

Subject Description Form

Subject Code	APSS4535																	
Subject Title	Social Innovation for Grand Challenges																	
Credit Value	3																	
Level	4																	
Pre-requisite/ Co-requisite/ Exclusion	<u>Exclusion</u> : APSS3243 Creating Innovation in Social Entrepreneurship																	
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">100% Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 20%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Individual Essay</td> <td style="text-align: center;">30 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Project Presentation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>3. Group Project Report</td> <td style="text-align: center;">--</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>4. Participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; The completion and submission of all component assignments are required for passing the subject; and Student must pass all component(s) if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Individual Essay	30 %	--	2. Project Presentation	--	30%	3. Group Project Report	--	30%	4. Participation	10%	--
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Objectives	<p>This subject introduces students to the concept of social innovation as a new way of tackling societal “grand challenges” (e.g., poverty, inequality, ageing, climate change, water crisis, etc.). It will also introduce the diverse concepts, examples, practices, cases of social innovation, and the theoretical perspectives that underpin social innovation.</p> <p>This subject will cover new types of social innovation including hybrid organizations (e.g., social enterprises), microfinance, buy one give one, platform cooperatives, sharing economy, digitally-enabled social innovation, as well as new ways of financing social initiatives such as social impact bond or pay for success, participatory budgeting, and impact investing. It will discuss the individual characteristics commonly found among social innovators and practical ways to implement social innovation. The course prepares students for a career in the government, non-profit sectors, social enterprises, and social innovation projects.</p>																	

<p>Intended Learning Outcomes</p>	<p>Upon completion of the subject, students are able to:</p> <ul style="list-style-type: none"> (a) demonstrate discipline-specific knowledge and skills in being a social innovator, including foundational concepts and theories for social innovation skills as they are applied in the public, private and third sectors; (b) develop social empathy, moral sensibility, critical capacity, and sustained interest in understanding the major issues and challenges faced by the society and social innovators; (c) obtain competencies in informational literacy that include the ability to find, acquire, evaluate, manage and use information in a range of media; or acquire, organize and present information through technology-based activity leading to be a competent social innovator; (d) apply a global perspective and demonstrate intercultural competence in their vocational lives, with an awareness of both global and local contexts and function in a multicultural, global setting in policy and social innovation practice; and (e) fulfil the social and ethical responsibility of their decisions and actions, including the acknowledgement of social justice issues relevant to the practice of social policy and social innovation and their commitments to the society.
<p>Subject Synopsis/ Indicative Syllabus</p>	<p>This subject will provide the students with the following knowledge:</p> <ol style="list-style-type: none"> 1. Conceptualization of various meanings of social innovation and the diverse theoretical perspectives that explain social innovation. 2. Dimensions of social innovation. 3. The practices, cases, and models of social innovation – solving the social issues with innovative approaches and mindsets. 4. Building, mobilizing and leveraging cross-sectoral strengths in resolving societal grand challenges innovatively via social innovation skills, principles, and methods. 5. Defining and mobilizing resources for social innovation and its sustainability 6. Understanding the impact and measurement of social innovation

	<p>Session Topics:</p> <table border="1" data-bbox="534 219 1469 1417"> <thead> <tr> <th data-bbox="534 219 676 255">Session</th> <th data-bbox="676 219 1469 255">Topics</th> </tr> </thead> <tbody> <tr> <td data-bbox="534 255 676 322">1</td> <td data-bbox="676 255 1469 322">What is social innovation and who is social innovator?</td> </tr> <tr> <td data-bbox="534 322 676 389">2</td> <td data-bbox="676 322 1469 389">Theories and perspectives of social innovation</td> </tr> <tr> <td data-bbox="534 389 676 495">3</td> <td data-bbox="676 389 1469 495">Evaluating social innovation opportunities: Models and approaches</td> </tr> <tr> <td data-bbox="534 495 676 600">4</td> <td data-bbox="676 495 1469 600">Innovation that tackles poverty and stigma (i.e., microfinance, work integration social enterprises)</td> </tr> <tr> <td data-bbox="534 600 676 734">5</td> <td data-bbox="676 600 1469 734">Innovation to reform business (i.e., B Corporation, commerce-for-peace, Bottom of Pyramid, Low-Profit Limited Liability Company)</td> </tr> <tr> <td data-bbox="534 734 676 869">6</td> <td data-bbox="676 734 1469 869">Innovation that redefines work and ownership (i.e., platform cooperatives, employee stock ownership scheme, sharing economy, e-commerce live-streaming)</td> </tr> <tr> <td data-bbox="534 869 676 936">7</td> <td data-bbox="676 869 1469 936">Digital social innovation: Strategies to succeed</td> </tr> <tr> <td data-bbox="534 936 676 1003">8</td> <td data-bbox="676 936 1469 1003">Regenerative economy</td> </tr> <tr> <td data-bbox="534 1003 676 1070">9</td> <td data-bbox="676 1003 1469 1070">Ethical consumption for a sustainable economy</td> </tr> <tr> <td data-bbox="534 1070 676 1176">10</td> <td data-bbox="676 1070 1469 1176">Innovation in financing social innovation (e.g., social impact bond, participatory budgeting, impact investing)</td> </tr> <tr> <td data-bbox="534 1176 676 1281">11</td> <td data-bbox="676 1176 1469 1281">Basic financial analysis for social innovation (i.e., break-even point, cost analysis)</td> </tr> <tr> <td data-bbox="534 1281 676 1348">12</td> <td data-bbox="676 1281 1469 1348">Consulting session with the teacher</td> </tr> <tr> <td data-bbox="534 1348 676 1417">13</td> <td data-bbox="676 1348 1469 1417">Project presentation</td> </tr> </tbody> </table>	Session	Topics	1	What is social innovation and who is social innovator?	2	Theories and perspectives of social innovation	3	Evaluating social innovation opportunities: Models and approaches	4	Innovation that tackles poverty and stigma (i.e., microfinance, work integration social enterprises)	5	Innovation to reform business (i.e., B Corporation, commerce-for-peace, Bottom of Pyramid, Low-Profit Limited Liability Company)	6	Innovation that redefines work and ownership (i.e., platform cooperatives, employee stock ownership scheme, sharing economy, e-commerce live-streaming)	7	Digital social innovation: Strategies to succeed	8	Regenerative economy	9	Ethical consumption for a sustainable economy	10	Innovation in financing social innovation (e.g., social impact bond, participatory budgeting, impact investing)	11	Basic financial analysis for social innovation (i.e., break-even point, cost analysis)	12	Consulting session with the teacher	13	Project presentation
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<p>Teaching/Learning Methodology</p>	<ol style="list-style-type: none"> 1. Interactive Lecture <ol style="list-style-type: none"> a) To interact between instructor and students and among students; b) To foster deeper processing of content through discussion. 2. Project Presentation <ol style="list-style-type: none"> a) To bring about deeper understanding of and further exploration into the concepts and theories being touched upon in lectures; b) To enable students to actively participate in the exploration of some given topics through presentation and leading of group discussion. 3. Practice Based Learning <ol style="list-style-type: none"> a) To provide opportunities to analyze real life case(s) of social innovation b) To provide real life opportunities to practice and demonstrate a working model or prototype of social innovation 																												

	<p>4. Guest Speaker’s Sharing</p> <p>a) Guest speaker(s) from successful social innovation projects will be invited to share their experience;</p> <p>b) This will allow students to relate what they have learnt in the lectures to the experience of the guests.</p> <p>5. Visiting a Social Innovation Project</p> <p>a) Visit to successful social enterprise or social innovation project will be arranged;</p> <p>b) Students can gain first-hand experience in real life setting.</p>																																																						
<p>Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)</p>	<table border="1" data-bbox="533 591 1468 1167"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Individual Essay</td> <td>30 %</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2. Project Presentation</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Group Project Report</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>4. Participation</td> <td>10%</td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Individual essay will allow students to integrate major concepts, theory and methods they have learnt in the subject to demonstrate their knowledge and competence in the field of study. Students can also indicate the effectiveness of their proficiency in communicating ideas, creativity and critical thinking, appropriateness and critical insights in making judgment.</p> <p>Project presentation will provide an opportunity for students to display the learning outcomes as described above. This will also allow them to make evident their competence in communicating ideas and learning experience in an interactive, student-centred and problem-based setting. Students are requested to form groups of not more than five members (as per the lecturer’s discretion depending of the class size) to choose a suitable topic as their group project, and present to the class near or at the end of the semester. Each project will be presented in 15 minutes, and another 15 to 20 minutes for the questions and feedback from the other students and the lecturer.</p> <p>Group project report will provide the students with an additional opportunity to consolidate the ideas they presented and the feedback they received. From this, students can also reflect on their own experience in articulating their ideas and arguments.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. Individual Essay	30 %	✓		✓	✓	✓		2. Project Presentation	30%	✓	✓	✓	✓			3. Group Project Report	30%	✓	✓	✓	✓			4. Participation	10%				✓	✓		Total	100 %						
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Student Study Effort Required	Class contact:	
	▪ Lecture, Project Presentation and Agency Visit	39 Hrs.
	Other student study effort:	
	▪ Preparation for Project Presentation	15 Hrs.
	▪ Preparation for Individual Paper	36 Hrs.
	▪ Preparation for Project Report	20 Hrs.
	▪ Self-study	10 Hrs.
	Total student study effort	120 Hrs.
Reading List and References	<p><u>Essential</u></p> <p>Ayob, N., Teasdale, S., & Fagan, K. (2016). How social innovation ‘came to be’: Tracing the evolution of a contested concept. <i>Journal of Social Policy</i>, 45(4), 635-653.</p> <p>Battilana, J., Lee, M., Walker, J., Dorsey, C. (2012). In Search of the Hybrid Ideal. <i>Stanford Social Innovation Review</i>, 10(3): 51-5. http://www.ssireview.org/articles/entry/in_search_of_the_hybrid_ideal</p> <p>Cao, K., Gehman, J. and Grimes, M.G. (2017), "Standing Out and Fitting In: Charting the Emergence of Certified B Corporations By Industry and Region", Corbett, A.C. and Katz, J.A. (Ed.) <i>Hybrid Ventures (Advances in Entrepreneurship, Firm Emergence and Growth, Vol. 19)</i>, Emerald Publishing Limited, Bingley, pp. 1-38</p> <p>Chandra, Y., Shang, L., Mair, J. (2021). <u>Drivers of Success in Social Innovation: Insights into Competition in Open Social Innovation Contests</u>. <i>Journal of Business Venturing Insights</i> (e-version).</p> <p>Cui, M., Pan, S. L., Newell, S., & Cui, L. (2017). Strategy, resource orchestration and e-commerce enabled social innovation in Rural China. <i>The Journal of Strategic Information Systems</i>, 26(1), 3-21.</p> <p>Doherty, B., Haugh, H., Lyon, F. (2014). Social Enterprises as Hybrid Organizations: A Review and Research Agenda. <i>International Journal of Management Reviews</i>, 16: 417-436.</p> <p>Mulgan, G., Tucker, S., Ali, R. and Sanders, B. (2007). <i>Social Innovation: What It Is, Why It Matters and How It Can Be Accelerated</i>, Working Paper: Skoll Centre for Social Entrepreneurship. https://youngfoundation.org/wp-content/uploads/2012/10/Social-Innovation-what-it-is-why-it-matters-how-it-can-be-accelerated-March-2007.pdf</p> <p>Scheidgen, K., Gümüşay, A. A., Günzel-Jensen, F., Krlev, G., & Wolf, M. (2021). Crises and entrepreneurial opportunities: Digital social innovation in response to physical distancing. <i>Journal of Business Venturing Insights</i>, 15, e00222.</p>	

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Phills, J.A., Deiglmeier, K., Miller, D.T., 2008. Rediscovering social innovation. *Stanford Social Innovation Review*, 6 (4), 34–43.

Supplementary

Austin, J., Stevenson, H., & Wei-Skillern, J. (2006). Social and Commercial Entrepreneurship: Same, Different or Both? *Entrepreneurship Theory & Practice*, 30(1): 1-22.

Santos, F.M. (2012). A positive theory of social entrepreneurship. *Journal of Business Ethics*, 111: 335-351.

Santos, F., Pache, A. C., & Birkholz, C. (2015). Making Hybrids Work: Aligning Business Models and Organizational Design for Social Enterprises. *California Management Review*, 57(3), 36-58.

Yunus, M., Moingeon, B., & Lehmann-Ortega, L. (2010). Building Social Business Models: Lessons from the Grameen Experience. *Long Range Planning*, 43: 308-325.

Chandra, Y & Wong, L. (2016). Social Entrepreneurship in the Greater China Region: Policy and Cases. Abingdon UK: Routledge.

<https://www.amazon.ca/Social-Entrepreneurship-Greater-China-Region/dp/1138947490>

Online resources on social entrepreneurship:

- **Ashoka:** Innovators for the Public: contains the profiles of Ashoka Fellows: <https://www.ashoka.org/>
- **Schwab** Foundation for Social Entrepreneurship. <http://www.schwabfound.org/sf/index.htm>
- **Solutions Journalism** reports the solutions that solve social problems (rather than the conventional form of media that reports the social issues with no solutions). <http://solutionsjournalism.org/>
- **Fixes** is a column in New York Times that explores solutions to major social problems. <http://opinionator.blogs.nytimes.com/category/fixes/>
- **Stanford Social Innovation Review:** http://www.ssireview.org/issue/fall_2013
- **Grameen Creative Lab** is a lab to serve society's most pressing social problems. <http://www.grameencreativelab.com/live-examples/grameen-danone-foods-ltd.html>
- **Materials for business plans:** <http://entrepreneurship.baf.cuhk.edu.hk/content/useful-materials-business-plan-competition>