EV7126 Module Specification

Module Title:	Module Code: EV7126	Module Leader:
Communicating Transformational Social Change	Level: 15 Credit: 7 ECTS credit: 7.5	Cathy Cole Emily Westwell
Pre-requisite: none	Pre-cursor: none	
Co-requisite: none	Excluded combinations: none	Suitable for incoming study abroad? N
Location of delivery: CAT and online – blended delivery		

Summary of module for applicants:
One of the major obstacles in delivering successful transformational social change in order to deliver a more sustainable society is the effective communication to deliver behaviour change. The aim of this module is to develop within students an ability to: a) Examine the role of communication and engagement strategies in relation to public perceptions of risk and supporting behaviour change towards a more sustainable society. b) Critically appraise historical successes in communication and engagement within transformational social behavioural change. c) Evaluate modern communication strategies available for addressing current environmental challenges d) Increase ability to foster behaviour change towards sustainability and transformational adaptation.

Main topics of study:
- Public understanding and responses to environmental challenges and risks   - Communications in Environmental Campaigns and Movements   - Communicating environmental and sustainability science   - Public engagement and Public Policy   - Creative and interdisciplinary approaches to communicating environmental issues and transformational needs e.g. arts, narratives, celebrity, technology and digital responses   - Education and behaviour change   - Engaging with diversity   - Participation and leadership in transformational change   - Action Research within the communications sphere

This module will be able to demonstrate at least one of the following examples/ exposures
Live, applied project ☒ *Company/engagement visits* ☒ *Company/industry sector endorsement/badging/sponsorship/award* ☐

Learning Outcomes for the module
Where a LO meets one of the UEL core competencies, please put a code next to the LO that links to the competence. 1. *Digital Proficiency - Code = (DP)* 2. *Industry Connections - Code = (IC)* 3. *Social & Emotional Intelligence - Code = (SEI)* 4. *Physical Intelligence - Code = (PI)* 5. *Cultural Intelligence - Code = (CI)* 6. *Community Connections & UEL Give Back - Code = (CC)* 7. *Cognitive Intelligence – Code = (COI)* 8. *Enterprise and Entrepreneurship (EE)* At the end of this module, students will be able to:

Knowledge

1. Make informed judgements through critical analysis of the importance of communication and engagement strategies in supporting society in transformational social change and how they interact with public perceptions of risk (COI) (SEI) (DP)

Thinking skills

2. Critically evaluate communication strategies needed for addressing current environmental challenges (COI)
3. Analyse the role of participation and leadership in transformational social (COI, CI)

Subject-based practical skills

4. Develop a communication strategy and artefact to enhance understanding and engagement of social behavioural change to a given environmental problem (SEI) (DP) (CI)

Skills for life and work (general skills)

5. Effectively communicate to a chosen audience (SEI) (DP) (CI)

Teaching/ learning methods/strategies used to enable the achievement of learning outcomes: For students studying onsite and by distance learning:

The factual content of the module is taught through lectures, seminars, practical workshops, presentations, demonstrations and tutorials, and throughout this process an active exchange of views and opinions is encouraged. Students have access to MS Teams where they can access recorded and written support material, meet with their peers and a tutor to discuss any academic issue. Both theoretical and practical aspects are covered both onsite and through interactive sessions on Teams.

There is a formative learning element to the module to allow the students to receive critical feedback on their work without the pressure of marked assessment.

For distance learning (DL) students, learning will be supported through streamed and recorded Internet-based lectures (of the onsite lectures), situation related practical exercises, seminars and tutorials.

Lectures onsite and through MS Teams highlight key concepts, models and frameworks, and integrate additional resources (such as journal articles). They encourage deep learning through the use of self-assessment questions which encourage students to engage with the topic, to help students understand new topics and skills.

Assessment methods which enable students to demonstrate the learning outcomes for the module; please define as necessary:	Weighting:	Learning Outcomes demonstrated:
Communication Intervention (3,000 words equivalence) (Submission can adopt any appropriate communication strategy such as a video, blog, report, audio recording, etc.)	100%	1,2,3,4,5

Reading and resources for the module:
These must be up to date and presented in correct Harvard format unless a Professional Body specifically requires a different format

Core

Whitmarsh, L., O'Neill, S. and Lorenzoni, I (Eds) (2010) *Engaging the public with climatechange: behaviour change and communication*, Earthscan

Cox, R & Pezullo, P (2016) *Environmental Communication and the Public Sphere* PalgraveMacmillan

Priest, S (2016) *Communicating Climate Change: The Path Forward* Palgrave Studies inMedia and Environmental Communication Palgrave Macmillan UK

Corner, A & Clarke, J (2017) *Talking Climate: From Research to Practice in PublicEngagement* Palgrave Macmillan

Recommended

Newell, P., Daley, F. and Twena, M., (2021). *The Cambridge sustainability commission on scaling behaviour change.* https://www.rapidtransition.org/resources/cambridge-sustainability-commission/

Burke, M., Ockwell, D. and Whitmarsh, L., (2018). Participatory arts and affective engagement with climate change: The missing link in achieving climate compatible behaviour change? *Global Environmental Change,* 49, pp.95-105.

Spotswood, F. ed., (2016). Beyond behaviour change: Key issues, interdisciplinary approaches and future directions. *Chapter 8 Technology and the formation of socially positive behaviours* Policy Press.

Provide evidence of how this module will be able to demonstrate at least one of the following examples/ exposures	
Live, applied project Students evaluate and assess Centre for Alternative Technology marketing / social change material	
Company/engagement visits *Individual companies present and engage students in their communication strategies around social change*	
Company/industry sector endorsement/badging/sponsorship/award N/A	

Indicative learning and teaching time (10 hrs per credit):	Activity
1. Student/tutor interaction: 30 hours	Lectures, seminars, tutorials, presentations, practicals / demonstrations **30 hours**
2. Student learning time: 120 hours	Seminar reading and preparation, assignment preparation, background reading, and research activities. **120 hours**
Total hours (1 and 2): 150 hours	

For office use only. (Not required for Programme Handbook)

Assessment Pattern for Unistats KIS (Key Information Sets)	Weighting:
Coursework *(written assignment, dissertation, portfolio, project output)*	
Practical Exam *(oral assessment, presentation, practical skills assessment)*	
Written Exam	

HECoS Code:	
UEL Department:	