

**Inclusive Curriculum:
Good (Better)
Practice**

Internationalisation
of the Curriculum

Module Guide

GG6030 Global Rural Geographies

Staff	Program	Extension	Contact: Email/Office hours
Module leader			x.x@university.co.uk Email and we can arrange a mutually convenient time to chat.

Accessible and approachable: embedding student wellbeing

Teaching schedule	You should check your personal module		
Day	Time	Class type	Room
See timetable in the guide			
Please note that these are all subject to change – day, room and time.			

?? Argh!

Timetables

You will be able to access your timetable for the x academic year via the University mobile app or via the VLE

In-course assessment	Type	Weight	Set date	Due date	Feedback	Work return date
	Essay	25%	Thursday 8 th October	Monday 7 th December at 9am		20 University working days after submission (Written feedback)
	Presentation	25%	Friday 11 th April	Monday 4 th April Monday 11 th March (Oral feedback)	During the seminars	20 University working days after submission (Written feedback)
	Seen Exam	50%	Monday 11 th April		One week later on SS	20 University working days after deadline for submission

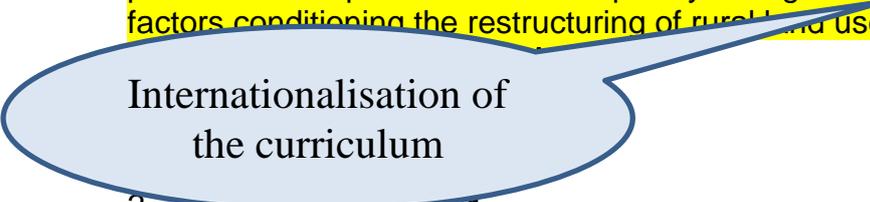
Good practice in inclusive assessment: reasonable and transparent deadlines

Good practice in inclusive assessment: Diverse range of assessments strategies

Robust Feedback strategies

Module Summary

This module aims to provide students with an understanding of contemporary debates relating to rural areas in both the developed and developing world. It examines the processes and patterns of contemporary change in rural regions and analyses the factors conditioning the restructuring of rural land use and rural economic, social and



Internationalisation of
the curriculum

2. Module Descriptor

For details of aims, learning outcomes, curriculum, learning and teaching strategy, assessment strategy and bibliography see **GG6030 module descriptor appendix**

3 Lecture and Seminar Programme

TB/TW	Lecture Topic	Seminar Topic
TB1	What are rural geographies? Introduction to the key concepts and global perspectives.	Setting the ground rules: Level of engagement
TW2	Defining rurality: moving on from Eurocentric trends	Is the rural meaningful to you? Clicker activity
TW3	Changing rural economies: practices of development in the global north and the global south	Is there a rural economy? Clicker activity
TW4	Changing rural societies: migration and housing in the global north and the global south	How 'rural' are rural residents? Clicker activity
TW5	The changing rural landscape	Rural change: Historical perspective Clicker activity
WEEK 6		
TW7	Agricultural Development in the Global South	Agro-food systems in the global south
TW8	Agricultural systems in the developed world: subsidies and support for whom – impacts on global South?	The CAP: subsidies and support for whom? Clicker activity
TW9	Agricultural systems post-productivism and multi-functionality in the global north and the global south	Formative Essay Preparation
TW10	Feeding the world: technology in food production	Formative Essay Preparation
FRIDAY 4TH December at 2pm		
GUEST SPEAKER: Dr. Ana María Rodríguez (UCL) "Agricultural Practice and Agroecological Discourse in the context of Food Insecurity in Latin America and the Caribbean"		
TW11	Food miles	Disconnecting with food
TW12		Food movements: sourcing Initial Group Feedback
WINTER VACATION		
WINTER VACATION		

Diverse learning and teaching practices: responding to different approaches

Opportunities for formative assessment

Drawing on personal experiences and backgrounds in classroom debate

Use of technology to enhance learning: promoting student engagement

Visiting speaker: I know little about Latin America

Individualised feedback

WINTER VACATION		
TW1	Reconnecting with nature	Individualised Feedback: Essay
TW2	Managing countryside spaces	National parks: global perspective
TW3 NO LECTURES		
TW4 NO LECTURES		
TW5	Planning (and protection)	To plan or not to plan?
TW6	ENRICHMENT Y	
TW7	Governing in the	Historical perspective of power and change
TW8	Power and conflict	Rural conflicts
TW9	Fits, misfits and conflicts	Multiple ruralities: personal reflections on belonging (in)(ex) clsuion
TW10	Thinking again about the rural and its geographies	Formative feedback on presentations
TW11	Oral presentations	Oral presentations
TW12	Oral presentations	Oral presentations
REVISION WEEK		

Drawing on personal experiences and backgrounds in classroom debate

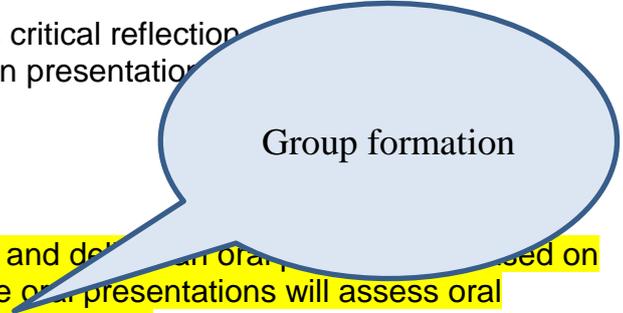
5 Seminar programme

Seminars occur for one hour after the lecture and are indicated in the module timetable above.

6 Assessment

Summative Assessment

1. **Essay (25%)** - The essay assignment will assess critical reflection theories, library research skills and concise written presentation outcomes 1-6).
2. **Oral presentation (25%)** – Students will prepare and deliver an oral presentation based on an identified theme in the lecture programme. The oral presentations will assess oral presentation skills as well as knowledge and understanding.
3. **Seen Written Exam (50%)** - The examination will be essay based. It will assess students' basic understanding and knowledge, and their ability to develop arguments, critically evaluate information and theories and present rationalised conclusions and write in a time restricted environment.



Group formation

6.1 Submission of coursework

You should follow the instructions for coursework submission given in the coursework briefs.

You are reminded of the faculty policy for the late submission of coursework. Any work submitted up to a week late will be capped at 40%, anything submitted later than this will receive a zero mark.

If you are ill or have problems affecting your studies, the **University Mitigating Circumstances policy** may apply. You will need to complete a form and attach suitable independent documentation. Remember if you submit a piece of work or attend an examination, you have judged yourself fit to undertake the assessment and cannot claim mitigating circumstances retrospectively.

Further guidance on mitigating circumstances is available on the My University site link here

6.2 Feedback on Assessment

This section describes how and when you will receive feedback on each of the assessment tasks.

ESSAY

Formative

There will be 2 opportunities to receive formative feedback on essays – these are timetabled in the timetable (see above). Students will be able to bring a draft of their essay into the classroom and will receive feedback on this from the lecturing staff. This feedback will be oral in nature. Staff will not provide written comments on a draft essay. Every student will be allocated a 5minute window for feedback. Taking part in this activity is at the discretion of the student but it is strongly recommended.

Summative

For the essay, feedback will firstly be generic in nature and will be given one week after the essay is handed in. This will be a classroom activity. This will include the identification of common errors and strategies to improve will be discussed. Individual feedback will be given in the form of comments on the electronic. There will be concluding comments posted on the assignment in Turnitin. Essays will be marked within 20 working days of the submission date.

PRESENTATION

Formative

There will be 2 opportunities to receive formative feedback on your presentation – these are timetabled in the timetable. Students will be able to bring a draft of their presentation into the classroom and will receive feedback on this from the lecturing staff. This feedback will be oral in nature. Staff will not provide written comments on a draft presentation or ppt. Every student will be allocated a 5minute window for feedback. Taking part in this activity is at the discretion of the student but it is strongly recommended.

Summative

Feedback on seminars will be immediate, through questioning / comments at the time of presentation. This will be supplemented by more formal comments / marks returned by e-mail after the event within 20 working days.

SEEN EXAMINATION

Formative

There will be opportunities to receive formative feedback on your response to your chosen seen exam question (see timetable). Students will be able to bring a draft of their exam response and receive feedback on this from the lecturing staff. This feedback will be oral in nature. Staff will not provide written comments. Every student will be allocated a 5minute window for feedback. Taking part in this activity is at the discretion of the student but it is strongly recommended.

Summative

Students should approach the module leader about feedback on their exam performance. Generic feedback will be posted on SS one week after the exam. Individual feedback on the exam will be offered in sessions after all marking is completed. Model answers may be issued if deemed appropriate.

Use of VLE in feedback on assessment

Generic feedback on essays, seminars and the exam will be posted on VLE if appropriate.

6.3 Format of Examination Paper

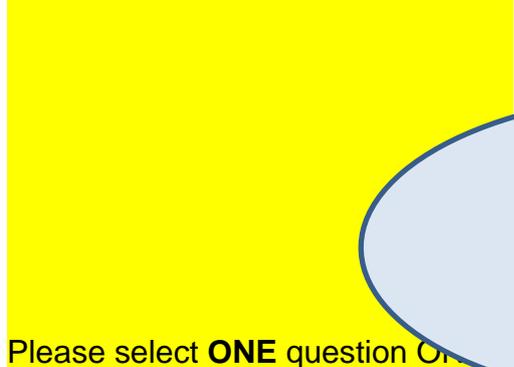
It has 6 questions. Students select TWO questions.

7 Changes made as a result of student feedback

We will take into consideration comments received at early module feedback, and endeavour to make changes where possible. We will also take note of comments at the end of the module when planning for future years.

GG6030 Global Rural Geographies

Essay Questions 20xx-20xx



Internationalised
essay questions

Please select **ONE** question Or

1. Critically evaluate the key theoretical approaches to rural development as they relate to both the global north and the global south.
2. Compare and contrast the differential demographic trends in rural areas globally and discuss the differentiated outcomes of these trends.

Deadline: Tuesday 8th December 20xx

In-class feedback: Tuesday 15th December 20xx

Submission: Electronic submission through Turnitin by the deadline.

Return Date: Monday 11th January 20xx

Word limit: 3000 words

Please note that this assignment is worth 25% of your module mark

Formative Feedback and help

Timings	Activity
Tuesday 8 th December 20xx	Session to explain the essay assessment
TW9 TW10 (see timetable information for seminar is stated weeks)	Individual feedback sessions These timetable slots have been organised for you to receive constructive feedback on your essays and the arguments that you are presenting BEFORE you submit them. You are strongly advised to attend this session (but it is not compulsory). Please sign up to a slot. Please bring a draft of your essay to discuss content and coherence in

Good practice in assessment:
Clear marking criteria

Marking Criteria	Indicative Weightings
Content	60%

Detailed knowledge of the subject: up to date and relevant information on the subject and the extent to which the work has understood key terms and concepts, defined ambiguous terms, and employed them correctly.	
Appropriate Academic Sources: the extent to which the work demonstrates familiarity with, and command of, the relevant scholarly writings on the subject to which the work is addressed.	
Level of critical thought and analysis: the extent to which the work provides a critical analysis of the problem that evaluates competing arguments and interpretations rather than a purely descriptive or narrative discussion.	
Evidence and Examples: the extent to which the work deploys examples and pieces of evidence to support its claims, thereby turning unsupported assertions into critical arguments	
Structure	30%
Clear focus on the question: the extent to which the work has dealt directly and clearly with the assigned task and provided a focused answer to the particular intellectual problem posed.	
Logical organisation: the extent to which the work demonstrates coherent organization of the material and an overall argument that proceeds logically from introduction to conclusion.	
Grammar and Expression	10%
Clear expression: including grammar and spelling: the extent to which the work makes effective and correct use of the English language	
Style: written in a clear and scholarly style	
Quality and accuracy of referencing	
Quality of presentation, maps and diagrams etc.	

Plagiarism and Academic Misconduct

For detailed information see the following document:

ACADEMIC REGULATIONS 6: Academic Misconduct Cheating in Assessment Taught Courses

myuniversity.site.ac.uk/myuni/academicregulations/Pages/misconduct.aspx