

Design in Practice

Module Code: SCH5532

Ecological Design Thinking

Module Leader: Emma Kidd

Other Module Staff: - Mona Nasser, Roberto Fraquelli

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Welcome and Introduction

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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Student meeting times:	By agreement

Module leader:	Emma Kidd
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Student meeting times:	By Agreement
Module moderators:	Mona Nasser

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Student meeting times:	By Agreement

Module Aims

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

Module Assessed Learning Outcomes

- 1) Co-create participatory practices that include a range of stakeholders in developing innovative approaches and opportunities.
- 2) Critically develop, deliver and evaluate design proposals which demonstrate methodological and theoretical rigour, meet ethical and ecological values and respond to the needs of stakeholders.
- 3) Demonstrate collaboration skills and ability to work with others to navigate through complex situations

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 (Practical session)	25	Encourages active/pro-active learning through experience - emphasis will be placed on, exercises and scenario development.
Schumacher residential (lecture- based session)	25	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	6	Presentations and workshops by faculty and visiting teachers provide students with knowledge, theories and methodologies from experts in the field.
Tutorials and supervision	3	Students will receive individual and group tutorials during the residential and non-residential time
Guided independent study and field work	241	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. Placement/Fieldwork/research will involve visiting and collecting data with the project partner including interviewing individuals and recording contextual information.
Total	300	(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 Emma Kidd, Roberto Fraquelli and Mona Nasser.

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

Assignment submission

3.00pm on Tuesday, April 11, 2024

Feedback and provisional marks

3.00pm on Tuesday, May 9, 2024

Students are requested to submit:

- **A project report** - Online via DLE on 11th April 2024. The report should provide detailed information on the context, process and outcome of the project

The work will be marked using assessment form (see below). Feedback will be discussed and delivered to students no later than 9th May, 2024.

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=71804>

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.

Assessment Form :

Learning outcome 1: Co-create participatory practices that include a range of stakeholders in developing innovative approaches and opportunities.			
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.

Learning outcome 2: Critically develop, deliver and evaluate design proposals which demonstrate methodological and theoretical rigour, meet ethical and ecological values and respond to the needs of stakeholders			
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, doesn't respond to stakeholders needs and doesn't meet ethical values	Provides a design proposal which demonstrates weak methodological and theoretical bases, partially meets stakeholders needs or ethical values	Provides a design proposal which demonstrates sound theoretical and methodological bases, meets ethical values and responds to stakeholders needs or meets ethical values	Provides a design proposal which demonstrates rigorous theoretical and methodological bases, meets stakeholders needs as well as ethical values

Learning outcome 3: Demonstrate collaboration skills and ability to work with others to navigate through complex information, engaging diverse audiences and different perspectives.			
Fail: 0 - 49%	Pass: 50 - 59%	Merit: 60 - 69%	Distinction: 70 - 100%
Does not demonstrate an effort for collaboration and using collaborative approach for tackling complex problems	Demonstrates a partial collaborative skills or navigating through complex situations	Demonstrates a sound collaborative skills and ability for navigating through complex situations	Demonstrates excellent collaboration skills and attitude and cultivate group wisdom to navigate through complex situations

Module Sessions:

Semester Week	Week Beginning	Provisional Activities
7	26 February	Participatory and collaborative project design
8	4 March	Praxis, Ecosophy and engagement.
9	11 March	Placement projects
10	18 March	Placement projects
11	25 March	Placement projects
12	1 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

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

Recommended Readings:

- Monbiot, G. (2013) Feral. Allen Lane. London.
- Hitchens, G., (2019) Regenerative Leadership. Wordsworth Publishing
- 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
- Macy, J. Johnstone, C. (2012) Active Hope: How to Face The Mess We're in without Going Crazy. New World Library
- Mitleton-Kelly, E. 2011. 'Identifying the multi-dimensional problem space and co-creating an enabling environment', in A. Tait and K.A. Richardson (Eds), Moving Forward with Complexity: Proceedings of the 1st International Workshop on Complex Systems Thinking and Real World Applications. Emergent Publications: Litchfield Park, AZ, pp. 21-46.
- Mitleton-Kelly, E. 2003. 'Ten Principles of Complexity & Enabling Infrastructures', in by E. Mitleton-Kelly (Ed), Complex Systems & Evolutionary Perspectives of Organisations: The Application of Complexity Theory to Organisations. Pergamon: London, pp. 23- 50.
- Wheatley, M. J., & Rogers, M. E. (1998). A simpler way. Berrett-Koehler Publishers.
- Wheatley, M. (2011). Leadership and the new science: Discovering order in a chaotic world.

Module Feedback

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