

Course Social Innovation & Transformation Design

SDS SPS/08

ETCS 6

Course modules (if any) 3 ETCS Prof. Volpi Valentina,
3 ETCS Prof. Capogna Stefania

Year I year

Semester I semester

Professor(s) Valentina Volpi, Stefania Capogna

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Office hour At the end of the lessons or by appointment to be defined via email. During the suspension of teaching, Prof. Volpi holds a reception on Wednesdays from 13:00 to 14:00.

LEARNING OUTCOMES

The aim of the course is to achieve the following learning outcomes:

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1. **KNOWLEDGE AND UNDERSTANDING SKILLS:** the student must be able to acquire fundamental notions about the main characteristics of communicative and collaborative processes and design methods in the field of Social Innovation; to understand some of the key opportunities and issues related to the impact on services and organizations of the digital and social transformation processes, according to a human-centered approach.
2. **APPLIED KNOWLEDGE AND UNDERSTANDING SKILLS:** the student must be able to acquire analytical and synthetic thinking that is essential to carry out and discuss in a clear and exhaustive way projects, proposals and reflections about the studied problems and issues; to acquire design skills based on a human-centered approach in order to create value and change at a social level.
3. **AUTONOMY JUDGMENT:** the student must be able to analyze the main topics addressed by the course in an independent and critical way; to know how to evaluate tools and methods autonomously and critically for the design of solutions aiming at creating value and change at a social level.
4. **COMMUNICATION SKILLS:** the student must be able to communicate by properly using specific terminology; to acquire the ability for discussion, motivation and mutual exchange of ideas with other students.
5. **LEARNING ABILITY:** the student must prove to be able to acquire the fundamental methodological and conceptual tools for articulating a critical reflection on the issues addressed by the course and for elaborating them with creative thinking; to acquire problem solving skills and the ability to analyze complex situations; to work in a group.

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1. **KNOWLEDGE AND UNDERSTANDING SKILLS:** the student must be able to acquire fundamental notions for understanding the phenomenon of social innovation, the complexity and change drivers that act on the phenomenon of social innovation, the relationship between the social dimension and the technological dimension also in critical perspective; to acquire basic notions for the promotion of social innovation.

2. **APPLIED KNOWLEDGE AND UNDERSTANDING SKILLS:** the student must be able to acquire analysis and synthesis skills essential to understand the proposed theoretical path; to identify the complexity of the transformations taking place; to analyze the essential elements for understanding social innovation processes; to analyze organizational and social transformations in the light of social innovation.
3. **AUTONOMY JUDGMENT:** the student must be able to know how to independently and critically analyze the main topics covered; to know how to reflect in a proactive and original way on the topics covered.
4. **COMMUNICATION SKILLS:** the student must be able to acquire linguistic and conceptual mastery of terminology; to acquire the ability to articulate and transmit in an autonomous and original way a discourse on the topics and problems dealt with.
5. **LEARNING ABILITY:** the student must prove to be able to acquire the bibliographic, linguistic-lexical and conceptual tools necessary to articulate a critical reflection on the issues dealt with and to develop critical thinking on them; to develop and illustrate a path of reflection and research on the topics covered; to work in a team and propose knowledge building paths.

DETAILED PROGRAM

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The course aims to introduce some key themes concerning communicative, collaborative and creative processes in the field of Social Innovation and Design Thinking applied to transformative processes having an impact on society.

The following topics will be specifically addressed:

1. Presentation of the module and of the methods of evaluation and of implementation of the project work (Exam program; Project work scheme).
2. Identification of the main characteristics of Social Innovation and of the context fostering the emergence of transformative processes based on creativity, participation and collaboration (Introducing Social Innovation and transformation processes).
3. Impacts of the Digital and Social Innovation process on organizational models and communities (Digital and Social Innovation and System Thinking).
4. Digital tools supporting participatory processes applied to services, decision-making and community-building (Crowdsourcing and Collaborative platforms).
5. Presentation of the most effective human-centered tools and methods for participatory design (design thinking and co-design) and for creating changes aiming at the social good (Human-Centered Design and Design Thinking; Transformation Design; Focus on SI Design tools).

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The course aims to provide the theoretical-methodological knowledge necessary to understand the value and meaning of social innovation in the global context. The course deals with the theme of social innovation in the light of its historical foundations and in the context of the processes of change introduced by the technological revolution.

The following topics will be specifically addressed:

1. Lesson 1: Presentation of the course and of the examination and assessment procedures Definition of the 'Training Agreement'; Course overview, indications for the final exam and individual and / or group work; Introduction to Social Innovation.
2. Lesson 2: Social Innovation in the global scenario: the drivers of change; Crisis of modernity and ethics of sustainability.
3. Lesson 3: The social innovation & technologies challenges.
4. Lesson 4: Disruptive Innovation. Testimony.
5. Lesson 5: Studying and promoting social innovation.
6. Lesson 6: Intermediate evaluation: exemption.

RECOMMENDED PRE-REQUISITES (IF ANY)

None

TEACHING METHODOLOGIES

The educational activities will consist of lectures/presentations and class discussions aimed at encouraging students to reflect, elaborate a critical point of view and autonomously research on the topics covered.

In addition, students will be engaged, and they will actively participate through laboratory activities, exercises and the final group project (or final individual paper), according to the topics covered during the course.

FINAL EXAMINATION METHODOLOGIES

Students will take a single common exam for both modules of the course in "Social Innovation & Transformation Design". Each teacher will provide indications for the exam texts relating to their module. The project work is common for both modules.

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Student assessment includes:

1. For all students, a final oral examination that will cover all the material of the course.
2. For students continuously taking part in the lessons, the final evaluation of the oral examination will also take into account the level and quality of the student's participation in the activities (class discussions, laboratory activities, etc.) carried out during the course.
2. Students in the 'part-time/workers' category or being unable to continuously take part in the lessons, as a support for studying, are also required to add a textbook among the following:
 - a. "Part I – What is design thinking?" In "Brown, T. (2009). Change by design: How Design Thinking Transforms Organizations and Inspires Innovation. HarperCollins, New York." (pp. 1-149)
 - b. "Part I – Social Innovation and Design" In "Manzini, E. (2015). Design When Everybody Designs: An Introduction to Design for Social Innovation. The MIT Press, Cambridge, MA." (pp. 1-74)

3. For all students, a final group project on the design of a solution aiming at creating value and change at a social level, which will be presented during the final oral examination through the use of digital resources and tools chosen by the group (ppt, concept maps, prototype, etc.).

The group is required to present the project work together on the same examination date. Each group will have 15 minutes to present the project work. The subject of the group project will have to be previously approved by the lecturer. The final group project must be sent in digital format to the lecturer three days before the examination date.

If not available to the teamwork, the student can present a paper on the analysis of a case study. The case study will have to be previously approved by the lecturer. The final paper must be sent in digital format to the lecturer three days before the examination date.

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Ongoing evaluation:

The ongoing assessment is based on the accomplishment of the research/in-depth tasks assigned during the semester, the participation and presentation of individual and/or group work on the course contents.

During the semester, research/in-depth tasks functional to the development of the final project work will be assigned. The details for each assignment will be explained during the semester. These activities, to be carried out during the course period, are part of the ongoing assessment and involve the realization of:

- In-depth research (individual and/or group) on a topic chosen and agreed with the teachers.
- Individual and/or group class presentations and speeches.
- Participation and sharing of thematic learning materials through remote cooperation/communication environments.
- Presentation in the classroom for exemption.

Final evaluation:

The final evaluation is cumulative, it takes into account:

- Active participation in the classroom.
- Active participation in individual and/or group work.
- Outcomes of the ongoing assessment.
- Exemption: presentation of individual and/or group in-depth work.
- Individual/group written project work developed on a topic of your choice and agreed with the teachers.
- Final (oral) individual interview for the presentation of the PW.

Points		Requirements
4	Ongoing evaluation	Class attendance, participation Quality of work
4		Assignments n. 1 Individual/Team work
4		Assignments n. 2 exemption
4	Final evaluation	Assignments n. 3

		Project Work
14		Final examination
Lode		Personal/autonomous study

In summary, the final exam (single and shared between the two modules) includes:

- Project work elaboration (individual or group) to be delivered for the final oral examination.
- Project work presentation (individual or group) during the final oral examination.
- Critical discussion on the theoretical path illustrated in class (see indications provided for each of the two modules).

EVALUATION CRITERIA

At the end of the course, the following skills of the student will be evaluated:

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1. **KNOWLEDGE AND UNDERSTANDING SKILLS:** ability to identify the main characteristics of the communicative, participatory and collaborative processes of social innovation and human-centered design from different perspectives.
2. **APPLIED KNOWLEDGE AND UNDERSTANDING SKILLS:** ability to discuss real cases and design solutions aiming at creating value and change on a social level, linking them to the tools and concepts presented in class or individually learned.
3. **AUTONOMY JUDGMENT:** ability to implement and motivate design choices and participatory processes aiming at creating value and change at a social level, showing some of the short and long-term effects associated with such interventions.
4. **COMMUNICATION SKILLS:** ability to summarize and re-elaborate the contents covered by the course; ability to present ideas and design solutions in a clear and understandable way.
5. **LEARNING ABILITY:** ability to work in a team; ability to contribute in a creative and critical way to the analysis of complex situations and to the design of solutions aiming at creating value and change at a social level.

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1. **KNOWLEDGE AND UNDERSTANDING SKILLS:** ability to acquire the fundamental notions relating to the topics listed in the detailed teaching program.
2. **APPLIED KNOWLEDGE AND UNDERSTANDING SKILLS:** ability to acquire the fundamental notions relating to the topics listed in the detailed teaching program.
3. **AUTONOMY JUDGMENT:** ability to independently and critically analyzing the major topics covered in the teaching; ability to outline social innovation paths starting from a critical reflection on the observed phenomena.
4. **COMMUNICATION SKILLS:** ability to acquire the linguistic and conceptual mastery of terminology; ability to use different communicative registers according to the different contexts/tools/target.

5. **LEARNING ABILITY:** ability to organize autonomous and appropriate in-depth courses for the development of project work (individual or group); ability to work in a group.

FINAL GRADING INFORMATION AND CRITERIA

The final score is expressed in thirtieth grade, with the possibility of honors. The final score reflects the student's preparation as follows:

Score	Description
< 18 not sufficient	Fragmentary and superficial knowledge of contents, errors in applying concepts, insufficient exposure.
18-20	Sufficient but still general knowledge of contents, elementary exposure, uncertainties in the application of theoretical notions.
21-23	Appropriate, but not deep, knowledge of contents, good ability in applying theoretical notions as well as presenting them in a simple way.
24-25	Appropriate and vast knowledge of contents, discrete ability in applying them, good ability in presenting notions in a comprehensive way.
26-27	Precise and comprehensive knowledge of the topics, good ability in applying the acquired knowledge, good analytical skills, clear and correct exposure.
28-29	Extensive, comprehensive and deep knowledge of contents, good applicative skills, good ability of analysis and synthesis, confident and correct exposure.
30 30 with honors	Very broad, comprehensive and deep knowledge of the contents, well-established ability to apply the acquired notions, excellent ability of analysis, synthesis as well as ability to create interdisciplinary links, fluency of exposure.

COURSE MATERIAL

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For the preparation of the exam, the following **mandatory texts** are needed:

1. Lecture slides

The following **supplementary texts** provide support to the students who are unable to continuously take part in the lessons as well as in all the teaching activities:

1. "Part I – What is design thinking?" In "Brown, T. (2009). Change by design: How Design Thinking Transforms Organizations and Inspires Innovation. HarperCollins, New York." (pp. 1-149)
2. "Part I – Social Innovation and Design" In "Manzini, E. (2015). Design When Everybody Designs: An Introduction to Design for Social Innovation. The MIT Press, Cambridge, MA." (pp. 1-74)

Other teaching and learning support materials: The videos shown during the course and the analysis of different case studies discussed during the lectures.

Additional resources and the possibility to participate in conferences and/or seminars will be provided during the course.

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Students are required to complete the preparation for the exam by integrating the teaching materials discussed during the classroom lessons with the following mandatory volumes:

- Reference text for the preparation of interim presentations:
 - Mulgan, Geoff, [SOCIAL INNOVATION. How Societies Find the Power to Change](https://books.google.com.ua/books?id=MA_yxQEACAAJ&printsec=frontcover&hl=it&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false), Policy Press, 26 nov 2019
https://books.google.com.ua/books?id=MA_yxQEACAAJ&printsec=frontcover&hl=it&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false
- Reference text for the final exemption:
 - Robin Murray, Julie Caulier-Grice, Geoff Mulgan, [THE OPEN BOOK OF SOCIAL INNOVATION](#)
- Reading tips:
 - H. Anheier, G. Krlev, G. Mildenberger, [Social Innovation Comparative Perspectives](#) [Open Access], 2018
<https://www.taylorfrancis.com/books/e/9781315158020>:

OTHER ADVICES

It is recommended to fix with the teachers the topic on which the final project will focus (or in exceptional cases the term paper on the analysis of a case study) at least three weeks before the exam date.

It is strongly recommended to take part in the lessons continuously. The whole course is based on a methodology that enhances the 'cooperative learning' and the centrality of the student through his active commitment to study to promote the training of transversal skills (flipped classroom).

It is possible to bring personal devices (tablet / laptop) into the classroom for individual and / or group work.

Students belonging to the 'part-time/workers' category or being unable to continuously take part in the lessons are suggested to directly contact the professor in order to analyze, together, specific training needs. These students are required to use all the didactic and technological aids prepared to ensure their success in the study and through which they will be able to maintain an interaction with the teacher and with the tutor.