

Design and Society

Module Code: SCH5450

Ecological Design Thinking

Module Leader: **Mona Nasseri**

Other Module Staff: - **Roberto Fraquelli, Jonathan Dawson**

Contents

Welcome and Introduction	2
Teaching and Assessment Team	3
Module Aims	3
Module Assessed Learning Outcomes	4
Teaching and Learning Strategy	4
Scheme of Work	5
Late Work/Extenuating Circumstances	7
Sources of Guidance and Support	7
Referencing Protocols and Academic Offences	7
Reading List; Recommended Texts/Support Materials	8
Module Feedback	9

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.

Teaching and Assessment Team

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Student meeting times:	By agreement

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Student meeting times:	By Agreement
Module moderators:	Roberto Fraquelli

Module Aims

- A. 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;
- B. 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;
- C. 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. Experiment with, and analyse the efficacy of, participatory practices for innovative approaches to ecological design processes that include a range of stakeholders in the full lifecycle of projects, managing the implications of ethical dilemmas and working proactively with others to formulate solutions;
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 sources of knowledge and evidence of market, policy and institutional failures that give rise to systemic crises in our economic, social and ecological systems and the built environment.

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 session)	15	In keeping with Schumacher College's holistic approach to learning will include immersive experiences to explore ecological design methodologies and processes.
On-line lectures	8	The teaching will include research methods. Students will be introduced to a range of research methods including team working, Learning Journals and Participative Enquiry.
Online tutorials and supervision	2	Presentations and workshops by faculty and visiting teachers provide students with knowledge, theories and methodologies from experts in the field.
Guided independent study	260	Students will form learning groups to promote peer-to-peer learning and project development and will receive group or individual tutorials.
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, **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 Nasser**

Element Category	Component Name	Component Weighting
Coursework	1) Project Report (This is a document providing detailed information on the context, process and outcome) LOA2	30%
Coursework	2) Academic essay (This is a solid, debatable piece of writing) LO1,LOA3,LOA4	70%
		Total: 100%

Assignment submission 5.00pm on Friday, December 11, 2020
 Feedback and provisional marks 5.00pm on Friday, January 8, 2021

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: Experiment with, and analyse the efficacy of, participatory practices for new approaches to ecological design processes that include a range of stakeholders in the full lifecycle of projects, managing the implications of ethical dilemmas and working proactively with others to formulate solutions.			
Fail: 0 – 49%	Pass: 50 – 59%	Merit: 60 – 69%	Distinction: 70 – 100%
Fails to demonstrate effective ways to approach participatory practices and engage with stakeholders	Demonstrate limited evidence of effective approaches to participatory practices and engagement with stakeholders	Provides robust evidence of effective approaches to participatory practices, engagement with stakeholders and navigation of the complex relationships.	Demonstrate extensive evidence of participatory approaches, engagement with stakeholders and navigation of the complex relationships and their ethical considerations.

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 sources of knowledge and evidence of market, policy and institutional failures that give rise to systemic crises in our economic, social and ecological systems and the built environment.			
Fail: 0 – 49%	Pass: 50 – 59%	Merit: 60 – 69%	Distinction: 70 – 100%
Does not demonstrate sufficient understanding of market, policy and institutional failures that give rise to systemic crises in our economic, social and ecological systems and the built environment.	Demonstrates a partial understanding of market, policy and institutional failures that give rise to systemic crises in our economic, social and ecological systems and the built environment with limited analysis and some evidence	Demonstrates a sound understanding of market, policy and institutional failures that give rise to systemic crises in our economic, social and ecological systems and the built environment, providing clear examples of evidence and thoughtful analysis of sources of knowledge.	Demonstrate thorough and a critical understanding of market, policy and institutional failures that give rise to systemic crises in our economic, social and ecological systems and the built environment, creatively and innovatively presenting evidence,

Students are requested to submit:

- A Group project report - document providing detailed information on the context, process and outcome. Specific timing will be set closer to the time.
- An academic reflective essay - on line via the VLE on 11th December 2020.

The work will be marked using assessment form (see above). Feedback will be discussed and delivered to students no later than 8th January 2021.

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 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>

Module sessions

Semester Week	Week Beginning	Provisional Activities
7	2 November	Designing new narratives (1)
8	9 November	Design and values
9	16 November	Design and social complexity
10	23 November	Design for communities
11	30 November	New Narratives (2)
12	7 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.

Sources of Guidance and Support

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

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:

- Manzini, E., Coad, R., (2015) Design, When Everybody Design (An Introduction To Design For Social Innovation). Cambridge, Massachusetts, London, MIT Press
- Fry, T., (2009) Design Futuring: Sustainability, Ethics, and New Practice. Berg, Oxford; New York.
- 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
- Thackara, J (2017) How To Thrive In The Next Economy Designing Tomorrow's World Today. Thames and Hudson. London

Recommended reading

- 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.
- Martin, R.L., (2009) The Design Of Business: Why Design Thinking Is The Next Competitive Advantage. Harvard Business Press, Boston, Mass.
- Schön, D., (1983) The Reflective Practitioner: How Professionals Think In Action. Basic Books, New York.
- Warfel, T-Z. (2009) Prototyping: A Practitioner's Guide. New York: Rosenfeld Media
- Bollier, D. and Helfrich, S (2013) The Wealth of the Commons <http://wealthofthecommons.org/>
- Boyle D. and Simms A. (2009) The New Economics: A Bigger Picture, Earthscan (especially Chapters 1 & 2)
- 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
- Graeber D. (2011) Debt: The First 5,000 Years, Melville House, New York Heinberg R. And Leach D. (2010) The Post Carbon Reader: Managing the 21st
- Lewis M. and P. Conaty (2012) The Resilience Imperative: Cooperative Transitions to a Steady-state Economy, New Society
- 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. A link to the form and details of where to submit can be found in the VLE – please go to the section for this module - <https://open.schumachercollege.org.uk/course/view.php?id=205>