

**Design in Practice**

**Module Code: SCH5452**

**Ecological Design Thinking**

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

# Contents

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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

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## Welcome and Introduction

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Ecological design is the practice of navigating through complex socio-ecological dynamics. Drawing from the theoretical and experiential knowledge of the previous modules, this module further explores and develops the principles, processes and practices of ecological design thinking in the context of a placements or research project. Students explore the challenges and dynamics of working on live projects. They critically examine the ecological, social, economic and cultural context of the given project and systematically test ecological design solutions through a range of methods.

# Teaching and Assessment Team

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Programme Leader:	Mona Nasser
Location:	Schumacher College
Email:	<a href="mailto:Mona.nasser@schumachercollege.org.uk">Mona.nasser@schumachercollege.org.uk</a>
Phone number:	0044- (0)1803847232
Student meeting times:	By agreement

Module leader:	Roberto Fraquelli
Location:	Schumacher College
Email:	<a href="mailto:Roberto.Fraquelli@schumachercollege.org.uk">Roberto.Fraquelli@schumachercollege.org.uk</a>
Phone number:	0044- (0)1803847232
Student meeting times:	By agreement

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 Agreement

Lecturer:	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>
Student meeting times:	By Agreement
Module moderators:	Mona Nasser

## 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;
- B. Apply the principles and methods of ecological design thinking to a variety of contexts;
- C. Develop participants' theoretical knowledge and experiential understanding of different models of individual and social change and the role of design in supporting transformation;
- D. Develop participants' communication skills in presenting complex information, engaging diverse audiences and different perspectives.

# Module Assessed Learning Outcomes

1. Co-create participatory practices for innovative approaches to ecological design that include a range of stakeholders in the full lifecycle of projects;
2. Critically develop, deliver and evaluate design proposals which demonstrate methodological and theoretical rigour;
3. Demonstrate an understanding of, and a response to, the nature of the 'wicked problem' with respect to ecological design thinking in practice;

## 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 (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 the complexity and dynamics of sustainable practice.
Schumacher Residential (Practical session)	10	Encourages active/pro-active learning through experience – emphasis will be placed on exercises and scenario development.
Schumacher residential (lecture- based session)	10	Students will attend teaching sessions which include lectures, discussions, and practical exercises during the residential time in Schumacher college. 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	4	Presentations and workshops by faculty and visiting teachers provide students with knowledge, theories and methodologies from experts in the field.
Tutorials and supervision	2	Students will receive individual and group tutorials during the residential and non-residential time
Guided independent study	264	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. Fieldwork/research will involve visiting and collecting data with the project partner including interviewing individuals and recording contextual information.
<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

Element Category	Component Name	Component Weighting
Coursework	<b>Project report</b> (This is a document providing detailed information on the context, process and outcome) ALO1, ALO2, ALO3	100%

Assignment submission 5.00pm on Friday, April 9, 2021  
 Feedback and provisional marks 5.00pm on Friday, April 23, 2021

## Assessment form

Assessed Learning Outcome 1: Co-create participatory practices for new approaches to ecological design that include a range of stakeholders in the full lifecycle of projects;			
Fail: 0 – 49%	Pass: 50 – 59%	Merit: 60 – 69%	Distinction: 70 – 100%
Absence of any evidence demonstrating co-creative participatory practices and engagement of the stakeholders in the process.	Provides limited evidence of co-creative participatory practices and engagement of the stakeholders in the process.	Demonstrates innovative ways of approaching co-created participatory practices and engaging the stakeholders in the process.	Demonstrates extensive evidence of co-created participatory practices and innovative ways of engaging stakeholders in the process.

Assessed Learning Outcome 2: Critically develop, deliver and evaluate design proposals which demonstrate methodological and theoretical rigour.			
Fail: 0 – 49%	Pass: 50 – 59%	Merit: 60 – 69%	Distinction: 70 – 100%
Fails to provide a design proposal which demonstrates an acceptable methodology and theoretical bases.	Provides a design proposal which demonstrates weak methodological and theoretical bases.	Provides a design proposal which demonstrates sound theoretical and methodological bases.	Provides a design proposal which demonstrates rigorous theoretical and methodological bases.

Assessed Learning Outcome 3: Demonstrate an understanding of, and a response to, the nature of the 'wicked problem' with respect to ecological design thinking in practice;			
Fail: 0 – 49%	Pass: 50 – 59%	Merit: 60 – 69%	Distinction: 70 – 100%
Does not demonstrate an understanding of the nature of the 'wicked problem' with respect to ecological design thinking in practice.	Demonstrates a partial understanding of the nature of the 'wicked problem' and response to it with respect to ecological design thinking in practice.	Demonstrates a sound understanding of, and a response to, the nature of the 'wicked problem' with respect to ecological design thinking in practice;	Demonstrates an in-depth understanding, and a critical response, to the nature of the 'wicked problem' with respect to ecological design thinking.

Students are requested to submit:

- A project report - Online via VLE on 9th April 2021. The report should provide detailed information on the context, process and outcome of the project

The work will be marked using assessment form (see above). Feedback will be discussed and delivered to students no later than 23rd April, 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	1 March	
8	8 March	
9	15 March	
10	22 March	
11	29 March	
12	5 April	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.

## Sources of Guidance and Support

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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

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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

- Laloux, F. (2014). *Reinventing Organizations*. Brussel: Nelson Parker
- Haraway, D (2016) *Staying With The Trouble: Making Kin in the Chthulucene (Experimental Futures)* Duke University Press Books
- Neal, L. (2015) *Playing for Time: Making Art as if the World Mattered*, London: Oberon Books
- Ascobar, A. (2017) *Design for the Pluriverse: Radical Interdependence, autonomy and the making of world*. Duke University
- Macy, J. Johnstone, C. (2012) *Active Hope: How to Face The Mess We're in without Going Crazy*, New World Library
- Haraway, D (2016) *Staying With The Trouble: Making Kin in the Chthulucene (Experimental Futures)* Duke University Press Books

# 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. 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>