



MGMT20142 Contemporary Issues in Social Innovation

Term 2 - 2019

Profile information current as at 29/04/2024 06:10 am

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 2 - 2019

- Online

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 during Zoom sessions.

Feedback

Substantial readings with students unsure which to prioritise.

Recommendation

Improve on the structure of the unit, so that the content is less an organic guided set of readings, and has a clearer 'curriculum'

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



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

The textbook for this unit, *Wicked Problems and Seriously Wicked Solutions* is available free for download off the Moodle site.

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
o.muurlink@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Do we have a problem? What issues are facing society and the planet that are worthy of our attention? The centrality of Sustainable Development Goals to global priority setting.	Range of readings and audio-visual material supplied. A free unit textbook will be provided.	

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
What is social innovation? How is it currently defined?	Range of readings and audio-visual material supplied. A free unit textbook will be provided.	

Week 3 - 29 Jul 2019

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. A free unit textbook will be provided.	

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
What is change? Why do humans resist change? Taking an ecological perspective on the existence of social problems.	Range of readings and audio-visual material supplied. A free unit textbook will be provided.	

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Traditional/conventional approaches to changing the world. What are the key characteristics to conventional approaches to change?	Range of readings and audio-visual material supplied. A free unit textbook will be provided.	

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
New approaches to change: changing the world with social innovation. How does the social innovation approach differ to conventional approaches to change?	Range of readings and audio-visual material supplied. A free unit textbook will be provided.	Understanding a wicked problem Due: Week 6 Thursday (29 Aug 2019) 12:00 am AEST

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Design thinking: an introduction. How do we approach a social problem, and its solution?	Range of readings and audio-visual material supplied. A free unit textbook will be provided.	

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
How can we generate ideas for social innovation? Techniques designed to create new approaches to tackling old problems.	Range of readings and audio-visual material supplied. A free unit textbook will be provided.	

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Identifying social innovation ideas and tools.	Range of readings and audio-visual material supplied. A free unit textbook will be provided.	

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
The human factor: being a social innovator. Motivation and emotions in social innovation.	Range of readings and audio-visual material supplied. A free unit textbook will be provided.	Portfolio of readings Due: Week 10 Wednesday (25 Sept 2019) 12:00 am AEST

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Social entrepreneurship and its relationship with social innovation. Understanding ourselves.	Range of readings and audio-visual material supplied. A free unit textbook will be provided.	

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Bringing it all together: revision.	Range of readings and audio-visual material supplied. A free unit textbook will be provided.	Insight project Due: Week 12 Friday (11 Oct 2019) 12:00 am AEST

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Understanding a wicked problem

Assessment Type

Group Work

Task Description

Working in a group, with a minimum of two members, you need to design and deliver a pitch about a social issue of concern to you. This assignment helps you to demonstrate your understanding of the characteristics of social problems. 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 should also include a brief overview of existing campaigns, policy approaches or other responses to the social problem. You will create either a 10-minute online video or a podcast, with the Moodle site for the unit providing resources that will guide production. Information on referencing and resources (including technical 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 Thursday (29 Aug 2019) 12:00 am AEST

Return Date to Students

Week 8 Monday (9 Sept 2019)

Feedback will be emailed to students, and uploaded to Moodle.

Weighting

50%

Assessment Criteria

The following criteria will be used to assess the Assignment:

1. **Insight.** To what degree have you explored the problem and its underlying causes? (30%)
2. **Evidence:** Is this insight linked to evidence drawn from quality sources? (30%)
3. **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? (20%)
4. **Presentation and communication.** Have you summed up the problem in a clear and compelling way? Does it show good communication skills? Does it show appropriate and accurate (APA) referencing? (20%)

Referencing Style

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

Submission

Online Group

Submission Instructions

Upload submission materials, including a link to the cloud-based video/audio material to the assignment submission link. Late penalties will apply. Emailed submissions will not be accepted.

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 Portfolio of readings

Assessment Type

Portfolio

Task Description

It is important that you begin this assignment at the beginning of the term even though the due date is at the end of the term. As you work through the readings in each week's modules, or do additional readings in areas of particular interest to you, keep a record of your notes on your reaction to these pieces. This assignment is similar to an annotated bibliography, or a 'diary' of readings, with the focus on showing not just that you've understood the readings, but have thought about/reflected on the readings. Focus on **six readings** chosen from across the unit that particularly sparked your interest or thinking, and discuss and reflect on this material. So select works that you found interesting, perplexing, confusing, illuminating or otherwise significant. Your work can include more than six readings/references, if they help illustrate your thoughts, and you can use the textbook as one of the six core readings or as one of your optional additional readings. Total word count for this assignment is 1500 words + references.

IMPORTANT REMINDER: To reduce end-of-semester stress, it is recommended that the student complete this task as they complete weekly readings, and then polish and submit close to the due date.

Assessment Due Date

Week 10 Wednesday (25 Sept 2019) 12:00 am AEST

Submit to the link provided on the Moodle site. Late penalties will apply. Emailed submissions will not be accepted.

Return Date to Students

Week 12 Monday (7 Oct 2019)

Feedback will be released through Feedback Studio.

Weighting

15%

Assessment Criteria

The following criteria will be applied to this assessment:

1. **Insight and reflection.** To what degree have you reflected on the topic? (20%)
2. **Conceptual and theoretical understanding.** To what degree does the submission represent an understanding of key terms and theories? (20%)
3. **Imagination.** Are your reflections/thoughts about the issue you've raised original and incisive? (20%)
4. **Research & Critical Thinking.** Are you able to demonstrate some relevant further reading on the topic? Are your sources good quality/credible/relevant? Have you used a minimum of one additional resource per module to reinforce your reflections? (30%)
5. **Presentation and communication.** Have you summed up the your responses to the topic in a clear, professional and concise way? Is your referencing accurate (using APA style)? (10%)

Note in relation to assessment for this unit in general: as postgraduate 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 postgraduate 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

Submission Instructions

Note that late penalties will apply. Emailed submissions will not be accepted.

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 Insight project

Assessment Type

Practical Assessment

Task Description

This assessment item is designed to allow the student to become more familiar with the nature of wicked problems and the difficulties that social innovators face in designing 'solutions' to those problems. This difficulty is illustrated by taking a stubborn individual/personal issue 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 its 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.

While this assignment is designed **primarily** around a visual presentation of a complex problem and solution, students are asked to supplement their visual presentation with written material (maximum 1000 words, referenced) to illustrate the thinking/research that went into producing the final map.

The Moodle site offers further tools and advice on how to create visual maps of problems, and advice on choosing a topic. Students should include a reference list (APA style) with their submission, although this can be submitted separately.

Assessment Due Date

Week 12 Friday (11 Oct 2019) 12:00 am AEST

Submit to the link provided on the Moodle site. Late penalties will apply. Emailed submissions will not be accepted.

Return Date to Students

Exam Week Monday (21 Oct 2019)

Assignment feedback will be given as part of the release of grades.

Weighting

35%

Assessment Criteria

The following criteria will be used to assess the Assignment:

1. **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? (20%)
2. **Critical insight/thinking.** Have you identified the weaknesses of your solutions? Have you thought through how these secondary problems could be overcome? (20%)
3. **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? (20%)
4. **Realism.** Are you able to demonstrate your solutions are realistic? Like Assignment 1, formal academic referencing is not necessarily required here, but clear indications of your sources should be given. Again remember, quality of your sources is important. So find some way to indicate on your infographic (perhaps in fine print in one corner) where you got your information/evidence from (20%)
5. **Presentation and communication.** Is the way you've summed up the problem and the solution clear and compelling? Does it show good communication skills? Have you used correct APA style in your reference list and taken care to check for grammar, spelling and other presentation issues in your final document submission? (20%)

Referencing Style

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

Submission

Online

Submission Instructions

Note that late penalties will apply. Emailed submissions will not be accepted.

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