

DEGREE PROGRAM: Technologies and Languages of Communication (LM-59) – Interaction Design

COURSE: Social Innovation & Transformation Design

CFU (CREDITS): 6 (I YEAR - I SEMESTER)

POSSIBLE ARTICULATION IN MODULES: 3 ECTS Prof. Volpi Valentina + 3 ECTS Prof. Capogna Stefania. SINGLE EXAM

ACADEMIC YEAR: 2023-2024

LECTURER: Valentina Volpi, Stefania Capogna

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OFFICE HOURS: It usually takes place 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 AND SKILLS OUTCOMES:

At the end of the course, students who have completed their studies will be able to:

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- 1.** With reference to knowledge and understanding:
Acquiring fundamental notions about the main characteristics of communicative and collaborative processes and design methods in the field of Social Innovation; understanding 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.** With reference to applied knowledge and understanding:
Acquiring 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. Acquiring design skills based on a human-centered approach in order to create value and change at a social level.
- 3.** With reference to making judgments:
Being able to analyze the main topics addressed by the course in an independent and critical way. Knowing how to autonomously and critically evaluate tools and methods for the design of solutions aiming at creating value and change at a social level.
- 4.** With reference to communication skills:
Being able to communicate by properly using specific terminology; acquiring the

ability for discussion, motivation and mutual exchange of ideas with other students.

5. With reference to learning skills:

Acquiring 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; acquiring problem solving skills and the ability to analyze complex situations; being able to work in a group.

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This part of the teaching aims to enable students to achieve three main educational objectives:

- understand the social dimension of innovation in the context of global scenarios;
- understand the paradigm shift that goes through the very concept of social innovation, in the light of the crisis of modernity and the worsening of inequalities caused by globalization processes.

1. With reference to knowledge and understanding:

Acquiring 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. Acquiring basic notions for the promotion of social innovation.

2. With reference to applied knowledge and understanding:

Acquiring analysis and synthesis skills essential to understand the proposed theoretical path; Learning to identify the complexity of the transformations taking place; Analyzing the essential elements for understanding social innovation processes; Analyzing organizational and social transformations in the light of social innovation.

3. With reference to the autonomy of judgment:

Knowing how to independently and critically analyze the main topics covered; Knowing how to reflect in a proactive and original way on the topics covered.

4. With reference to communication skills:

Acquiring linguistic and conceptual mastery of terminology; Acquiring the ability to articulate and transmit in an autonomous and original way a discourse on the topics and problems dealt with.

5. With reference to the ability to learn:

Acquiring 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; Being able to develop and illustrate a path of reflection and research on the topics covered; Being able 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.

In detail, the fundamental themes are:

- Presentation of the module and of the methods of evaluation and of implementation of the project work (*Exam program; Project work scheme*).
- 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*).
- Impacts of the Digital and Social Innovation process on organizational models and communities (*Digital and Social Innovation and System Thinking*).
- Digital tools supporting participatory processes applied to services, decision-making and community-building (*Crowdsourcing and Collaborative platforms*).
- 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*).

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.

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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 main topics covered in the course are the following:

- 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.
- Lesson 2: Social Innovation in the global scenario: the drivers of change; Crisis of modernity and ethics of sustainability.
- Lesson 3: The social innovation & technologies challenges.
- Lesson 4: Disruptive Innovation. Testimony.
- Lesson 5: Studying and promoting social innovation.
- Lesson 6: Intermediate evaluation: exemption.

RECOMMENDED PROPEDEUTICS:

None

EXAMINATION PROCEDURE:

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:

- For attending and non-attending students, a final oral examination that will cover all the material of the course.
- For attending students, 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.
- Non-attending students are also required to study an additional textbook among the following:
 - "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)
 - "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)
- For attending and non-attending 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.

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).

TEACHING EVALUATION CRITERIA:

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According to the Dublin Descriptors, students will be assessed based on:

1. With reference to knowledge and understanding:
Their ability to identify the main characteristics of the communicative, participatory and collaborative processes of social innovation and human-centered design from different perspectives.
2. With reference to applied knowledge and understanding:
Their 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. With reference to making judgments:
Their 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. With reference to communication skills:
Their ability to summarize and re-elaborate the contents covered by the course; their ability to present ideas and design solutions in a clear and understandable way.
5. With reference to learning skills:
Their ability to work in a team; their 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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Taking into account the entire course of study during the semester, the in-depth study of your choice (written), the final interview, the final exam will evaluate:

1. With reference to knowledge and understanding:
Their ability to identify the main characteristics of the communicative, participatory and collaborative processes of social innovation and human-centered design from different perspectives.
2. With reference to applied knowledge and understanding:
The acquisition by the student of the fundamental notions relating to the topics listed in the detailed teaching program will be assessed.
3. With reference to autonomy of judgment:
The student's ability to be able to independently and critically analyze the major topics covered in the teaching will be assessed, and to be able to outline social innovation paths starting from a critical reflection on the observed phenomena.
4. With reference to communication skills:
Through written work and classroom presentations, and the final presentation of the project work, the linguistic and conceptual mastery of terminology and the ability to use different communicative registers according to the different contexts/tools/target will be assessed.
5. With reference to the ability to learn:
The ability to organize autonomous and appropriate in-depth courses for the development of project work (individual or group) and the ability to work in a group will be assessed.

CRITERIA FOR AWARDING THE FINAL VOTE:

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The final grade is expressed on a 30-point scale and it is the result of the average between the grade of the oral examination (on a 30-point scale) and the grade assigned to the final group project/paper (on a 30-point scale).

- 18/30: basic level with reference to the above mentioned criteria.
- Up to 30/30, with possible "cum laude": excellent level with reference to the above mentioned criteria.

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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

TEACHING MATERIAL:

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Attending students

a) Required textbooks: lecture slides

Non-attending students

a) Required textbooks: lecture slides

b) Additional textbooks (required). One chosen by the student among the following:

- "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).
- "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. Mildenerger, [Social Innovation Comparative Perspectives](https://www.taylorfrancis.com/books/e/9781315158020) [Open Access], 2018
<https://www.taylorfrancis.com/books/e/9781315158020>

ADVICE FROM THE TEACHER:

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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.

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Participation

Attendance and active participation are required.

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).

Non-attending students

Any students belonging to the 'part-time / workers' category 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.

These students are advised to contact the professor to examine specific training needs together.

NB:

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