

Doc. 300.1.2

Date: Date.

Higher Education Institution's Response

- **Higher Education Institution:**
University of Cyprus & Cyprus University of Technology

- **Town:** Nicosia & Limassol

- **Programme of study**
Name (Duration, ECTS, Cycle)

In Greek:

Μάστερ στο Σχεδιασμό για Κοινωνική Καινοτομία

In English:

Master in Design for Social Innovation

- **Language(s) of instruction:** English

- **Programme's status:** New

- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The EEC feels that there is room for improving the balance and especially the relationship between the realm of design science and social innovation. Since the programme must be considered to be cutting-edge integrating a diversity of topics from the domain of design and the domain of social innovation, there is a need to develop a common language and framework that infuses the development of an appropriate discourse among staff as well as participating students. Currently, as things stand, the first term features only design modules. The EEC suggests that modules such as “social inclusion and design” could potentially be moved in term 1 and the “experimental design practices” can be moved to term 2. In addition the EEC recommends adding an “introduction to social innovation” module in the first term.</p>	<p>The Institutions welcome and agree with the suggestion of the EEC and have moved the “Social Inclusion and Design” module to Term 1 and the “Experimental Design Practices” module to Term 2. An “Introduction to Social Innovation” module has been added in Term 1. For the number of courses to remain equal in both terms, “Ethnography for Designing Social Innovation” [amended title based on EEC feedback] has moved to Term 2. “Research Methods” in Term 2 has been removed as per the EEC suggestion. Annex 1 reflects the changes made to the balance of courses to the programme in accordance with the EEC suggestions. Annex 2 describes the new module.</p>	<p>Choose level of compliance:</p>
<p>Design modules can be adapted more to the social innovation context. This includes both their titles but also their content. For instance “ethnography for design innovation” can become “ethnography for designing social innovation” and its content and activities aligned more with the programme’s overall objectives.</p>	<p>“Ethnography for Product and Service Design” has become “Ethnography for Designing Social Innovation”, and the suggested alignment has been made as per the suggestion of the EEC.</p>	<p>Choose level of compliance:</p>
<p>It is suggested to start the programme with a face-to-face event to build a community among the students participating in the e-learning program. The event could very well be in the form of a first module in which students and staff jointly explore the field of the programme, as well as getting to know each other. The expected diversity of learners will make such a kick-off module very</p>	<p>Physical events to serve as touchpoints are a very positive and welcome suggestion. The Coordination Committee has decided to adopt this recommendation and organize events for students to connect such as at the beginning of the programme, through the summer school or at graduation with a full cohort/alumni dinner/networking.</p>	<p>Choose level of compliance:</p>

<p>inspiring to both groups, learners and teachers. Such a gathering could provide an opportunity to create an inspiring event that showcases the work of the previous cohort and offer a warm onboarding event for the fresh cohort.</p>		
<p>Again, in line with the innovativeness of the programme and the diversity of the teaching staff, it is suggested by the EEC to pay explicit attention to the coherence of the educational modules vis-à-vis the emergence of a theoretical framework representing the trans-disciplinary domain of design for social innovation.</p>	<p>Through the DSI faculty meetings organized before the beginning of every term (September and January), the teaching staff will continuously ensure coherence between educational modules with the 'design for social innovation' emergent literature and theoretical framework. In the meeting all instructors will be present and time in the meeting will be dedicated in sharing good practices and discussing problems arisen, students' feedback will be evaluated as well as the instructors' written responses to the student feedback, integration gaps will be defined and actions will be agreed to improve coherence and advancing the framework underlying the teaching.</p>	<p>Choose level of compliance:</p>
<p>Lastly, we suggest considering the role of dissertations (thesis) to align more with the philosophy of the programme as having a strong design for social innovation practice flavour. Such a reconsideration could alleviate the need for a module specifically addressing research methods. In turn this could provide the space in the programme to create an introduction to social innovation module as suggested above.</p>	<p>In compliance, we have removed the "Research Methods" module and have replaced it with an "Introduction to Social Innovation" module. We have also moved the "Ethnography for Designing Social Innovation" to Term 2 for "Introduction to Social Innovation" to be placed in Term 1. "Master's Thesis" has been aligned to the philosophy of the programme and will have a practical design character.</p>	<p>Choose level of compliance:</p>
<p>They may be a complicated situation for students that follow the e-learning program in a part-time version. They could follow just two modules from Term 1, followed by two modules from Term 2 and then in second run of Term 1 take the remaining two modules. The learning such a student goes through may be in conflict with the ideal learning path as that is underpinning the design of the program as a fulltime educational commitment. Based on this observation, the EEC recommends developing alternative educational</p>	<p>The Institutions have adopted the EEC recommendation and suggests the following educational pathway for students that want to study part time (suggesting a breakdown from the first 2 terms in 4):</p> <p>Term 1: Introduction to Social Innovation Collaborative Design</p> <p>Term 2: Ethnography for Designing Social Innovation Sustainable Design Futures</p> <p>Term 3: Social Inclusion and Design Research by Design</p> <p>Term 4:</p>	<p>Choose level of compliance:</p>

pathways for students that want to study part time.	Social Entrepreneurship Experimental Design Practices	
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2. Student – centred learning, teaching and assessment
 (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The EEC recommends exploring more advanced feedback methods, such as intelligent tutoring systems and conversational pedagogical agents enriched with learning analytics and gamifications strategies for immediate and automatic student feedback. The feasibility of online collaboration, especially for international programs with students in remote time zones, remains a concern from a coordination standpoint while recommending the constant adaptation of their DL model to support the evolution of the joint program.	The Coordination Committee of the study programme has decided to adopt a termly reviewing and adaptation strategy of the DL model as per the suggestion of the EEC, specifically in a committee meeting where the student feedback will be discussed, and student representatives will be present. The Coordination Committee will review external tools available to be integrated with Google Classroom such as Intelligent Tutoring Systems (ITS) such as the FIT project and AI-enabled pedagogical conversational agents	Choose level of compliance:
The EEC recommends the Universities to be evaluated by external, voluntary accreditations from organisations, such as EDEN, EADTU, EFQUEL and QS Stars for e-learning quality assurance and active participation in the e-learning community.	The Institutions will adopt the recommendation of the EEC for accreditation by one of EDEN, EADTU, EFQUEL or QS Stars. The Coordination Committee will look for opportunities for engagement with the DL communities.	Choose level of compliance:

3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Considering that three Departments in two Universities, the EEC does not expect the workload to be a significant issue as the load will be spread sufficiently. Still on the individual level it is good practice to consider how this affects individuals. The EEC notes that both institutions have a workload policy in place that mostly considers teaching duties, but not the wider context of one's academic and service contributions (which in this case may also include coordination overheads).</p>	<p>The Coordination Committee will continuously review the workload of the teaching staff involved. The teaching staff will notify the coordination committee for any workload implications and necessary actions will be taken by the Coordination Committee to avoid disruptions.</p>	<p>Choose level of compliance:</p>
<p>In accordance with established norms, students will expect to fill out evaluations or surveys regarding their instructors' effectiveness in teaching. Additionally, the introduction of a peer observation scheme that extends beyond Departmental and Institutional limits could serve as an additional feedback mechanism. Such an arrangement would make it possible for academic staff to participate in valuable and constructive dialogues about online teaching methods and approaches, thus contributing to an emerging e-learning ecosystem linked with the proposed master's programme. This cooperative structure would not only enable the exchange of best practices and novel instructional techniques, but also offer a supportive foundation for professional growth and ongoing betterment.</p>	<p>The Coordination Committee will make sure to continue inviting dialogues between academic staff regarding online teaching methods and approaches and encourage academic staff to contribute to the emerging e-learning ecosystem. Both Institutions have an optional peer observation scheme as a feedback mechanism and the instructors will be encouraged to utilize it.</p>	<p>Choose level of compliance:</p>

4. Student admission, progression, recognition and certification
 (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Organising an initial physical event, possibly through the summer school module serving as the first touchpoint, presents an opportunity to establish and nurture a sense of community among students. This gathering could catalyse building connections, fostering collaboration, and laying the foundation for a supportive learning environment.</p>	<p>Physical events to serve as touchpoints are a very positive and welcome suggestion. The Coordination Committee has decided to adopt this recommendation and organize events for students to connect such as at the beginning of the programme, through the summer school or at graduation with a full cohort/alumni dinner/networking.</p>	<p>Choose level of compliance:</p>
<p>When it comes to the admission, it may be beneficial to encourage applicants with past work experience related to themes pertinent to the programme to apply. Having such track record can be useful for the programme as they can share experiences and help put their learning and that other students into perspective. This does not have to be a part of the formal admissions criteria. Similarly, it may be useful to ask applicants to consider having a social innovation project in mind that could act as an ongoing platform on which to apply their new knowledge and skills throughout the programme.</p>	<p>The Coordination Committee completely agrees with this suggestion. As the EEC notes, past relevant work experience will not be a formal admission criterion, but it will be looked at favorably during the admissions process. During the interview, the panel will look to find past and ongoing interests of applicants in relation to social innovation, especially regarding potential social innovation projects.</p>	<p>Choose level of compliance:</p>

5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The EEC notes that some required readings consist of entire volumes, which may not be suitable for part-time students who need to study efficiently. It is recommended to provide clear indications of the relevant sections of these volumes in the study guides to make them more manageable. In addition, self-evaluated activities are not clearly detailed in the study guides, often directing students to a separate assessment guide, which can cause confusion. The EEC believes that there is potential for improvement in this area.</p>	<p>The study guides have been reviewed for cases where an entire volume is suggested for study and the volume has been made 'additional reading' but not obligatory. The teaching staff has identified the relevant sections or chapters from these volumes that have remained as obligatory resource and reading. The rest of the volume, while it does provide additional context for the learners, will not be evaluated to allow students to study more efficiently and focus on the key reading at hand.</p>	<p>Choose level of compliance:</p>
<p>For an e-learning programme, student mobility is not important as it would have been otherwise. Still, it may be useful if this manifests as an opportunity for students to meet in Cyprus before starting their studies in order to help create a sense of belonging. It can help elevate their learning experience and result in a much more engaging and integrated learning experience.</p>	<p>Physical events to serve as touchpoints are a very positive and welcome suggestion. The Coordination Committee has decided to adopt this recommendation and organize events for students to connect such as at the beginning of the programme, through the summer school or at graduation with a full cohort/alumni dinner/networking.</p>	<p>Choose level of compliance:</p>



6. Additional for doctoral programmes
(ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The EEC suggests thinking beyond the formalities and contract agreements to make sure the staff enacts the collaboration in terms of building a community of professors related to the programme as well as to the e-learning ecosystem. Such is especially relevant because of the fact that the DSI- programme aims to venture partly into unknown academic territories as a trans-disciplinary educational programme. Building a joint knowledge base and a shared frame of reference will support the development of a proper discourse for the emerging field of Design for Social Innovation.</p>	<p>The Coordination Committee thanks and agrees the EEC regarding the suggestion of building a Community of Professors related to the programme and building a joint knowledge base with a shared frame of reference.</p>	<p>Choose level of compliance:</p>

B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>As members of the External Evaluation Committee (EEC), we have conducted a thorough evaluation of the proposed joint master's programme offered by the University of Cyprus and the Cyprus University of Technology. Our assessment has enabled us to identify key components that can potentially contribute to the distinctiveness and effectiveness of the programme. Our evaluation also brings to light specific areas requiring improvements and refinements. It is our belief that by addressing these areas, the programme teams at both institutions can substantially enhance the quality and coherence of their offerings. Such improvements will not only bolster the programmes' overall standards but also establish a unique selling point that distinguishes them in the market. The EEC's recommendations are grounded in established best practices, aimed at enhancing the coherence and effectiveness of the proposed joint programme. We hope that these suggestions will serve as a valuable resource for both the University of Cyprus and the Cyprus University of Technology, assisting the programme team in achieving the ambitious goals set.</p>	<p>The Coordination Committee of the proposed study programme, the academic, teaching and administrative staff involved, and the Institutions more widely would like to thank the members of the EEC for their close reading and feedback. Their assessment has greatly improved our programme.</p>	<p>Choose level of compliance:</p>

Introduction to Social Innovation

Course Outline & Study Guide

Faculty	Economics and Business		
Department	Business and Public Administration		
Course Title	Introduction to Social Innovation		
Course Type	Core		
Instructor's Name			
ECTS	8		
Course Code		Semester	Term 1
Prerequisites	none	Required	
Level of Studies	Master		
Language of Instruction και Examination	English		
Teaching Methodology	Distance <input checked="" type="checkbox"/>	Hybrid <input type="checkbox"/>	
Evaluation	<p>Written assignments (individual): 30%</p> <p>Written assignments (group): 40%</p> <p>Final presentation: 10%</p> <p>Peer review activities: 6%</p> <p>Reflective journal: 14%</p>		
This study guide has been developed by the instructor of the course and it has been approved by the program coordinator	<p>Name of instructor: Daina Nicolaou</p> <p>Name of Program Coordinator: Prof. Nadia Charalambous, Prof Panayiotis Zaphiris</p>		

<p><i>Brief Course Summary & Course Purpose</i></p>	<p>This course aims to introduce students to Social Innovation and the dynamic processes underlying transformative social change. The course is designed to provide a comprehensive understanding of the multifaceted concept of Social Innovation, exploring its roots, principles, methodologies, and diverse applications across various sectors. Students will gain knowledge of strategies of change that include the innovative activities of social and political entrepreneurs, activists, organizations, and social movements.</p> <p>The goal of this course is to empower students with the skills and knowledge essential for effectively applying social innovation principles and methodologies across diverse contexts. Through a combination of theoretical exploration, practical applications, and critical analysis via case studies and interactive discussions, students will develop the necessary skills to apply social innovation across contexts.</p> <p>The course is structured to equip students with a theoretical framework, tools, and methods, emphasizing three key areas: (a) providing an overview of ongoing social innovations within the sector, (b) highlighting a strategic perspective utilizing market-based mechanisms for societal well-being, and (c) exploring broader aspects such as scaling up impactful innovations, expanding into new areas, and adapting innovative business models.</p>
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<p><i>Course Content (list of subjects to be delivered per week)</i></p>	<ol style="list-style-type: none"> 1. [week 1-2] Understanding Social Innovation 2. [week 3-4] Who does social innovation: Individuals, Movements and Organizations 3. [week 5-6] The Social Innovation Process 4. [week 7-8] Mapping Social Innovation Challenges 5. [week 9-10] Design Thinking for Social innovation 6. [week 11-12] Implementing a social Innovative solution - Achieving Systemic Change 7. [week 13-14] Social Innovation Solution Multiplication
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Learning Outcomes (please develop the learning outcomes of the course considering the EQF guide as indicated in the next column)

Upon successful completion of the course, students will be able to:

Knowledge and Understanding:

- Demonstrate a thorough understanding of social Innovation, including its historical roots, core principles, methodologies, and diverse applications across various sectors.
- Demonstrate an appreciation of the role of social innovation as a driver of social and economic change.
- Display a critical understanding of the main principles of the social innovation spiral and outline the main elements of the project cycle.
- Demonstrate the capacity to critically assess the different types of social challenges and explain the how to on developing social innovation solution

Skills:

- Analyse, compare and reflect on different social Innovation case studies.
- Describe and implement social innovation principles and methodologies across different contexts, identify and address complex societal challenges.
- Understand and reflect on market-based mechanisms and optimizing resources for societal well-being, fostering a holistic approach to social innovation.
- Understanding the scaling up of impactful innovations, including their expansion into new areas and adaptation to innovative business models for broader societal impact.
- Further develop social innovator's competencies in a research context and be able to effectively communicate them.

Competences:

- Describe their work both written and orally.
- Communicate to others a critical knowledge and awareness of the roles and responsibilities of participants in the social innovation process.
- Further develop group working skills at a strategic level through the completion of collaborative projects.
- Demonstrate independent and critical thinking in the development of their work.
- Demonstrate the ability to reflect critically on the role of group dynamics and individual role or contribution as part of the production of a collaborative project.

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Keywords

Social Innovation, Ideation, Design Thinking, Funding, Scaling, Systemic Change

Teaching Schedule: Asynchronous teaching & learning, organized in seven 2-week sessions

<i>Number of Lectures (Sessions)</i>	Total: 7	Face to Face:	Distance: 7
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Evaluation Schedule:

1. Week 1-2: Understanding Social Innovation 10% (individual)
2. Week 3-4: Social Innovations and Civil Society Organisations 10% (individual)
3. Week 5-6: The Social Innovation Process 10% (individual or group)
4. Week 7-8: Mapping Social Innovation Challenges 10% (individual or group)
5. Week 9-10: Design thinking for Innovation 20% (peer assessment) (individual or group)
6. Week 11-12:] Implementing an Innovative solution - Achieving Systemic Change 20% (individual or group)
7. Week 13-14: Social Innovation Solution Multiplication 10% (peer and tutor assessment) (individual or group)

Teaching and Learning Tools

Google Suite for Education (Google Classroom, Google Forms, Google Docs), Prototyping and Design software (Adobe Suite or equivalent)

Contact Information (office Hours, method of contact etc)

Best way to get in touch with the instructor is via the dsi.education email (dnicolaou@dsi.education), a second way is through posting in the google classroom environment or via the chat on hangouts. Special online "office hours" can be set up for group or individual mentoring if needed through google hangout/chat.

Session 1 (W 1-2)	Subject: Understanding Social Innovation
Learning Objectives	<p>The objectives of the session are to:</p> <ul style="list-style-type: none"> • Understand Social innovation: definition, evolution and theory • Articulate how social innovation is distinct and how it is useful for addressing complex challenges • Reflect on the theoretical underpinnings of social innovation practices • Reflect on methodological approaches of social innovation practices
Learning Outcomes	<p>Upon completion of the session, students will be able to:</p> <ul style="list-style-type: none"> • Recognize the origins of social innovation and its antecedents. • Define what social innovation is and what is its difference from other types of innovation. • Define the central elements of social innovation. • Differentiate between social innovation and innovations or initiatives that have social elements or attention to social problems.
Content	<ul style="list-style-type: none"> • Introduction to the course and its objectives • The core elements of social innovation, and its main characteristics. Overview of theoretical framework of social innovation approach and its application • Core principles that underlie social innovation. Discussing concepts such as empathy, collaboration, and sustainability in the context of social innovation. • Types of social innovation that could exist, based on the typology of Schumpeter and the Young Foundation, and analysis of case studies. • Introduce the interconnected elements of the social innovation ecosystem. Discussing the roles of various actors, including individuals, organizations, and communities. • Highlight the relevance of social innovation in addressing complex societal challenges. • Overview of key themes in Social Innovation
Activity	<ol style="list-style-type: none"> 1. Individual work: Brainstorm and write down ten innovative ideas for products/services that solve social problems 2. Interactive discussion: Participants share their perspectives on the importance of social innovation. 3. Group activity: Analyze real-world examples to identify common characteristics. 4. Interactive discussion: share perspectives on the importance of social innovation. 5. Group work: Analyse case studies and identify key principles and characteristics. 6. Reflective Journal: importance of social innovation and its potential impact.
Bibliography	<ol style="list-style-type: none"> 1. R. Murray, J. Caulier-Grice, G. Mulgan. <i>The Open Book of Social Innovation</i>, The Young Foundation/Nesta, 2010 (Introduction, pp.2-13) https://youngfoundation.org/wp-content/uploads/2012/10/The-Open-Book-of-Social-Innovation.pdf 2. Clayton M. Christensen, Heiner Baumann, Rudy Ruggles, and Thomas M. Sadtler. <i>Disruptive Innovation for Social Change</i>. Harvard Business Review December 2006. https://hbr.org/2006/12/disruptive-innovation-for-social-change 3. Gladwell, Malcolm. 2002. "Group Think." The New Yorker. December 2.

	https://www.newyorker.com/magazine/2002/12/02/group-think
Hours of Study	Studying: 12 hours Activity: 3 hours
Keywords:	Social challenges, Social innovation

Study Guide	
Session 2 (W 3-4)	Who does social innovation: Individuals, Movements and Organizations
Learning Outcomes	<p>Upon completion of the session, students will be able to:</p> <ul style="list-style-type: none"> • Identify the different sources of social innovation across different sectors. • Recognize and exemplify each of the different types of social innovation. • Identify the relationship between different sectors of society in the creation and strengthening of social innovations. • Understand the interconnection of the public, nonprofit, and emerging fourth sectors. • Discuss the role of the UN Sustainable Development Goals (SDGs) in shaping social innovation initiatives. • Analyze cases of social innovation and classify them according to their type and stages of the process in which they are
Content	<ul style="list-style-type: none"> • Sources of Social Innovation. Define and discuss various sources of social innovation, including grassroots movements, research institutions, and community-driven initiatives. • Innovations in the Public, Nonprofit, and the Emerging Fourth Sectors. • Social innovation and the interconnection of the sectors. Relations between sectors during a social innovation and the means of cross-sectional collaborations. • Introduction to UN SDGs and their role in guiding social innovation globally. Discussion on how social innovations align with and contribute to achieving specific SDGs. • Communication and dialogue processes during social innovation deployment.
Activity	<ol style="list-style-type: none"> 1. Group discussion: Reflection on the characteristics and strengths of different sources. 2. Individual activity: Analyse and categorize examples of social innovations within each sector 3. Peer review: Participants provide feedback and insights on each other's showcased innovations. 4. Group Activity: Examine successful cross-sectoral collaborations and their outcomes. 5. Group activity: Participants identify and analyze social innovations linked to specific SDGs. Reflect on the implications of sectoral interconnections for social innovation. Use mapping techniques to visually represent the interconnections

	<p>between sectors.</p> <p>6. Role-playing activity: Simulate a cross-sectoral collaboration scenario and discuss challenges and solutions. Practice communication and dialogue techniques in the context of social innovation.</p>
Bibliography	<ol style="list-style-type: none"> 1. Nicholls et al. (2015). New Frontiers in Social Innovation Research, Palgrave Macmillan (Part III Producing Social Innovation through New Forms of Collaboration pp. 145-230) https://doi.org/10.1057/9781137506801 2. Peter H. Diamandis. Abundance: The Future Is Better Than You Think by Simon and Schuster (pp 12-25 and pp119-131) 3. Systems Thinking is Not Optional: Lessons From a Pandemic Steve Woodsmall watch <p>Other Resources:</p> <p>UN Sustainable Development Goals https://sustainabledevelopment.un.org/</p> <p>UN Sustainable Development Goals https://www.youtube.com/watch?v=0XTBYMfZyrM</p> <p>How can social enterprises help us meet the SDGs https://www.youtube.com/watch?v=gj1ABEjkuVM</p> <p>Ways to Unleash the Power of the SDGs for Social Innovators https://www.youtube.com/watch?v=1uZzfCFIN0o</p>
Hours of Study	<p>Studying: 12 hours</p> <p>Activity: 3 Hours</p>
Keywords:	<p>Social Innovation</p>

Study Guide	
Session 3 (W 5-6)	Subject: The Social Innovation Process
Learning Outcomes	<p>Upon completion of the session, students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the social innovation process and the and importance of each of the six stages • Demonstrate knowledge of techniques for identifying and understanding the root causes of complex problems. • Comprehend the importance of creative thinking in the ideation and conceptualization stages. • Utilize hands-on exercises to apply ideation and prototyping techniques in a practical context and evaluate the significance of testing ideas through small-scale prototypes or experiments. • Critically reflect on the scalability and impact of implemented social innovations. • Understand methods for evaluating the outcomes and impact of implemented social innovations. • Effectively communicate ideas, concepts, and reflections related to the social innovation process.
Content	<ul style="list-style-type: none"> • Overview of the social innovation process. • Understanding the Problem. Techniques for identifying and thoroughly understanding the root causes of complex problems. • Ideation and Conceptualization. Creative thinking to generate innovative ideas for addressing identified societal challenges. Strategies for developing and refining concepts that have the potential for meaningful impact. • Prototyping and Experimentation. Exploring the importance of testing ideas through small-scale prototypes or experiments. Case studies showcasing successful prototypes and lessons learned from experimentation. • Implementation and Scaling. Discussion on the transition from successful prototypes to large-scale implementation. Considerations for scaling social innovations to maximize impact across diverse contexts. • Evaluation and Learning. Methods for evaluating the outcomes and impact of implemented social innovations. • Integration and Institutionalization. Understanding how successful social innovations can be integrated into existing systems, policies, or organizations. Exploring strategies for ensuring the long-term sustainability and institutionalization of impactful solutions.
Activity	<ol style="list-style-type: none"> 1. Individual work: Problem Identification Report. Select a real-world societal challenge under the SDG, and develop a report detailing your findings, including the context, identify root causes, and potential stakeholders involved. 2. Peer Review: Reflect on the report and propose initial ideas for addressing the identified problems based on the analysis. 3. Group work: On a challenge reported in previous activity develop a conceptual framework that outlines the potential solution and develop a presentation showcasing the innovative idea and the refined conceptual framework. 4. Group Work: Small-scale prototype development to test the feasibility and

	<p>effectiveness of the idea. Documentation of the process, challenges faced, and lessons learned during the prototyping phase.</p> <ol style="list-style-type: none"> 5. Individual work: Analyze the case study, focusing on the challenges faced during implementation and prepare a strategy paper outlining considerations for scaling a social innovation based on your analysis. 6. Class discussion: Potential barriers and solutions to large-scale implementation in a real-world context.
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. R. Murray, J. Caulier-Grice, G. Mulgan. <i>The Open Book of Social Innovation</i>, The Young Foundation/Nesta, 2010 (Section 1 pp. 14-107) https://youngfoundation.org/wp-content/uploads/2012/10/The-Open-Book-of-Social-Innovation.pdf 2. Mulgan G., (2007) <i>Social Innovation: What it Is, why it Matters and how it Can be Accelerated</i>, Working Paper (University of Oxford. Skoll Centre for Social Entrepreneurship) (pp. 21-26) 3. Patricia Melo and Ezio Manzini, Collaborative Services in Informal Settlements: Social Innovation in a Pacified Favela in Rio de Janeiro Carla Cipolla, in Nicholls et al. (2015). <i>New Frontiers in Social Innovation Research</i>, Palgrave Macmillan https://doi.org/10.1057/9781137506801
Hours of Study	<p>Studying: 12 hours Activity: 3 hours</p>
Keywords:	<p>Design Thinking, Empathy, Prototyping, Wireframe, Feedback</p>

Study Guide	
Session 4 (W 9-10)	Subject: Mapping Social Innovation Challenges
Learning Outcomes	<p>By successfully completing this session, students will be able to:</p> <ul style="list-style-type: none"> • Understand the importance of mapping social innovation challenges. • Explore different mapping techniques and tools. • Apply mapping to identify and prioritize social innovation challenges. • Discuss real-world examples of mapped social innovation challenges.
Content	<ul style="list-style-type: none"> • Overview of why mapping is essential in the social innovation process. Understanding the connection between mapping and strategic problem-solving. • Introduction to various mapping techniques. Mind mapping: Visualizing interconnected ideas and challenges. Problem tree analysis. Identifying root causes and effects of social challenges. Social network mapping: Understanding relationships and dependencies in a social context. • Applying Mapping Techniques • Techniques for prioritizing and categorizing mapped challenges. • Analysis of real-world examples where mapping has been used to identify and prioritize social innovation challenges. • Visualizing Mapped Challenges • Introduction to visualization tools and techniques for presenting mapped challenges.
Activity	<ol style="list-style-type: none"> 1. Hands-on activity: Participants choose a social challenge and apply one or more mapping techniques. 2. Group discussions: Sharing insights and challenges encountered during the mapping process. 3. Group activity: Collaborative ranking and prioritization of challenges identified by participants. 4. Facilitated discussion on the rationale behind prioritization. 5. Discussion on the impact of mapped challenges on subsequent social innovation initiatives. 6. Group activity: Creating visual representations of mapped challenges using available tools. 7. Discussing the advantages and challenges of visualizing social innovation challenges.
Bibliography	<ol style="list-style-type: none"> 1. Terstriep, J., & Pelka, B. (2016). Mapping Social Innovation Maps–The State of Research Practice across Europe. https://whge.opus.hbz-nrw.de/opus45-whge/frontdoor/deliver/index/docId/657/file/Pelka_Terstriep_MappingSIMaps.pdf 2. R. Murray, J. Caulier-Grice, G. Mulgan. <i>The Open Book of Social Innovation</i>, The Young Foundation/Nesta, 2010 (Prompts, inspirations and diagnoses pp.14-30) https://youngfoundation.org/wp-content/uploads/2012/10/The-Open-Book-of-Social-Innovationg.pdf

	<p>3. Corner J., (2011) The Agency of Mapping: Speculation, Critique and Invention http://n.fonty.free.fr/PhD/Corner-The%20Agency%20of%20Mapping_ch12.pdf</p> <p>4. Manzini,E., (2015) Design, When Everybody Designs, An Introduction to Design for Social Innovation, MIT Press (pp. 121-147)</p>
Hours of Study	<p>Studying: 5 hours Activity: 10 hours</p>
Keywords:	Mapping Techniques

Study Guide	
Session 5 (W 7-8)	Subject: Design Thinking for Social innovation
Learning Outcomes	<p>Upon completion of the session, students will be able to:</p> <ul style="list-style-type: none"> • Define design thinking. • Demonstrate design thinking as a human-centered process focusing on customers and their needs. • Describe the role of empathy in the design thinking process • Illustrate the key parts of the design thinking process. • Demonstrate how to observe and convert observation data to insights. • Demonstrate how to interview potential customers in order to better understand their needs. • Identify and describe other approaches to design thinking.
Content	<ul style="list-style-type: none"> • Introduction to Design Thinking, its definition and key principles and understanding the human-centered approach. Brief overview of the design thinking process and methodologies. • The role of empathy in understanding user needs. Techniques for developing empathy, including user interviews, observation, and immersion. Analysis of case studies showcasing the impact of empathetic understanding in social innovation. • Understanding the ideation phase in design thinking. Techniques for generating creative ideas. • Introduction to prototyping: Turning ideas into tangible solutions. • Analysis of real-world examples where design thinking has led to successful social innovations. • The importance of testing prototypes in design thinking. • Techniques for gathering feedback from users and stakeholders.

Activity	<ol style="list-style-type: none"> 1. Hands-on activity: Identifying and defining a social challenge. 2. Facilitated discussions on challenges encountered and lessons learned. 3. Group work: Applying the empathize and define stages of design thinking. 4. Case Studies of Design Thinking in Social Innovation. 5. Group activity: Ideation and initial prototyping for a social challenge already identified and mapped. 6. Discussion on how design thinking principles were applied in each case. 7. Group discussion: Challenges and strategies in the testing phase.
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Manzini,E., (2015) <i>Design, When Everybody Designs, An Introduction to Design for Social Innovation</i>, MIT Press (pp.55-74) 2. Brown, T. ,Jocelyn W,. (2010) Design Thinking for Social Innovation. Stanford Social Innovation Review https://myweb.uiowa.edu/dlgould/plugin/documents/Design_Thinking_for_Social_Innovation.pdf 3. Kolko, J., Design Thinking Comes of Age, Harvard Business Review, Sep 2015 issue (pp.66-71) https://hbr.org/2015/09/design-thinking-comes-of-age 4. Lewrick M., Link P. ,Leife L., (2018) The Design Thinking Playbook, John Wiley & Sons, New Jersey (Chapter 1, pp. 50-118) https://perpus.univpancasila.ac.id/repository/EBUPT200915.pdf
Hours of Study	<p>Studying: 10 hours Self-evaluation: 5 hours</p>
Keywords:	<p>Design Thinking, Empathize, Define, Ideate, Prototype, Test</p>

Study Guide	
Session 6 (W 11-12)	Subject: Implementing a social Innovative solution - Achieving Systemic Change
Learning Outcomes	<p>Upon completion of the session, students will be able to:</p> <ul style="list-style-type: none"> • Understand the complexities of implementing social innovation for achieving systemic change. • Explore strategies for overcoming challenges in the implementation process. • Analyze successful case studies of social innovation leading to systemic change. • Assess the long-term impact and sustainability of implemented solutions. • Develop a critical perspective on the role of different stakeholders in achieving systemic change.
Content	<ul style="list-style-type: none"> • Systemic Change: Definition and characteristics of systemic change. Importance of addressing root causes and interconnected challenges. • Challenges in Implementing Social Innovation: Identifying and navigating barriers to implementation. Balancing innovation with existing systems and structures. • Strategies for Achieving Systemic Change: Collaborative approaches involving multiple stakeholders. Leveraging technology and data for systemic impact. Policy and advocacy as catalysts for change. • Long-Term Impact and Sustainability: Assessing the lasting effects of social innovation initiatives. Factors influencing sustainability and scalability. • Stakeholder Engagement: Understanding the roles of various stakeholders. Building partnerships and fostering collaboration.
Activity	<ol style="list-style-type: none"> 1. Discussion Forum: Discuss the importance of scalability, adaptability, and community engagement for long-term success. 2. Individual activity: Examine factors influencing the sustainability of their social innovation initiatives. 3. Group Work: the integration of technology, data, and policy changes for achieving systemic impact. 4. Reflective Journal: Steps will they take to contribute to social innovation and systemic change in their future endeavors.
Bibliography	<ol style="list-style-type: none"> 1. Battarbee K., Suri J.F., Howard S.G., Empathy on the Edge: Scaling and Sustaining a Human-Centred Approach to Innovation, IDEO https://new-ideo-com.s3.amazonaws.com/assets/files/pdfs/news/Empathy_on_the_Edge.pdf 2. Clarke M., Smith G., (2023) Validating Social Innovations for Scaling https://www.genio.ie/system/files/Validation_Tool_to_Assess_Potential_of_Social_Innovations_to_Scale.pdf
Hours of Study	<p>Studying: 5 hours Activity: 10 hours</p>

Keywords:	Scaling, diffusion, sustainability, stakeholders, advocacy, systemic change
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Study Guide	
Session 7 (W 13-14) EXAM PERIOD	Subject: Social Innovation Solution Multiplication -Scaling up & Scaling Out
Learning Outcomes	<p>Upon completion of the session, the students will be able to:</p> <ul style="list-style-type: none"> - To develop a Social innovation solution communication strategy Social innovation presentation tools (brief/presentation/ pitch/story development) - To be able to develop a one pager brief, short story and a written presentation regarding the solution and scaling method. - To pitch the story and presentation in front of stakeholders - To appraise the role of technology and innovation in facilitating the scaling process, with a focus on digital platforms, data analytics, and communication technologies.
Content	<ul style="list-style-type: none"> • Social innovation solution communication advocacy strategy • Social innovation presentation tools (brief/presentation/ pitch/story development) • Significance of multiplying the impact of successful social innovation solutions. • The role of funding, partnerships, and organizational structures in achieving scalability. • Challenges and opportunities associated with adapting and replicating solutions across different environments.
Activity	Submit and Present a Social innovation Solution for approaching a social challenge (Pitch)
Bibliography	<ol style="list-style-type: none"> 1. Melo A., Neves M., (2020) Communication design within social innovation, In book: Advances in Design, Music and Arts 7th Meeting of Research in Music, Arts and Design, EIMAD 2020, May 14–15, 2020 (pp.519-533)Publisher: Springer International Publishing https://link.springer.com/chapter/10.1007/978-3-030-55700-3_36 2. Trowbridge H., Barnett, S., Krlev, G. & Yaghil, A. (2022), Learning As You Scale, Genio and People’s Voice Media. https://www.genio.ie/system/files/publications/Learning_as_you_scale.pdf 3. Manzini,E., (2015) Design, When Everybody Designs, An Introduction to Design for Social Innovation, MIT Press (pp. 177-187)
Hours of Study	Studying: 5 hours Activity: 10 hours
Keywords:	Pitching, advocacy, Communication tools, Presentation tools



C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	
Prof. Panayiotis Zaphiris	Professor	
Dr. Nadia Charalambous	Associate Professor	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	

Date: 17.02.2024

