

“EcoVillage Design Education”

Programme Development:

Guidelines for Module Format



CURRICULUM: 1) All the courses of study offered by an educational institution; 2) A group of related courses, often in a special field of study. [from Latin, a running, course, from *currere*, to run]

MODULE: 1) A unit of education or instruction with a relatively low student-to-teacher ratio, in which a single topic or a small section of a broad topic is studied for a given period of time; 2) a standardized, often interchangeable component of a system or construction that is designed for easy assembly or flexible use. [from Latin, *modulus*, diminutive of *modus*, measure]

This document is intended to provide graphic structural guidelines for designers of Modules in the EDE curriculum. By adhering to the format outlined below, all Module proposals will be structurally similar (isomorphic) – thus aiding the interchangeability, systematization and standardization of Modules, and assisting the clarity of communication concerning purposes and objectives of Modules and their relative placement within the total EDE curriculum. With all that in mind, designers of Modules are requested to submit their proposals in the following format:

Module Proposal – EDE Curriculum

I) Goals:

Begin the proposal with a bulleted list of four to seven of the most significant or important learning goals and objectives of this particular Module. By beginning each bulleted entry with an action verb (e.g. *Exploring, Appreciating, Learning, etc.*), the goals assume a dynamic tone that inspires accomplishment.

II) Content:

This is the main body of the proposal. Module Content is written as a narrative that outlines the philosophical, epistemological, and/or theoretical background underlying or informing the Module Goals. Since the overall length of each Module is ideally within the three-to-four page range, the Content section is ideally no more than a couple of succinct pages, with each inclusive paragraph referring back to the listed learning Goals.

III) Resource and Reference Materials:

Included in each Module proposal will be an authoritative listing of books, articles, journals, magazines, videos, DVDs, etc. that pertain to and contribute to the Module. As a whole, these materials will reflect a broad survey of the most influential and respectable writing, thinking, creativity, and/or experience in the field. Whether or not all these materials actually get utilized during the course of the Module, their listing will be reference for students' future study; as such, an accompanying reader is advised. The listing of Resource and Reference materials will include title, author, date, and publisher, as demonstrated below. Since this is a global curriculum, Resource and Reference Materials are highly encouraged to include sources other than English.

IV) Experiential Learning Activities

As the EDE curriculum is intended to be a thoughtful balance between knowledge and the practical application of that knowledge – between theory and *praxis* – then this section of the Module format will describe activities that provide a chance for students to experience, practice, or apply knowledge that was gained in the Content section. Experiential Learning Activities could include exercises, games, performances, hands-on work, charrettes, or other creative outlets, etc. – as dictated by the Dimension – that will provide students the opportunity to *somatically* integrate the knowledge in the 'real world.'



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"Everything that lives is Holy" – William Blake