INTRODUCTION TO THE COURSE

	Total (hours)	Per week (hours)	Per day (hours)
6 credits =	162 →	23 →	4,5
20% for time to think and internalise=	32,5 →	4,5 →	1
Tue sessions	12 →	2	NA
Giving feedback about the course	1	NA	NA
Independent learning = course assignment and optional tutoring	116,5 →	16,5 →	3,3

3-step course assignment

1. SEED (20p/20%)	2. DRAFT (50p/50%)	3. PROOF (30p/30%)
Minimum of 6 pages/slides of anything in relation to the background and context of the thing that the student is **interested in**. Written text and visuals so that the seed is fairly understandable on its own.	Minimum of 10 pages/slides of text and visuals where narrative is taking shape.	Close to finished narrative production understandable on its own.
Weak (0-5p)= less than 6 pages/slides. It seems like a random collection of keywords and visuals without communicating what is connecting the materials presented.	**Weak (0-15p)=** less than 10 pages/slides. It seems like a random collection of keywords and visuals without much hints to a narrative.	**Weak (0-9p)=** Clearly a work in progress. The narrative consists of random pieces and notions that might be exciting, but the overall narrative does not make a point, convince or inspire. Discussion about the theory of change is either missing or misleading or confusing.
Good (6-14p)= at least 6 pages/slides of text, keywords and visualisation that form 1-3 themes the student is interested in.	**Good (16-34p)=** at least 10 pages/slides of text and visuals. Narrative intentions are clearly in place, but even key parts may be missing and/or there are elements whose presence might be misleading or confusing to the narrative.	**Good (10-22p)=** Narrative production is convincing and quite inspiring. The structure and the story make sense and put forward interesting argumentation convincingly. The narrative has some slight faults. Visuals are of good quality and critical parts of the narrative. The theory of change is discussed economically and has at least a weak connection with the narrative and its objectives.
Excellent (15-20p)= at least 6 pages/slides of text, keywords and visualisation that form 1-3 themes the student is interested in. The layout makes sense and helps the reader to understand the themes easily. Visualisations are succinct and of good quality. Language is nearly faultless, and communicates in an economical manner the key points.	**Excellent (35-50p)=** at least 10 pages/slides of text and visuals. The narrative structure is clearly in place. Key elements of the narrative are already there, and there are only a few misleading or confusing parts if any. The layout makes sense and helps the reader to understand the narrative easily. Visualisations are succinct and of good quality. Language is nearly faultless, and communicates in an economical manner the key points.	**Excellent (21-30p)=** Narrative production is convincing and inspires action. The structure and the story make sense, and the argumentation is solid, putting forward a new way of looking at something (a concept, situation, people…). There might be some faults or omissions in the work, but they do not cause confusion. Visuals are of good quality and critical parts of the narrative. The theory of change is discussed economically and has clear connection with the narrative and its objects.

Course grade:
0-50p = fail (0)
51-60p = passable (1)
61-70p = satisfactory (2)
71-80p = good (3)
81-90p = very good (4)
91-100p = excellent (5)

Active participation in class discussion may compensate 10% of the grade.
Constantly being late reduces grade by 10%.

Assignment weight / time allocation	Course assignment: Narrative production in three steps	Submission dates
20 % / 30 hours	**Step 1: SEED**	Thu 3.11. (course week 2)
50 % / 50 hours	**Step 2: DRAFT**	Thu 24.11. (course week 5)
30 % / 30 hours	**Step 3: PROOF**	Fri 9.12. (course week 7)

In addition to these working hours, there remain 6,5 hours which are used to collect materials for weekly discussions (e.g. examples of movies that are somehow interesting in their way of presenting narrative).
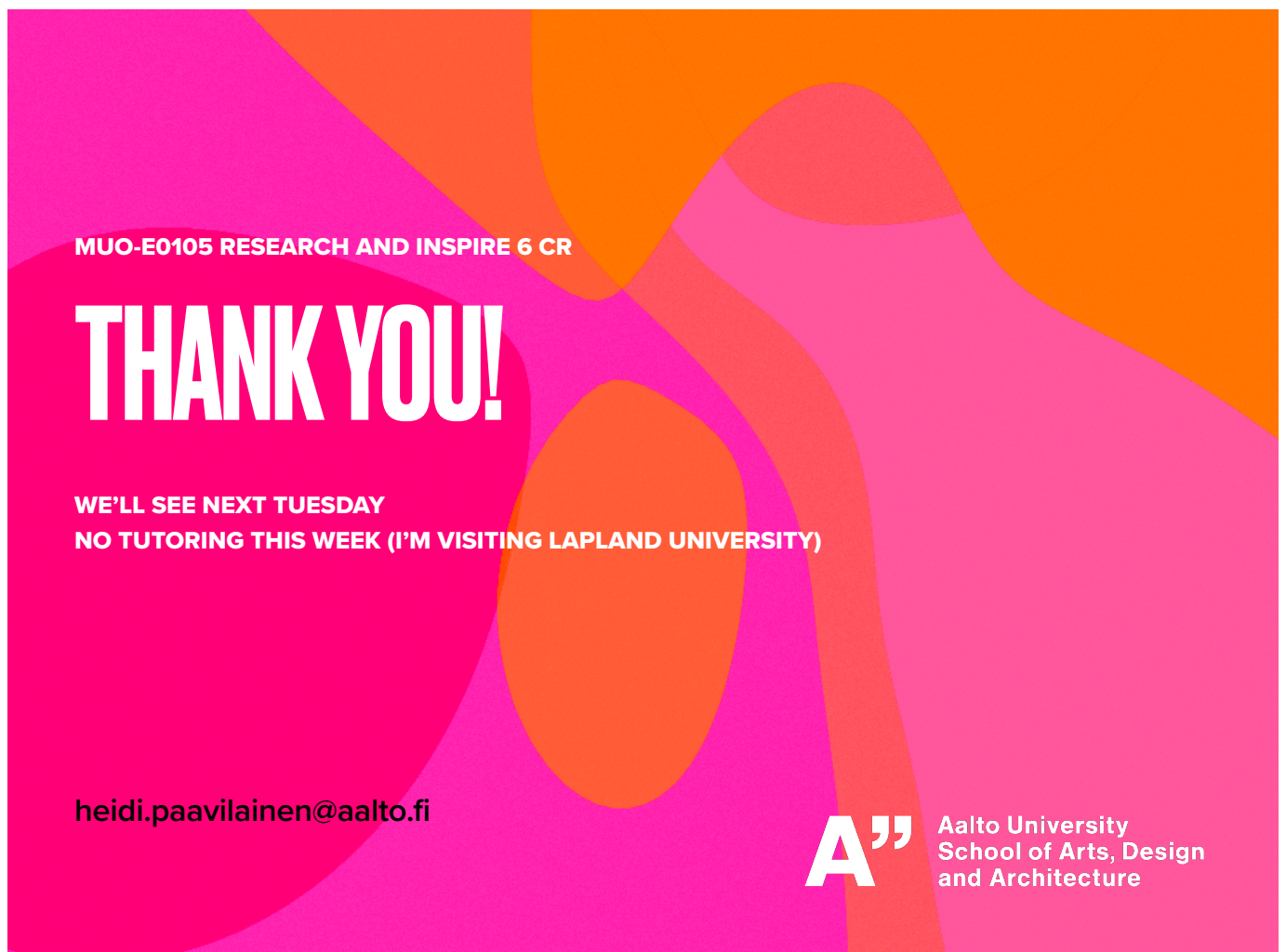
Learning objectives: After successful completion of the course, the student is able to...	Course assignment: Narrative production in three steps
Explain how social and cultural changes are born and gain momentum	Based on lectures, explain in the introduction of your "narrative production" how social or cultural changes are born and gain momentum. 1 or more paragraphs.
Identify, contextualise and articulate the driving interest at the core of their design work	During the course, supported by lectures, class discussion, tutoring and research, identify, contextualise and articulate in the "narrative production" the driving interest at the core of your design work. 1 or more paragraphs.
Research and articulate the social or cultural changes pertinent to their interest	Supported by lectures and class discussion, research and articulate the social or cultural changes pertinent to your interest.
Create an inspiring textual and visual narrative in the academic context.	Supported by class discussion, tutoring and study, create an inspiring textual and visual narrative in the academic context.

Map for lectures
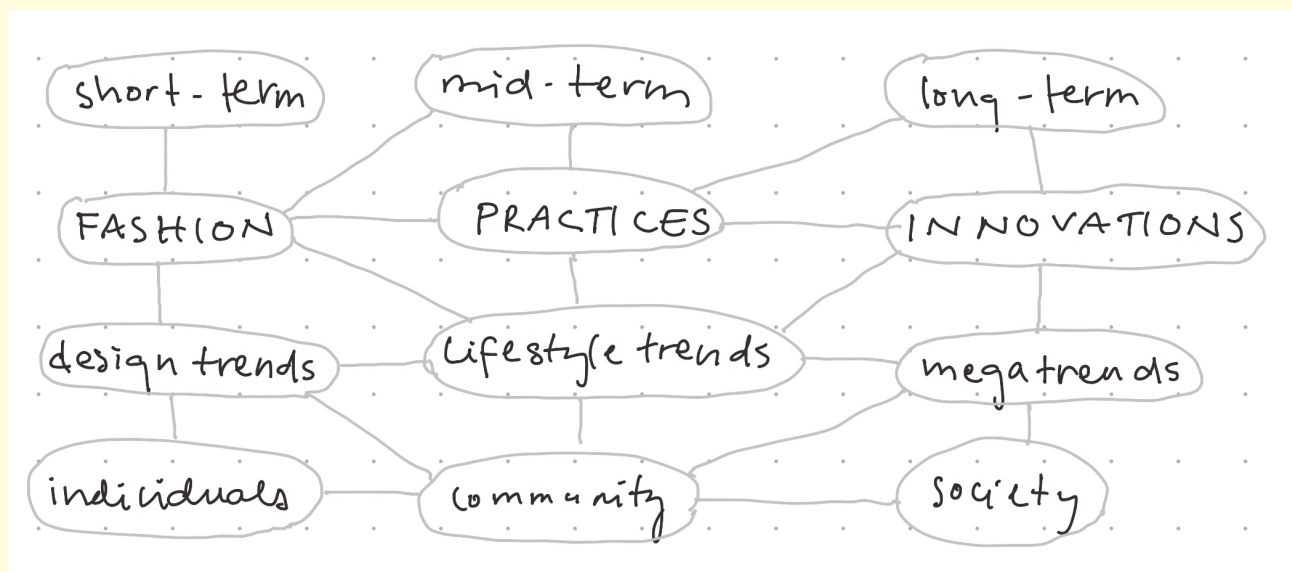
When & where	13:15-14:00 Lectures on change	14:14-15:00 Discussion
25.10. (Q201)	**Fashion**	**Introduction to the course, course work explained**
1.11. (F101) + Thu tutoring	Diffusion	**Style of Presentation**
8.11. (Q201) + Thu tutoring	Lifestyle	Structure of Narrative
15.11. (Q201) + Thu tutoring	Practise	Style of Presentation
22.11. (Q201) + Thu tutoring	Transformative learning	Structure of Narrative
29.11. (Q201) + Thu tutoring	Presentations of unfinished but completed "narrative productions". **Notice: May go overtime.**	

Last slide!

MUO-E0105 RESEARCH AND INSPIRE 6 CR

THANK YOU!

WE'LL SEE NEXT TUESDAY
NO TUTORING THIS WEEK (I'M VISITING LAPLAND UNIVERSITY)

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