aims

- Critically assess the history and emergence of the practice of Design and engage students in debate and discussion from different perspectives to gain knowledge and understanding of the key debates in design across selected themes;

- Introduce tools, methods and facilitation practices including co-creative principles for innovative approaches to design that could catalyse and support the transition to low-carbon, high well-being and resilient communities and societies;

- Develop and enhance communication and facilitation skills and in support of communities of place and interest.

Module Assessed Learning Outcomes

1. Critically engage theoretical literature and evidence of practice to co-create theoretical principles for an innovative approach to social and economic systems that could catalyse and support the transition to low carbon, high well-being and resilient societies and communities;

2. Identify, frame and communicate systemic socio-ecological problems using innovative approaches, transdisciplinary frameworks and participatory practices.

3. Autonomously implement and evaluate improvements to practice drawing on theoretical and experiential understanding of models of change through multi-disciplinary frameworks, tools and methods;

4. Creatively identify, select and analyse evidence of culture, market, policy and institutional failures that give rise to crises in our economic, social and ecological systems.

Teaching and Learning Strategy

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Schumacher residential (lecture-based session)	15	Students will attend teaching sessions which include lectures, discussions, and practical exercises during the residential time in Schumacher college.
Schumacher Residential (Practical sessions)	15	In keeping with Schumacher College's holistic approach to learning will include immersive experiences to explore ecological design methodologies and processes. The teaching will include research methods. Students will be introduced to a range of research methods including team working, Learning Journals and Participative Enquiry.
On-line lectures	8	Presentations and workshops by faculty and visiting teachers provide students with knowledge, theories and methodologies from experts in the field.
Online tutorials and supervision	2	Students will form learning groups to promote peer-to-peer learning and project development and will receive group or individual tutorials.
Guided independent study	260	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.
Total	**300**	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.

Students are expected to take full responsibility for their learning, **<u>attend all</u>** 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 Nasseri

Element Category	Component Name	Component Weighting
Coursework	**1) Project Report** (This is a document mapping a systemic problem in a project context) ALO2, ALO4	40%
Coursework	**2) Academic essay** (This is a solid, debatable piece of writing) LO1,LOA3,LOA4	60%
		Total: 100%

Assignment submission   12.00pm on Tuesday, December 21, 2021
Feedback and provisional marks   12.00pm on Tuesday, January 18, 2022

Assessment form

Assessed Learning Outcome 1: Critically engage theoretical literature and evidence of practice to co-create theoretical principles for a new approach to social and economic systems that could catalyse and support the transition to low carbon, high well-being and resilient societies and communities.			
Fail: 0 – 49%	Pass: 50 – 59%	Merit: 60 – 69%	Distinction: 70 – 100%
Fails to engage with theoretical literature and evidence of practice to co-create theoretical principles.	Shows some engagement with theoretical literature and evidence of practice with some evidence of the co-creation of theoretical principles.	Demonstrates a sound engagement with theoretical literature and evidence of practice to co-create theoretical principles for approach/es to social and economic systems that could catalyse and support the transition to low carbon, high well-being and resilient societies and communities;	Critically and dynamically engages theoretical literature and evidence of practice to co-create theoretical principles for a new approach/es to social and economic systems that could catalyse and support the transition to low carbon, high well-being and resilient societies and communities;

Assessed Learning Outcome 2: Identify, frame and communicate systemic socio-ecological problems using innovative approaches, transdisciplinary frameworks and participatory practices.			
Fail: 0 – 49%	Pass: 50 – 59%	Merit: 60 – 69%	Distinction: 70 – 100%
Fails to demonstrate evidence of research on socio-ecological problems.	Demonstrate limited evidence of research on socio-ecological systemic problem	Provides robust evidence of research on systemic socio-ecological problems using reliable sources.	Demonstrate extensive evidence of research on systemic socio-ecological problems using innovative approaches.

Assessed Learning Outcome 3: Autonomously implement and evaluate improvements to practice drawing on theoretical and experiential understanding of models of change through multi-disciplinary frameworks, tools and methods.			
Fail: 0 – 49%	Pass: 50 – 59%	Merit: 60 – 69%	Distinction: 70 – 100%
Absence of any evidence demonstrating self-evaluation and understanding of relevant frameworks, tools and methods appropriate to the context of study.	Partially demonstrate evidence of self-evaluation and understanding relevant frameworks, tools and methods appropriate to the context of study.	Demonstrates in good measure the ability to self-evaluate and show evidence for understanding of relevant frameworks, tools and methods appropriate to the context of study.	Demonstrates a thorough and rigorous ability for self-evaluation and display evidence of understanding relevant frameworks, tools and methods appropriate to the context of study.

Assessed Learning Outcome 4: Creatively identify, select and analyse evidence of culture, market, policy and institutional failures that give rise to crises in our economic, social and ecological systems.			
Fail: 0 – 49%	Pass: 50 – 59%	Merit: 60 – 69%	Distinction: 70 – 100%
Does not demonstrate sufficient understanding of culture, market, policy and institutional failures that give rise to systemic crises.	Demonstrates a partial understanding of culture, market, policy and institutional failures that give rise to systemic crises.	Demonstrates a sound understanding of culture, market, policy and institutional failures that give rise to systemic crises in our economic, social and ecological systems by providing evidence.	Demonstrate thorough and a critical understanding of culture, market, policy and institutional failures that give rise to systemic crises by presenting sound evidence.

- **A Group or individual project output** - This is a document mapping a systemic problem in a project context. Specific timing for project submission will be announced closer to the time.
- **An academic essay** - This a solid, debatable piece of writing. The submission has to be done on the DLE on 20th December 2022.

The work will be marked using assessment form (see above). Feedback will be discussed and delivered to students no later than 17th January 2023.

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=58657

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.

Module Sessions:

Semester Week	Week Beginning	Provisional Activities
7	7 November	Design for Future
8	14 November	Design For Society
9	21 November	Design for Paradigm Change
10	28 November	Design and Economy
11	5 December	Activating Change
12	12 December	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

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

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

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

Essential Readings:

- Ichioka,S. Pawlyn,M.,(2021) Flourish:n Design Paradigms for our Planetary Emergency. Triarchy Press
- Hickel,J (2020) Less is more: How degrowth will save the world. Penguin
- Manfred Max-Neef, Antonio Elizade and Martin Hopenhayn (1991) Human Scale Development
- Crompton, T (2010) Common Cause: The Case for Working with Cultural Values, WWF: Godalming
  http://assets.wwf.org.uk/downloads/common_cause_report.pdf
- Raworth, Kate, (2018) Doughnut Economics: Seven Ways to Think Like a Twenty-First Century Economist, Cornerstone
- Manzini,E,. Coad,R,.(2015) Design, When Everybody Design (An Introduction To Design For Social Innovation).Cambridge, Massachusetts, London, MIT Press

Recommended Reading:

- Ascobar,A. (2017) Design for the Pluriverse: Radical Interdependence, autonomy and the making of world. Duke University
- Fry, T., (2009) Design Futuring: Sustainability, Ethics, and New Practice. Berg, Oxford; NewYork.
- Bookchin,M.,(1982) The Ecology of Freedom: The emergence and dissolution of hierarchy.AK Press
- Isaacs,W (1999). Dialogue and the art of thinking together, Doubleday. NY
- Thackara,J (2017) How To Thrive In The Next Economy Designing Tomorrow's World Today.Thames and Hudson. London
- Brown,T., (2009) Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation. Harper Business, New York.
- Brown, V-A., Harris, J-A. and Russell, J-Y. (2010) Tackling Wicked Problems through the Trans-disciplinary Imagination. London: Earthscan Publications Ltd.
- Cross, N., (2011) Design thinking: understanding how designers think and work. Berg, Oxford;New York.
- Gauntlett, D., (2011) Making Is Connecting: The Social Meaning Of Creativity From DIY And Knitting To Youtube And Web 2.0. Polity Press, Cambridge UK ;;Malden MA.
- Koskinen, I.K. et al., (2011). Design Research Through Practice from The Lab, Field, And Showroom, Waltham, MA: Morgan Kaufmann.
- Schön, D., (1983) The Reflective Practitioner: How Professionals Think In Action. Basic Books, New York.
- Eisenstein C. (2011) Sacred Economics: Money, Gift and Society in the Age of Transition, Evolver Editions
- Scharmer O, Kaufer K (2013) Leading from the Emerging Future: From Ego-System to Eco-System Economies. Berrett-Koehler, San Francisco
- Jackson T. (2011) Prosperity Without Growth: Economics for a Finite Planet, Earthscan
- Meadows, D, Randers, (2004) J and Meadows, D, Limits to Growth: The 30-year Update, Chelsea Green Publishing
- Mellor, M, (2015) Debt or Democracy: Public Money for Sustainability and Social Justice, Pluto Press
- Murray R. (2009) Danger and Opportunity: Crisis and the New Social Economy. Social Innovation Series, The Young Foundation and The Lab, NESTA
- Schumacher, E.F. (1973) Small is Beautiful: Economics as if People Mattered
- Scott-Cato M, (2012) The Bioregional Economy: land, Liberty and the Pursuit of Happiness, London: Earthscan
- Solnit, R (2009) A Paradise Built in Hell: The Extraordinary Communities that Arise in Disaster

Module Feedback

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