

Sustainability and Community Resilience

Section A: Headline Information	
Module title	Sustainability and Community Resilience
Module NFQ level (only if an NFQ level can be demonstrated)	Level 8
Module number/reference	TBC
Module Co-ordinator	Stephanie McDermott
Parent programme(s) the plural arises if there are embedded programmes to be validated.	BA (Honours) in Social, Political and Community Studies
Stage of parent programme	Stage 4
Semester (semester1/semester2 if applicable)	Semester 1
Module credit units(FET/HET/ECTS)	ECTS
Module credit number of units	5 ECTS
List the teaching and learning modes	Lectures, tutorials, seminars, debates, role-play, presentations, workshops, web facilitated learning and discussion board.
Entry requirements (statement of knowledge, skill and competence)	For entry onto Stage 4, successful completion of the preceding stage of the programme or equivalent is required in accordance with College regulations.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area. Where experiential learning is at the core of the module the co-ordinator must have appropriate experience in the required skill and practice area.
Maximum number of learners per module	25
Duration of the module	1 Semester: 12 weeks
Average (over the duration of the module) of the contact hours per week (see * below)	Average 2 hours per week. 1 hour lecture = 12 hours 1 hour tutorial/workshop = 12 hours
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall. Round Tables. Internet Access. Web Research Facilities. Space for movement.
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
12	1:5	12	1:5				80	21 (facilitation preparation and exercise)		125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100%				100%		

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	The study of sustainability and community resilience are key themes in sustainable and effective development. Knowledge and expertise of resilience and sustainability in communities is an important focus for our contemporary world.
Module Aims and Objectives	This module aims to identify and critically examine current challenges in community and civil society. In particular the module examines the concept of sustainability at grassroots level. The opportunities and challenges facing communities are a central consideration.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> Critically assess the key challenges facing communities in contemporary society (MIPO 1, 2). Discuss the relationship between community resilience and sustainability. (MIPO 3) Explore the relationship between politics, participation and civil engagement. (MIPO 5, 7) Engage with strategies and techniques that nurture and support community resilience. (MIPO 4, 7)
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS.

	<p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
Module Content, Organisation and Structure	<ul style="list-style-type: none"> - Community development process and practice - Community development theory - Issues and challenges facing the community, voluntary and non-profit sector - Strategies and techniques in creating sustainable communities: transition towns, eco-communities, - Role of politics and political ideology in responding to community needs - Community resilience
Module Teaching and Learning Strategy	Lectures, tutorials, interactive dialogue, workshops, learner led group discussion, group exercises, case studies, field trip, learner presentation and facilitation, critical review, study groups.
Work-Based Learning and Practice-Placement	N/A
E-Learning	The virtual learning environment (Moodle) will be the platform to disseminate module material to the learners. Moodle will also be used for learners to discuss a topic on the discussion board incorporating peer learning and exchange of knowledge.
Specifications for Module Staffing Requirements	<p>One lecturer.</p> <p>Staff – learner ratio is typical of a lecture and tutorial format 1:25, 1;15.</p>
Module Summative and Formative Assessment Strategy	<p>This module will be assessed by one assignment which forms a facilitation exercise of a thematic discussion/topic.</p> <p>Learners will be assessed on their organisational ability, their facilitation skills, their communication skills and their command of the discussion topic (related to module), resources used and methods employed. Each learner will be required to develop a Session Plan that will outline the shape and content of their workshop.</p>
Sample Assessment Materials	<p><u>FACILITATION PLAN (2,500 WORDS)</u></p> <p>Learners are required to submit a written facilitation plan. The content of this piece is as follows:</p> <ol style="list-style-type: none"> 1. <i>Self-appraisal of facilitation session (500 words approx.)</i> 2. <i>Outline of facilitation plan (1,000 words approx.)</i> 3. <i>Overview and analysis of topic (1,000 words approx.)</i>
Reading Lists and Other Information Resources	<p><u>Essential Reading:</u></p> <p>Baker et al., (2004). <i>Equality from Theory to Action</i>. London: Palgrave, Macmillan.</p> <p>Blewitt, J. (2008). <i>Understanding Sustainable Development</i>. London: Earthscan.</p>

Blewitt, J. (Ed.) (2008). *Community, Empowerment and Sustainable Development (Converging World Series)* Cambridge: Green Books.

Gilchrist, A. & Taylor, M. (2011) *The Short Guide to Community Development*. Bristol: Policy Press.

Hopkins, R. (2008). *The Transition Handbook: From Oil Dependency to Local Resilience*. Totnes England: Green Books.

Jackson, A. and O'Doherty, C. (Eds.) (2012). *Community Development in Ireland: Theory, Policy and Practice*. Dublin: Gill and Macmillan.

Lynch, C. (2008). *Integrated Area Planning: A collaborative approach to decision-making*. Cork: Oak Tree Press.

Sarkissian, W. and Hofer, N. (2009). *Kitchen table Sustainability: Practical recipes for community engagement with sustainability*. London: Earthscan.

VeneKlassen, L. and Miller, V. (2007). *A New Weave of Power, People and Politics*. Practical Action Publishing, www.justassociates.org

<http://www.thevillage.ie/> - CloughJordan Eco Village

Other Reading:

Church, C. (2008.) *Better Places, Better Planet*. London: Community Development Foundation.

Community Workers Co-operative (2010, 2011) *The Irish Journal of Community Work*. Ireland: CWC.

Eurostat statistical books (2010.) *Combating Poverty and Social Exclusion: A Statistical Portrait of the European Union 2010*. Luxembourg: Publications Office of the European Union.

Motherway, B. (2006). *The Role of Community Development in Tackling Poverty in Ireland, A Literature Review for the Combat Poverty Agency*. Dublin: Combat Poverty Agency.

O'Sullivan, S. (2007). *Contemporary Ireland: A Sociological Map*. Dublin: University College Dublin Press.

Powell, F. (2012) 'Think Globally, Act Locally: Sustainable Communities, Modernity and Development'. *GeoJournal*, 77 (2):141-152

Shiva, V. (2005). *Earth Democracy: Justice, Sustainability and Peace*. London: Zed Books.

Thompson, N. (2003). *Promoting Equality: Challenging Discrimination and Oppression*. Basingstoke: Palgrave.

Wates, N., Urban Design Group, Prince's Foundation and South Bank University. (2000). *The Community Planning Handbook: How people can shape their cities, towns and villages in any part of the world*. London: Earthscan.

	<p>Wilkinson, R. G., and Pickett, K. (2009). <i>The Spirit Level: Why more equal societies almost always do better</i>. London: Allen Lane.</p> <p>Worldwatch Institute. (2010). <i>State of the World 2010: Transforming cultures from consumerism to sustainability</i>. London: Earthscan</p> <p>Essential Viewing: Ted Talk Building Resilient Communities: A Moral Responsibility Nick Tilsen TEDxRapidCity Community and Regional Resilience Institute: https://www.youtube.com/watch?v=e2Re-KrQNa4</p> <p>Ted Talk Sustainable community development: from what's wrong to what's strong Cormac Russell https://www.youtube.com/watch?v=a5xR4QB1ADw</p> <p>www.cultivate.ie/- Cultivate Living and Learning - Permaculture and other education for sustainability and community resilience at Cloughjordan Ecovillage</p> <p>http://www.cultivate.ie/about-cultivate-new/media-youtube - Short film - Surfing the waves of change</p> <p>Websites: http://www.resilientus.org/sustainability-and-community-resilience-i-the-importance-of-time/ https://ien.ie/sustainable-ireland-cooperative/</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture hall equipped with internet, projector, speakers, round tables</p>