

Dissertation – Project

Module Code: SCH5494

MA Movement Mind Ecology

Module Leader: **Rachel Sweeney**

Other Module Staff: - **Pavel Cenkl**

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Welcome and Introduction

Welcome to Dartington!

Each year, students from all over the world come to Dartington's Schumacher College and Arts School to share in a uniquely immersive learning experience. Alongside faculty, staff, facilitators, and volunteers you have chosen to become part of a learning community that is truly a creative catalyst for more just and sustainable ways of living.

As you start on your learning journey – whether that's in person or online -- you will quickly find yourself part of a vibrant and organic community in which learning transcends the boundaries of the classroom and moves into the gardens, the kitchens, and the more-than-human world around us.

Learning is a deeply shared experience here. Our programmes -- in Economics, Design, Arts, Food and Farming, Movement, Ecology and more -- are only part of a constellation of experiences that includes every facet of daily life: from the food you eat (much of which is grown right on the Estate), to the performances and films you attend, to the community work you join in, to walks in the woods and wild swimming in the River Dart.

In becoming a student here, you will also add your own experience and expertise to a global network of nearly 20,000 alumni, lecturers, and practitioners who continue the critical work of helping to address the world's tremendous environmental and social challenges.

We are so glad you are here, and we look forward to getting to work with you.

Warmly,

Pavel Cenkl
Director of Learning, Dartington Trust Head of Schumacher College

Teaching and Assessment Team



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Dr Rachel Sweeney
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Programme Leader:	Dr Rachel Sweeney
Location:	Schumacher College
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Student meeting times:	Tuesdays 16.00 – 18.00 Thursdays 10.00-12.00

Module leader:	Dr Pavel Cenkl
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Student meeting times:	Mondays 10.00 – 12.00

Module Aims

MODULE AIMS:

- To introduce and develop student's understanding of a range of research methodologies relevant to the field of Movement, Mind and Ecology
- To enable students to research a topic of their own interest within Movement, Mind and Ecology
- To extend students' powers of critical evaluation and original thought
- To develop in students the skills and confidence necessary to carry out research in other areas after graduation

Module Assessed Learning Outcomes

ASSESSED LEARNING OUTCOMES: (please refer to the Programme Specification for relevant award/ programme Learning Outcomes.)

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
	MA Movement, Mind and Ecology
1. Identify, research and investigate critically a defined research topic within the purview of Movement, Mind and Ecology	8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.3.4, 8.3.1, 8.3.2, 8.3.4, 8.4.1, 8.4.2, 8.4.3, 8.5.4
2. Make use of scholarly reviews and primary resources appropriate to the discipline and research question	8.1.2, 8.2.3, 8.4.2, 8.4.1, 8.5.4
3. Analyse the research problem using an appropriate methodology	8.1.4, 8.2.3, 8.3.1, 8.4.3
4. Demonstrate the ability to assess any ethical dimensions of the research	8.2.4
5. Prepare a clear, well-structured, -presented and -written report or project that communicates the ideas, problems, solutions and results in an accessible manner.	8.2.3, 8.3.3, 8.3.4, 8.4.3, 8.5.4

Teaching and Learning Strategy

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	
Lecture	10	
Seminar	10	
Tutorial	12	
Peer to peer learning	18	
Independent study	555	
Total	600	(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:

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	1 x proposal of 1500 words including a literature review and chapter outline ALO 1,2,4	10%
	1 x dissertation of 14,000 words or substantial project with 2000-word academic reflective commentary ALO 1,2,3,4,5	90%

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

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=184>

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.

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.

In addition please find link below for information about other support services and advice:

<https://www.dartington.org/about/learning/resources-for-students/>

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

- Arlander, A., Barton, B., et al., 2018. *Performance as research: Knowledge, methods, impact*, London and New York: Routledge.
- Barrett, E. & Bolt, B., 2012. *Practice as research: approaches to creative arts enquiry*, London: I. B. Tauris.
- Bastian, M. (2017). 'Towards a more-than-human participatory research', in M. Bastian, O. Jones, N. Moore, & E. Roe (Eds.), *Participatory Research in More-than-human Worlds*. London: Routledge.
- Coole, D.H. & Frost, S., 2010. *New materialisms: ontology, agency, and politics*, Durham: Duke University Press.
- Fischer-Lichte, E. & Jain, S.I. (2008) *The transformative power of performance: a new aesthetics*, New York: Routledge.
- Manning, E., & Massumi, B. (2014). *Thought in the Act: Passages in the Ecology of Experience*. Minneapolis: University of Minnesota Press.
- Reynolds, D., & Reason, M. (Eds.). (2012). *Kinesthetic empathy in creative and cultural practices*. Bristol, UK: University of Chicago Press.
- Stoller, P. (1997) *Sensuous Scholarship*. Philadelphia: University of Pennsylvania Press.
- _____ (1989) *The Taste of Ethnographic Things: The Senses in Anthropology*. Philadelphia: University of Pennsylvania Press.

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=179>