

Syllabus

International Perspectives on Social Innovation

(03 ECTS)

Academic Year: 2017-2018

Semester: 2nd Course: 3rd

Social Work Degree

Module B: Social Work: concepts, methods, theories and application

Unit: Social and Communication Skills for Social Work

Social Education Degree

Module F: Techniques, means and resources for Educational Intervention

Unit: English

Teachers: Ph.D. Maria Tereza Leal, Ph.D. Aina Labèrnia

1.- Presentation

The best way to introduce this subject is presenting the concept of Social Innovation from Oxford Business School (Mulgan, 2007): social innovation as new ideas that meet unmet needs. In times of economic constraints and major social changes it seems urgent to find new solutions to our common problems.

However, social innovation is not something new and is not only a new trend that arises with the recent economic crisis. The concept may refer to fair trade and restorative justice, some relatively new ideas, but it could also be referred to some very old institutions that some centuries or decades ago were also very innovative, as hospices and kindergartens. In the same way, it could be related to theories or social movements through history.

This subject approaches different social innovation initiatives currently being designed, proved, tested or used to promote social wellbeing and economic growth around the world.

The idea is to take a deeper look into some aspects that matter in the process of developing innovative solutions to common needs such as the innovation process, unmet needs, creativity and leadership.

Nonetheless, the subject goes beyond the theoretical understanding of the concept of social innovation. It challenges students to think about our current social welfare crisis with a prospective approach to the theme.

It encourages the development of innovative ideas for social intervention offering an experimental experience in which students develop ideas or intervention models. The objective is to promote problem-solving and creative thinking among students by using different methodologies such as scenarios building techniques, design thinking tools and resources from the appreciative inquiry methodology.

It is also important to mention that this subject offers a learning experience in which content, methodology and language skills are equally relevant to achieve the main objective. It is taught in a multilingual environment based on the Content and Language Integrated Learning (CLIL) approach, in which content and language share the same relevance in class. CLIL implies a dual-focussed education with two main aims: one related to the content and other linked to the language (Marsh, 2000). In this subject, English is the main language of reference. By doing this, we promote language competences in a multilingual environment while we aim students to design a broader vision regarding social intervention. We expect

students to increase their language experience and their willingness to build society and shape key values like solidarity, freedom and entrepreneurship.

2.- Competences

- The capacity to identify and describe Social Innovation, with special attention to the key factors of different social innovation initiatives around the world.
- The development of skills regarding creative thinking, problem solving and envisioning.

3.- Content

- Social Innovation – concepts and current debates
- Areas of social innovation: policies, institutions, social action, organizations and movements.
- Social Innovation and Social Entrepreneurship
- Key Factors: envisioning, leadership, competences, management and networks.
- Creative Tools for Innovation Process
- International Foundations promoting Social Innovation and Social Entrepreneurship

4.- Learning results

As learning results, we expect students:

- To identify international initiatives of Social Innovation
- To describe the innovation process and the concepts of social innovation
- To identify the main skills required in social entrepreneurship
- To consider factors such as leadership, envisioning, personal competences, management and networks.

5.- Methodology

5.1 Teachers' Activities

This course is based on solution-oriented group work. The teacher will explain the working methodology and all activities. Students then will be responsible for problem solving, which may imply individual and work group, research, presentations, case study, group dynamics or any other technique. The subject is taught in English and uses CLIL as the main language approach (all class material, videos and assessment guidelines are in English).

5.2 Students' Activities

This is an Active Learning course. This means that the course focuses the responsibility of learning on learners. Guidance will be provided at the beginning and throughout the learning process.

Students must combine personal initiative and self-mastery to their research and homework and must apply teamwork skills to work together.

Very important:

1. Attendance is mandatory (exception for students taking it as a distance-learning course).
2. If a student attends less than 80% of classes, he or she will not be able to be assessed. In this case, the only option will be to take the final exam in July (written test, all content).
3. Being late twice or two early leavings (or both combined) will count as one absence.
4. Differences regarding English levels will be respected but it is highly important to show interest on language improvement, mostly regarding reading comprehension and oral comprehension. Furthermore, extra points will be given if assignments are handed in in English (oral and written expression), as specified in the Assesment Guidelines.
5. If the essay or assignment is not comprehensible, it will not be corrected. Assignments with poor writing resulting in a highly difficult comprehension of their content will not be considered.

6. It is highly recommended to proceed with a careful revision before delivering your work.

Activities in class	50%	1,5 ECTS
Individual or group work	30%	0,9 ECTS
Students' autonomous work	20%	0,6 ECTS

6. - Assessment System

6.1. - Assessment Activities

To evaluate if students have achieved the main competence there will be two assignments as follows:

- 1) Research on Social Innovation Initiatives
- 2) Social Innovation Project Development

The teacher will provide a specific guideline for each assignment (Assessment Guidelines). The first one is an individual essay, and the second is a group project with some deliverables during the course.

6.2. - Assessment Criteria

Assessment	% Final Grade
Attendance	Mandatory
Research on Social Innovation Initiatives	45%
Social Innovation Project Development	55%

7.- Competence Learning Process

See table attached (annex)

8.-Contact

Attention to students: It is mandatory to send an email to request an appointment.

Maria Tereza Leal: mleal@peretarres.url.edu

Wednesdays, from 12:00 p.m. to 13:00 p.m.

Aina Labèrnia: alabernia@peretarres.org

Mondays, from 12:00 p.m. to 13:00 p.m.

9.- Bibliography

Basic Bibliography (further resources will be mentioned in class):

Albaigès J, Morales Gutiérrez AC, Águila A, Padilla A et al. (2010). La innovación social, motor de desarrollo de Europa. Socialinnova.

Alonso L, Fernández Rodríguez,C (2011). La innovación Social y el Nuevo discurso del Management: Limitaciones y Alternativas. ARBOR: Ciencia, Pensamiento y Cultura. Vol 187, No 752

Brown T, Wyatt J (2010). Design Thinking for Social Innovation. Stanford Social Innovation Review 31-35

Domanski D, Monge N, Quitiaquez G, Rocha D (2016). Innovación Social en Latinoamérica. Bogotá: Corporación Universitaria Minuto de Dios. Parque Científico de Innovación Social

Echeverría J (2008). El manual de Oslo y la innovación social. ARBOR Ciencia, Pensamiento y Cultura 609-616

Gryszkiewicz L, Toivonen T, Lykourantzou J (2016). Innovation Labs: 10 defining features. Stanford Social Innovation Review

Morales AC (2009) Innovación social: un ámbito de interés para los servicios sociales. Zerbitzuan 45, 151-178

Mulgan, G. (2006): "The Process of Social Innovation", Innovations, Spring, MIT Press, pp.145-62.

Mulgan G.(2007). Social innovation: What it is, Why it matters and How it can be accelerated. Skoll centre for social entrepreneurship. Working paper. Oxford Business School.

Complementary reading for improving communication skills:

Dalton-Puffer., C., Nikula, T., & Smit, U. (2010). Language use and language learning in CLIL classrooms. Amsterdam; Philadelphia: John Benjamins.

Downing, A., Locke, P. (2002). A University Course in English Grammar. Routledge.

Fernández Morales, C., Hewitt, E. (2007). *English reading comprehension for the field of Social Work*. Granada: Universidad de Granada

Harvey, S. & Goudvis, A. (2007). Strategies that work: teaching comprehension for understanding and engagement. Markham, Ont.: Pembroke: Stenhouse Publishers.

Huddleston, Rodney, And Geoffrey K. Pullum. (2005). *A Student's Introduction to English Grammar*. Cambridge University Press.

Hewings, M. (2009). *Advanced Grammar in Use: A self-study reference and practice book for advanced learners of English*. Cambridge University Press (2nd edition).

Marsh D. (2000) *Using languages to learn and learning to use languages*. Finland. University of Jyvaskyla.

Sidell N., Smiley, D.(2008). *Professional Communication Skills in Social Work*. Pearson: Longman.

ANNEX: Learning Process and Competencies

Competencies	Learning Activities	Learning Results	Assessment Activities
<p>The capacity to identify and describe Social Innovation, with special attention to the innovation process, the skills involved and the key factors of different social innovation initiatives around the world.</p>	<p>Practical and theoretical classes Case Analysis</p>	<p>To identify international initiatives of Social Innovation</p> <p>To describe the innovation process and the concepts of social innovation</p> <p>To identify the main skills required in social entrepreneurship</p> <p>To identify key factors that may help social innovations to be replicable in different contexts</p>	<p>Research on Social Innovation Initiatives</p>
<p>To develop creative thinking and envisioning</p>	<p>Workshop sessions</p>	<p>To take into account factors such as leadership, envisioning, personal competences, management and networks.</p> <p>To create visions (or destinies)</p>	<p>Social Innovation Project Development</p>