MGMT20142 *Contemporary Issues in Social Innovation*
Term 1 - 2018

Profile information current as at 18/05/2024 05:36 pm

All details in this unit profile for MGMT20142 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

Social innovation includes effective, efficient, sustainable solutions to social problems and aims to improve social wellbeing for society as a whole. This unit will use design thinking and collaboration to develop social empathy that create solutions for social benefit. The unit will include social, environmental and economic sustainability problems. With a focus on action learning and case study analysis, students will develop the ability to assess and design solutions for global social issues. The unit will develop problem-solving skills using critical analysis business models for social innovation and real-life local issues and will equip students with the necessary tools to create a strategy and business model for social innovation projects.

Details

Career Level: *Postgraduate*
Unit Level: *Level 8*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](#).

Offerings For Term 1 - 2018

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment
Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview
1. **Group Work**
Weighting: 50%
2. **Portfolio**
Weighting: 15%
3. **Practical Assessment**
Weighting: 35%

Assessment Grading
This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student feedback

Feedback
Updated materials required

Recommendation
This will need to be addressed for T1 2018. There is limited literature on social innovation representing the approach taken in this unit, but the literature is evolving and the unit needs to reflect that.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Develop a capacity to define and investigate social change, and to identify a potential social change project.
2. Use design-thinking and collaborative processes to consult with stakeholders and develop a social change innovation for a social change project.
3. Research using academic and practical sources to assess the need for social change and the complexities of the social problem.
4. Critically analyse and formulate a social innovation change strategy using business models to develop a social change project
5. Develop a business case for implementation of your social change problem

Alignment of Learning Outcomes, Assessment and Graduate Attributes

| — | N/A Level | ○ | Introductory Level | ● | Intermediate Level | ● | Graduate Level | ○ | Professional Level | ○ | Advanced Level |

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Group Work - 50%			●	●	
2 - Portfolio - 15%		●		●	●
3 - Practical Assessment - 35%	●		●	●	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge	○		○	○	○
2 - Communication			○	○	

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
3 - Cognitive, technical and creative skills	○		○		
4 - Research					
5 - Self-management		○		○	○
6 - Ethical and Professional Responsibility	○	○	○	○	○
7 - Leadership		○		○	○
8 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Group Work - 50%	○	○	○	○	○	○	○	
2 - Portfolio - 15%	○	○	○	○	○			
3 - Practical Assessment - 35%	○	○	○	○	○	○		

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information
A reading list of appropriate texts, many of which are freely available on the internet, will be provided upon enrollment.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Olav Muurlink Unit Coordinator
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Schedule

Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1. Social innovation...what is it? Introduction to the unit, resources, and definitions.	Range of readings and audio-visual material supplied. A free unit textbook will be provided.	Each week, continue to set aside content and reflections for the Assignment 2 Portfolio

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Identifying suitable projects, finding direction.	Range of readings and audio-visual material supplied.	Each week, continue to set aside content and reflections for the Assignment 2 Portfolio

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
The structure of social problems, the concept of 'wicked problems' and unintended consequences.	Range of readings and audio-visual material supplied.	Each week, continue to set aside content and reflections for the Assignment 2 Portfolio

Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
What is change? Why do humans resist change? The key notion of "the problem is an animal".	Range of readings and audio-visual material supplied.	Each week, continue to set aside content and reflections for the Assignment 2 Portfolio

Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Traditional methods of changing the world.	Range of readings and audio-visual material supplied.	Each week, continue to set aside content and reflections for the Assignment 2 Portfolio

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
New approaches to change: changing the world with social innovation.	Range of readings and audio-visual material supplied.	Assignment 1 due this week. Each week, continue to set aside content and reflections for the Assignment 2 Portfolio **Social innovation group pitch** Due: Week 6 Wednesday (18 Apr 2018) 7:00 pm AEST

Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Design thinking: an introduction.	Range of readings and audio-visual material supplied.	Each week, continue to set aside content and reflections for the Assignment 2 Portfolio

Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic

| | | Each week, continue to set aside |
| Identifying social innovation ideas and tools. | Range of readings and audio-visual material supplied. | content and reflections for the Assignment 2 Portfolio |

Week 9 - 07 May 2018

Module/Topic	**Chapter**	**Events and Submissions/Topic**
The human factor: being a social innovator. Motivation and over-motivation.	Range of readings and audio-visual material supplied.	Each week, continue to set aside content and reflections for the Assignment 2 Portfolio

Week 10 - 14 May 2018

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Social entrepreneurship and the relationship with social innovation. Understanding ourselves.	Range of readings and audio-visual material supplied.	Each week, continue to set aside content and reflections for the Assignment 2 Portfolio

Week 11 - 21 May 2018

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Bringing a project to fruition.	Range of readings and audio-visual material supplied.	Assignment 2, Portolio due this week. Assemble material collected throughout term and compile into a consistent and clear document. **Social Innovation Portfolio** Due: Week 11 Wednesday (23 May 2018) 10:00 pm AEST

Week 12 - 28 May 2018

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Revision	Range of readings and audio-visual material supplied.	Assignment 3 due this week. **Practical assessment: Mapping a personal challenge** Due: Week 12 Friday (1 June 2018) 11:00 pm AEST

Review/Exam Week - 04 Jun 2018

Module/Topic	**Chapter**	**Events and Submissions/Topic**

Exam Week - 11 Jun 2018

Module/Topic	**Chapter**	**Events and Submissions/Topic**
There is no exam in this unit.		

Assessment Tasks

1 Social innovation group pitch

Assessment Type
Group Work

Task Description
Working in a group, with a minimum of two members, you need to complete a pitch about a social issue of concern to you. This assignment helps you to demonstrate your understanding of the characteristics of social problems. You are also asked to explain traditional approaches to solving this problem, and how social innovation approaches might differ. This will require you to engage with the specialist literature in the area of your challenge/problem, and the social innovation literature (both scholarly and applied). You will create either an 10 minute online video or a podcast, with the Moodle site for the unit providing resources that enable you to do so.
The objective of this first assessment item is to identify an issue, determine what is **currently** being done to address the issue (the intervention/s), evaluate the efficacy of this intervention(s); and compare that overall impact with a possible social innovation approach.
Information on referencing and resources for this assignment will be provided on the Moodle site. To succeed in this unit you will need to interact with the discussion board, follow forums, and communicate with your peers, read the

recommended cases, listen/watch/read the materials provided.

Assessment Due Date
Week 6 Wednesday (18 Apr 2018) 7:00 pm AEST
Submit online in moodle assignment link

Return Date to Students
Week 8 Friday (4 May 2018)
We anticipate returning assignments/feedback during Week 8 or earlier.

Weighting
50%

Assessment Criteria
The following criteria will be used to assess the Assignment:
Insight. To what degree have you explored the problem and its underlying causes?
Evidence: Is this insight linked to evidence drawn from quality sources?
Critical insight/thinking. Have you identified the strengths and weaknesses of the evidence, and your solutions? Have you demonstrated the strengths and weaknesses of your scholarly and applied sources?
Presentation and communication. Is the way you've summed up the problem clear and compelling? Does it show good communication skills?

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online Group

Submission Instructions
Submit online on moodle. Instructions will be given.

Learning Outcomes Assessed

- Research using academic and practical sources to assess the need for social change and the complexities of the social problem.
- Critically analyse and formulate a social innovation change strategy using business models to develop a social change project

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

2 Social Innovation Portfolio

Assessment Type
Portfolio

Task Description
This assignment, due at the end of the delivery of the six modules, is a portfolio of brief reflective pieces (total 1500 words + references) on each of the modules, for which readings and audio-visual sources are provided in Moodle. The aim is to complete this task as you do your weekly readings.
In these one page reflective pieces I want you to critically reflect upon one or more ideas, concepts, issues or matters raised in the module that you found particularly interesting, perplexing, confusing, illuminating or otherwise significant. In discussing a reading from each module, you will be asked to source and use at least one additional scholarly reference to illustrate your point or points.
Your reflection should not only record your own thoughts and responses but also demonstrate that you have sought out further information and undertaken some research to confirm, challenge or otherwise elaborate on whatever area you choose to focus on for each module.
Word length: 1800 words +/- 10%

Assessment Due Date
Week 11 Wednesday (23 May 2018) 10:00 pm AEST
Submit online in Moodle assignment link

Return Date to Students
Exam Week Monday (11 June 2018)
Returned in Moodle during exam week PRIOR to finalisation of grades.

Weighting
15%

Assessment Criteria
The following criteria will be applied to this assessment:
Insight and reflection. To what degree have you reflected on the topic?
Imagination. Are your reflections/thoughts about the issue you've raised original and incisive?
Research. Are you able to demonstrate some relevant further reading on the topic? Are your sources good quality/credible? Have you used a minimum of one additional resource per module to reinforce your reflections?
Presentation and communication. Is the way you've summed up the your responses to the topic in a clear, professional and concise way? Is your referencing accurate (using APA style)?
You will be asked to define key terms and concepts related to social innovation, and demonstrate a breadth and depth of research into social innovation.
Note in relation to assessment for this unit in general: As Masters students you are required to engage in research as per the Australia Quality Framework (AQF) guidelines. Two specific requirements need to be considered. 1. Students need to demonstrate "a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice, and 2. Students must demonstrate "knowledge of research principles and methods applicable to a field of work and/or learning".
Each module in the unit has a number of readings in terms of academic texts, journals and other publications that represent the appropriate body of knowledge and recent developments referred to by the AQF. In order to demonstrate the ability to engage in appropriate research, students should read and utilise these texts and journals and publications. As Masters students you are expected to research beyond this minimum standard through additional texts, journals and studies to demonstrate an ability to engage in independent research.
Your attention is drawn to the University's stated position on plagiarism. THE WORK OF OTHERS, WHICH IS INCLUDED IN THE ASSIGNMENT MUST BE ATTRIBUTED TO ITS SOURCE (a full list of references must be submitted as part of the assessment).

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Learning Outcomes Assessed

- Use design-thinking and collaborative processes to consult with stakeholders and develop a social change innovation for a social change project.
- Critically analyse and formulate a social innovation change strategy using business models to develop a social change project
- Develop a business case for implementation of your social change problem

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management

3 Practical assessment: Mapping a personal challenge

Assessment Type
Practical Assessment

Task Description
For this assignment you are required to take an individual/personal issue (it doesn't have to be a real one, but it must be plausible) and visually map both the problem and solution. This assignment involves a three stage process:
Thinking. For this stage of the assignment, you have to select a 'problem', understand it's root causes, engineer a solution, see the shortcomings of that solution, and then address (where possible) those shortcomings.
Mapping. Keep notes on the thinking stage, and then create a visual 'mind map' of how you think the problem and its solution (including its possible hurdles) would develop 'in real life'. How would you measure 'success'?
Rethinking: Refining the original plan to ensure that you've dealt with as many of the possible hurdles as possible.
The Moodle site offers further tools and advice on how to create visual maps of problems, and advice on choosing a

topic.

Assessment Due Date
Week 12 Friday (1 June 2018) 11:00 pm AEST
Submit online in Moodle assignment link

Return Date to Students
Exam Week Monday (11 June 2018)
Assignment will be returned after finalisation of grades.

Weighting
35%

Assessment Criteria
We'll be measuring the success of your Map on the following five criteria:
Insight. To what degree have you explored the underlying causes of the problem? For example, is this **really** a problem? Or are you/others looking at it the wrong way? Are there any hidden 'advantages' of keeping this problem?
Critical insight/thinking. Have you identified the weaknesses of your solutions? Have you thought through how these secondary problems could be overcome?
Imagination. Have you come up with an innovative solution to the problem—something that cuts across normal ways of responding to a problem...that makes change inevitable, or offers positive side-effects while delivering the target change?
Realism. Are you able to demonstrate your solutions are realistic? Like Assignment 1, we aren't looking for formal academic referencing here, but clear, tidy, consistent indications of your sources. Again remember, we, like everyone in the real world, is interested in the quality of your sources. So find some way to indicate on your infographic (perhaps in fine print in one corner) where you got your information/evidence from.
Presentation and communication. Is the way you've summed up the problem and the solution clear and compelling? Does it show good communication skills?

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission
Online

Submission Instructions
submit online on moodle.

Learning Outcomes Assessed

- Develop a capacity to define and investigate social change, and to identify a potential social change project.
- Research using academic and practical sources to assess the need for social change and the complexities of the social problem.
- Critically analyse and formulate a social innovation change strategy using business models to develop a social change project

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem