

MODULE TITLE		Communicating Global Issues in a Changing World			CREDIT VALUE	15
MODULE CODE		FCH2000C	MODULE CONVENOR		Kate Holtaway and Dr Mike Dobson	
DURATION	TERM	1	2	3	Number Students Taking Module (anticipated)	30
	WEEKS	none	All	none		

DESCRIPTION – summary of the module content

Living and working in the 21st Century brings a range of challenges and opportunities at a scale that society has not faced before. A rapidly growing and more demanding world population is putting unsustainable stress on the natural environment. There is on-going inequality in distribution of wealth. For many, the supply of the key resources of water, food and energy is not secure. Climate change is putting additional pressure on already complex problems.

One of the biggest challenges in this context is how to communicate the complexities and challenges of creating and maintaining a sustainable world in a compelling way.

How can we communicate the uncertainties in science findings without losing focus of the core message?

How can we translate a complex issue into a compelling story that invites positive action?

How can we present an attractive image of sustainability solutions?

You will study current sustainability issues and will learn to present your findings in different styles for different target groups.

MODULE AIMS – intentions of the module

- Discuss and present global sustainability challenges that society faces today and in the future. Propose a way forward to tackle one or more of these challenges through a case study.
- Explore theories and meanings of sustainable development and sustainability
- Identify and critique drivers and challenges to sustainable futures
- Reflect on societal and personal attitudes and values that inform (un)sustainable practices
- Formulate and contextualise local and global strategies for sustainable futures
- Enhance key transferable skills through a variety of learning methods: time management, problem-solving and giving an oral presentation
- Provide compelling cases for sustainability solutions based on current research findings

INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed)

On successful completion of this module **you should be able to:**

Module Specific Skills and Knowledge:

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| 1 | Define global sustainability challenges, giving examples of sustainable practices, measures taken towards sustainability and the achievement of achievable goals. |
| 2 | Describe the principles of sustainable development |
| 3 | Use appropriate language and presentation skills to communicate sustainability issues |
| 4 | Identify and imagine solutions for sustainable development |

Discipline Specific Skills and Knowledge:

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| 5 | Analyse complex global sustainability challenges, reflect critically on them and identify key messages |
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Personal and Key Transferable/ Employment Skills and Knowledge:

6 Work independently and with self-motivation

7 Present to different target groups

SYLLABUS PLAN – summary of the structure and academic content of the module

- Introduction
- Communication of sustainability – taking account of the intended audience
- Social media
- Advertising
- Graphic design and art
- Styles of writing – academic, formal, casual, informative
- Media design – e.g. books, newspapers, magazines, web pages, film
- Species of the week – two-minute student presentations – the elevator pitch – in the first half of the module
- Student presentations – in the second half of the module

LEARNING AND TEACHING**LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)**

Scheduled Learning & Teaching activities	22	Guided independent study	128	Placement/study abroad	0
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DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS

Category	Hours of study time	Description
Scheduled Learning and Teaching	Typically 2 hours teaching contact per week during the term	Lectures, seminars, individual and group presentations
Independent study	128	Studying global sustainability challenges and sustainable development. Studying the theory and practice of communication.

ASSESSMENT**FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade**

Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Species of the week – individual student 'elevator pitch' to the class about a sustainability issue relating to a plant or animal.	2 minutes	1-7	Immediate verbal comments from the module coordinator and other students after delivery

SUMMATIVE ASSESSMENT (% of credit)

Coursework	75%	Written exams	0%	Practical exams	25%
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DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Individual or small-group presentation on a current issue relating to sustainability	25%	20 minutes plus discussion. See module's ELE pages for more information.	1-7	Immediate verbal comments from the module coordinator and other students after delivery, plus written feedback from the whole class and the module convenor.

Journalistic Media (e.g. magazine article, graphic, video) and written rationale, based on your presentation subject or on a different sustainability subject	35%	1,000 words or equivalent, plus 1,000 word rationale. See module's ELE pages for more information.	1-7	Written feedback by the module coordinator.
Academic article on a current topic of sustainability (a different topic from the presentation and journalistic subject)	35%	2,000 words. See module's ELE pages for more information.	1-7	Written feedback by the module coordinator.
Attendance	5%	n/a	1-7	n/a

DETAILS OF RE-ASSESSMENT (where required by referral or deferral)

Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Presentation	A presentation, submitted as a set of slides and a word-processed script or a recorded presentation, on a different subject from the original presentation.	1-7	Submitted at the beginning of the summer referral/deferral assessment week
Journalistic Media (e.g. magazine article, graphic, video) and written rationale, based on your presentation subject or on a different sustainability subject	Journalistic Media (e.g. magazine article, graphic, video) and written rationale, based on your presentation subject or on a different sustainability subject	1-7	Submitted at the beginning of the summer referral/deferral assessment week
Academic article on a current topic of sustainability (a different topic from the presentation and journalistic subject)	Academic article on a current topic of sustainability (a different topic from the presentation and journalistic subject), and a different topic from the original submission.	1-7	Submitted at the beginning of the summer referral/deferral assessment week

RE-ASSESSMENT NOTES

none

RESOURCES

INDICATIVE LEARNING RESOURCES - The following list is offered as an indication of the type & level of information that you are expected to consult. Further guidance will be provided by the Module Convener.

Basic reading:

- Brown et al., S. (2010), *Tackling wicked problems through the transdisciplinary imagination* (London, Earthscan) (Streatham library - 507.2 BRO)
- Hulme, M. (2009), *Why we disagree about climate change: understanding controversy, inaction and opportunity* (Cambridge, University Press) (Streatham library - 551.6 HUL)
- Lovelock, J. (2006) *The revenge of Gaia: why the Earth is fighting back – and how we can still save humanity* (London, Allen Lane) (St Luke's library - 301.31 LOV)
- Klein, N. (2014) *This changes everything: capitalism vs. the climate* (363.73874 KLE)
- Mackay, D. (2009) *Sustainable Energy - Without the Hot Air* (333.794 MAC)
- McIntosh, A. (2008) *Hell and high water: climate change, hope and the human condition* (Edinburgh, Birlinn) (Streatham Library - 363.73874 MAC1)
- Weingart, P., Engels, A. and Pansegrau, P. (2000). Risks of communication: discourses on climate change in science, politics, and the mass media. *Public Understanding Of Science*, 9(3), pp. 261-283.

ELE – material is located under FCH2000C

Web based and electronic resources:

- Climate Visuals - an evidence-based resource for visual climate change communication - www.climatevisuals.org/
- The Earth Charter: earthcharter.org/discover/the-earth-charter/
- FCH Global Futures Facebook group
- Resilient People, Resilient Planet (The Report of the United Nations Secretary-General's High-Level Panel on Global Sustainability): www.un.org/ga/search/view_doc.asp?symbol=A/66/700 (2012)
- What is resilience? An introduction to social ecological research: agrilinks.org/library/what-resilience-introduction-social-ecological-research – Agrilinks, Feed the Future, US Government's Global Hunger and Food Security Institute.
- Sell the Sizzle: How to sell climate change: www.wearefuterra.com/2017/06/08/how-to-sell-climate-change/

CREDIT VALUE	15	ECTS VALUE	7.5
PRE-REQUISITE MODULES	none		
CO-REQUISITE MODULES	none		
NQF LEVEL (FHEQ)	5	AVAILABLE AS DISTANCE LEARNING	NO
ORIGIN DATE	2.3.16 (variant for Penryn)	LAST REVISION DATE	1.8.17 – updating minor details
KEY WORDS SEARCH	Sustainability, global issues, green economy, future, sustainable development, resilience, society, communication		

Module Descriptor Template Revised February 2012