

Changing the Frame

Module Code: SCH515

Regenerative Economics 2020-2021

Module Leader: **Jay Tompt**

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Welcome and Introduction

SCH515 Changing the Frame

This module examines the importance of the use of language, narratives and framing in communicating messages relating to sustainability and new economics, drawing on recent findings to emerge from disciplines including neuro-linguistics and psychology. It provides the students with an opportunity to assess their own internal frames and to work collaboratively and experimentally in creating communication strategies and projects aimed at catalysing the transition to a high-wellbeing, low-carbon society.

Teaching and Assessment Team

Programme Leader:	Jonathan Dawson
Location:	Schumacher College
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Student meeting times:	Informal, by negotiation. Formal tutorial in study week at the end of the module
Module leader:	Jay Tompt
Location:	Schumacher College
Email:	jay.tompt@schumachercollege.org.uk
Phone number:	07989 155410
Student meeting times:	Informal, by negotiation. Formal tutorial in study week at the end of the module

Module Aims

This module aims to:

1. Explore and critique the hegemonic neoliberal worldview and practice;
2. Explore recent findings in disciplines including neuro-linguistics and psychology into how we make sense of the world and into the power of language, narratives and framing to enable us to do so;
3. Enable students to translate these insights into communication strategies in the field of new economics and sustainability more generally;
4. Enable students to experiment with different forms and styles of writing aimed at shifting or reinforcing the worldviews of different audiences for different purposes and to test their effectiveness
5. Analyse the relationship between inner, internal and outer, external frames.

Assessed Learning Outcomes

- Critically analyse language, frames and metaphors and their role in reflecting and reinforcing worldviews, norms, institutions and behaviours
- Translate enhanced epistemological, cognitive understanding into the design of strategies for effective communication strategies
- Write reflexively on the student's own inner frames and how they are constructed/maintained by internal narrative structures

Teaching and Learning Strategy

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	20	
Seminar	20	
Tutorial	12	
Demonstration	0	
Practical classes and workshops	18	
External visit	0	
Guided independent study	230	Preparation for scheduled activities using Virtual Learning Environment, module reading list and class materials; preparation for assignments. Detailed formative assessment will be given to students on a one to one basis.
Total	<u>300</u>	(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:

Element of Assessment	Module Weighting	Component	Link to Assessed Learning Outcomes
Either: i) a 4,000-word essay or ii) an artistic project (which needs to be agreed in advance with the module leader accompanied by a 1,500 word academic commentary. There is also potential for undertaking a jointly assessed group project with a split of marks between group and individual performance (to be agreed with the module leader).	100%		All

The submission, marking and feedback schedule is as follows

Drafts/outlines	12 noon UK time on Friday, 1/4/2022
Formative feedback	12 noon UK time on Tuesday, 5/4/2022
Assignment submission	12 noon UK time on Tuesday, 12/4/22
Feedback and provisional marks	12 noon UK time on Friday, 10/5/2022

Marking Rubric

LO1: • Critically analyse language, frames and metaphors and their role in reflecting and reinforcing worldviews, norms, institutions and behaviours			
Fail: 0 – 49%	Pass: 50 – 59%	Merit: 60 – 69%	Distinction: 70 – 100%
Does not demonstrate an ability to critically analyse language, frames and metaphors and their role in reflecting and reinforcing worldviews, norms, institutions and behaviours	Demonstrates a partial ability to critically analyse language, frames and metaphors and their role in reflecting and reinforcing worldviews, norms, institutions and behaviours	Demonstrates a sound ability to critically analyse language, frames and metaphors and their role in reflecting and reinforcing worldviews, norms, institutions and behaviours	Demonstrates a comprehensive ability to critically analyse language, frames and metaphors and their role in reflecting and reinforcing worldviews, norms, institutions and behaviours
LO2: • Translate enhanced epistemological, cognitive understanding into the design of strategies for effective communication strategies			
Fail: 0 – 49%	Pass: 50 – 59%	Merit: 60 – 69%	Distinction: 70 – 100%
Fails to demonstrate an ability to translate enhanced epistemological, cognitive understanding into the design of strategies for effective communication strategies	Demonstrates in some measure an ability to translate enhanced epistemological, cognitive understanding into the design of strategies for effective communication strategies	Demonstrates in good measure an ability to translate enhanced epistemological, cognitive understanding into the design of strategies for effective communication strategies	Demonstrates a thorough and rigorous ability to translate enhanced epistemological, cognitive understanding into the design of strategies for effective communication strategies
LO3: • Write reflexively on the student's own inner frames and how they are constructed/maintained by internal narrative structures			
Fail: 0 – 49%	Pass: 50 – 59%	Merit: 60 – 69%	Distinction: 70 – 100%
Does not demonstrate an ability to write reflexively on the student's own inner frames and how they are constructed/maintained by internal narrative structures	Limited demonstration of an ability to write reflexively on the student's own inner frames and how they are constructed/maintained by internal narrative structures	Sound demonstration of an ability to write reflexively on the student's own inner frames and how they are constructed/maintained by internal narrative structures	Excellent and rigorous demonstration of an ability to write reflexively on the student's own inner frames and how they are constructed/maintained by internal narrative structures

Outline of module sessions

Semester Week	Week Beginning	Provisional Activities
1	1/3/22	The science of communication, drawing on insights from a social psychology, neuroscience, philosophy and politics
2	8/3/22	The art of communication; principles and practices of high quality communication
3	15/3/22	Social media and big data
4	22/3/22	Moving beyond polarities - 'talking to your neighbours'
5	29/3/22	Art and protest
6	5/4/22	Study week

Please note that this schedule may be subject to alteration; you are advised to use this link:

<https://open.schumachercollege.org.uk/course/view.php?id=185>

Hand in Process and Submission of Assessed Work

All assessment assignments must be submitted via an electronic 'drop box' on the Virtual Learning Environment to meet the date and time as published in your Teaching, Learning and Assessment Handbook. Where CDs, DVDs or other project materials are submitted as part of the project, these should, where possible, be submitted in triplicate, enabling both of the main markers and the External Examiner to receive copies. These must be presented by the specified date and time to the postgraduate administration office. In the event the Postgraduate administration team are unavailable a member of faculty will be nominated to accept submissions in advance of each deadline date.

Turnitin

Turnitin (<http://www.turnitinuk.com/>) is an Internet-based 'originality checking tool' which allows documents to be compared with content on the Internet, in journals and in an archive of previously submitted works. It can help to detect unintentional or deliberate plagiarism.

It is a formative tool that makes it easy for students to review their citations and referencing as an aid to learning good academic practice. Turnitin produces an 'originality report' which may be necessary to be attached to your coursework and your tutors will advise you on how to access and use Turnitin where required for your studies. To learn more about Turnitin go to: <https://help.turnitin.com/Home.htm>

Key teaching materials

These will comprise pre-class readings, follow-up resources, videos, podcasts, digital presentations etc. All these will be posted on our digital resource bank, the Virtual Learning Environment (VLE).

Full details on the module together with information on assessment and feedback can be found here

<https://open.schumachercollege.org.uk/course/view.php?id=166>

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 50%
- Work submitted 24 hours after the deadline will receive a mark of zero.

Students must notify the programme & module leader of any extenuating circumstances as soon as possible.

Sources of Guidance and Support

In the intimate context of Schumacher College where class sizes are small, opportunities for conversations and informal tutorials with staff happen on a daily basis both within and beyond the classroom. In addition, a formal 45-minute tutorial is provided in the study week at the end of each module.

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

Key resource list

- Chimamanda Ngozi Adichie, *The Danger of a Single Story*, https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en
- Bayo Akomolafe, *We Will Tell Our Stories* <https://vimeo.com/65997238>
- Brewer J., *The Real 'State of Power' is Culture*, <https://uxdesign.cc/the-real-state-of-power-is-culture-41dfe172b27e#.18gzkz5af>
- Darnton A. and M. Kirk., *Finding Frames: New ways to engage the UK public in global poverty*, <http://findingframes.org/>, 2012.
- Haidt, J., *The Righteous Mind: Why Good People are Divided by Politics and Religion*, Pantheon, 2012
- Klein, N., *This Changes Everything: Capitalism vs the Climate*
- David C Korten: *Change The Story, Change the Future*, 2015, Berrett-Koehler Publishers
- Lakoff, G. and M Johnson, *Philosophy in the Flesh: The Embodied Mind and its Challenge to Western Thought*, New York: Basic Books, 1999
- George Lakoff: *Don't Think of an Elephant!: Know Your Values and Frame the Debate*, 2004, Chelsea Green
- Lakoff, G., "Block the Metaphor!", *New Republic*, October 8, 2006.
- Lakoff, G., "When Cognitive Science enters politics" at the *Wayback Machine* (archived May 17, 2008), rockridgeinstitute.org, 12 October 2006.
- Frank Luntz: *Words That Work: It's Not What you Say – It's What People Hear*, 2012, Hyperion
- Macfarlane R., 'The word-hoard: Robert Macfarlane on rewilding our language of landscape', *Guardian* 27/2/2015 <https://www.the-guardian.com/books/2015/feb/27/Robert-macfarlane-word-hoard-rewilding-landscape>
- Raworth K. *Doughnut Economics: Seven Ways to Think Like a 21st Century Economist*, Penguin, 2017.
- Hersh, E. (2011). *Persuadable Voters in the Eyes of the Persuaders*. Yale University.
- Jason Hickel, *Poverty isn't just a fact of nature. We made it happen, and we can fix it.*
- https://www.fastcompany.com/3043284/3-ways-humans-create-poverty?show_rev_content
- Timothy Wilson. *Changing the Stories we Live By*: https://www.amazon.co.uk/Redirect-Changing-Stories-We-Live/dp/0141042249/ref=sr_1_1

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=185>