

**PART 1****Description of the course**

**Course: Social Innovation and Sustainability**

**Institution: VID**

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**ADDIE – ANALYSIS****1. COURSE OVERVIEW**

There are several reasons why VID Specialized University offers online courses in social innovation and sustainability. Some are related to the student population. Many students are not able to move to the cities where VID has a physical campus to follow courses in person. Other students are already busy with other commitments like family or employment and need a flexible study. On a societal level, there are many social and environmental challenges that require new solutions. VID Specialized University seeks to meet these concerns by offering the course “Social Innovation and Sustainability” digitally.

“Social Innovation and Sustainability” is a bachelor's level course taught completely online. It is a required course for a 1-year program in values-based leadership and administration (continuing education) as well as for completing a major in values-based leadership and administration in the university's bachelor's program in social sustainability. The course is only offered in the autumn semester, making it one of the first courses that students in the 1-year program will take at the university.

Importantly, this course (and the others in the 1-year program) is part of a development project, funded by the Norwegian Directorate for Higher Education and Skills, which means each semester it is evaluated by an internal team as part of a process of iterative development. Therefore, this course provides an opportunity to try out different tools, approaches, and methods, and then after receiving feedback from students, to develop the course further.

**2. STUDENT PROFILE AND GROUP SIZE**

There are normally around 35 students in the course, who come from diverse backgrounds both in terms of education and vocations. Since it is part of 1 year study program on leadership, some of the students have already had several years of working experience and

want to develop leadership competence. Also, since the course is taught at the bachelor's level, some students are young and do not have much academic or work experience. Some students already have bachelor's or master's degrees, and some are new students. 10 ECTS are awarded upon completion of the course.

### 3. TEACHING OBJECTIVES AND LEARNING OUTCOMES

The goal of the course is to equip the students with skills and competencies to conduct social innovation to contribute towards a more sustainable future. To achieve this goal, the course both introduces the students to key theoretical insights based on recent research and challenges students to apply different methodologies and tools to develop a social innovation project during the course. The course aspires to combine a classic university course with a social innovation lab.

**The course, Social Innovation and Sustainability, covers these themes:**

- Theories and models for social innovation
- Leadership and social entrepreneurship
- Social and cultural value creation
- Teamwork and project management
- Sustainable development and social innovation, sustainability goals 4, 9 and 17 with a focus on people's options for action and the UN program's ecological initiatives

#### Learning outcomes

After completing the course, the student will have the following learning outcomes, divided into knowledge, skills, and general competence:

#### Knowledge:

The student

- has broad knowledge of central themes and theories within social innovation in a society that must deal with ecological transition and climate change
- has knowledge of issues, processes, tools and methods within project management, teamwork, and sustainable entrepreneurship
- knows about cultural, social, institutional, organizational, and other contextual conditions that influence social innovation in the Anthropocene
- have knowledge of social innovation as a professional and practical approach to societal challenges and sustainable development locally and globally

#### Skills:

The student

- can apply theory and models and reflect on practical and theoretical issues related to specific societal challenges, particularly from a sustainability perspective
- can master relevant professional knowledge and tools related to teamwork and project management related to social innovation

- can, together with others, develop and evaluate specific projects related to social innovation and social entrepreneurship
- can face societal changes in the wake of climate change and create sustainable resilience

**General competence:**

The student

- has insight into relevant professional and ethical issues related to social innovation
- can plan a project characterized by social innovation that extends over time, alone and/or as a participant in a group in line with ethical requirements and guidelines
- can convey central subject matter such as theories, problems, and solutions both in writing, orally and digitally
- knows innovation and innovation processes

## ADDIE – DESIGN

### 1. Course Structure

The course is run completely online throughout the autumn semester each year, and it is broken down into 11 individual modules, which generally take 1 week to complete. All modules and communication happen at our digital learning platform Canvas or through Zoom. Each module includes a reading assignment, a pre-recorded video lecture, an assignment (or part of a larger assignment) that the students should be working on in groups, and a live class where the students and teacher gather for an interactive lecture. Generally, each of the modules build upon one other, and concepts from one module are useful for understanding a later module.

The modules are structured to support the process of creating the innovation project that the students develop during the full semester. Most assignments are related to that project, and these assignments become parts of the written material they submit to their group exam.

The modules are: Introduction; Teamwork and social challenges; Social Innovation and Design Thinking; Project management; Social Innovation – Point of View; Theory of Change; Open social innovation; Ideas and prototyping; Sustainable Business Models; Presenting and measuring social innovations; Social Innovation and Sustainability.

To foster good communication, a sense of belonging and to help be sure students understand what is happening in the course, each live class starts and ends with 10 minutes for informal questions and answers both regarding the subject and assignments, but they can also discuss topics outside of the course content. The students drive the agenda.

There is also a written discussion thread where students can post their questions. When the teacher answers the questions, everyone can see and learn from the answers, even if they do not attend the live classes.

## **2. Outline of the “Learning path” in the module.**

Each module has a start page, informing the students about the goals and learning objectives of the module, providing a summary of the activities for the week, and listing specific reading assignments that are essential for completing the module. Each module normally contains both asynchronous and synchronous elements. After completing the reading assignments for the module, the students should watch an asynchronous video lecture, which lasts about 20 minutes. They should also work on group or individual assignments. Then the students will gather with the teacher for the interactive lecture, which lasts two hours. Some modules may require additional group meetings for developing the innovation project further based on comments in class. The individual student may also take time to reflect on the topics and resources in the module to revise and solidify their learning.

## **3. The pedagogical approach**

The learning approach for the course is to create and facilitate a student-centred learning environment, where the aim is to support the student's learning process through different activities. Some of these activities are done by the student alone, some are done in student-led groups, and some are done in synchronous online sessions. The students are encouraged to prepare for the live sessions by reading the course literature and watching the pre-recorded online lectures. The goal is that the synchronous sessions can be “flipped classrooms” where the teacher and the students discuss the topic based on the students’ questions and reflections. The students discuss and reflect upon the topic both in groups and individually. However, the teacher also presents content and perspectives in the live sessions to support the student's learning process. A central part of the student-centred learning environment is related to the innovation project the students develop throughout the semester. This work is done in student-led groups. The students present assignments related to this project in the synchronous sessions and comment on each other’s assignments. To address challenges that arise during the semester, each group are given a mentor to support them in their work with the innovation project.

## **4. Meeting the key challenges**

A challenge in this course has been to balance the work with the innovation project with the time it takes to read the course literature. Students get engaged in the social challenge they have chosen, and some find it hard to limit the time they use on this project. It is important to introduce the students to these possible challenges and suggest how they are supposed to work together on the social innovation project. They need to find a project that is limited in scope so that they do not spend too much time working on the project.

The students also need to find appropriate ways of working together. It is a central part of the learning process in this course, and we address these concerns in dedicated modules. A challenge

has been related to forming the student groups. It takes a few weeks to clarify which students will take the class or not.

Only some activities are mandatory. Some students decide to join only parts of the sessions and are missing important information and learning opportunities. We have tried to navigate this challenge by giving a clear description of what is required to pass this online course and establish scaffolding elements to support and monitor the mandatory student-led group work. This consist of a document from each group including minutes from each meeting and a declaration regarding equal participation by all group members.

There has also been a challenge related to the “flipped classroom” mode of teaching. It requires the students to prepare before the synchronous sessions and bring questions and reflections to be discussed. If some students have not prepared for the sessions, it makes it difficult for them to participate fully. We adjusted the sessions to include a longer presentation of the topic from the teacher.

Students are expected to comment on each-other’s assignments. Some find this challenging. Teachers must guide the students on how to give helpful comments to each-others and they provide guidance for how to do this.

There has been a challenge related to screens and the use of cameras. Many students prefer to attend live sessions without having their camera on. There can be several reasons like social anxiety, or multitasking while attending the class, etc. VID Specialized University has not decided on a formal policy regarding the use of camera while attending online classes. Several strategies have been tried to improve the number of students having their camera on during class. This has been a goal for both creating a sense of belonging and security for students in the classroom and for the teacher’s motivation and ability to deliver engaging lectures. However, these strategies have not succeeded, and it might require a change in formal policy from the University regarding this issue.

## **5. Assessment – FOR&OF learning**

Throughout the course the students work individually and in groups and they deliver individual and group assignments. These are obligatory assignments that are graded as pass/fail and serve the function of “assessment for learning”, as they direct the students’ focus to course materials to reflect upon and answer questions about social innovation and sustainability.

### **Assessment FOR learning**

Students are given assignments that they present in class either orally or in written form through our learning platform. Group assignments related to the innovation project are presented orally and other groups are asked to comment to help each-other to develop their innovation project further. Students learn both from presenting their project, giving comments to others, and receiving comments from others and reflect upon them. The teacher also comments on these presentations.

There is also an individual written assignment which is conducted in several steps. First, they write a short paper (500) words based on selected literature. After submitting their paper in Eduflow, accessible through Canvas, they get assigned two other papers from students. They

must read and comment on these papers according to certain questions. Then they reflect upon the comments they have received and revise their paper accordingly before resubmitting. At that stage the teacher will read the papers to confirm that the students have done the prescribed steps which is a requirement to take the exam.

### Assessment OF learning

The students present their innovation project in their group exam both in written and oral forms. In their individual exam, they reflect on their own role in this innovation project considering theoretical perspectives from the course.

Both the group exam and the individual exam are graded pass/fail measured against course objectives and learning outcomes.

### Assessment overview

| Assessment OF, FOR, AS Learning | Description                                                                                                                                                                            | Individual or Group | Timeframe and Workload (hrs) | Technology       | % of final course grade                        |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------------------|------------------|------------------------------------------------|
| FOR                             | Present parts of their innovation project                                                                                                                                              | Group               | It depends.                  | Online zoom.     | 0                                              |
| FOR                             | Write, comment, and revise short paper on social innovation                                                                                                                            | Individual          | It depends.                  | Canvas - Eduflow | 0                                              |
| OF                              | Written presentation of the innovation project including the different tools and templates used during the process. Group document with minutes and declaration of equal participation | Group               | Throughout the semester      | Online, Inspira  | Oral and written group exam together is fifty% |

# CASE STUDY HANDBOOK

|    |                                                                                                       |            |                                               |                 |                                                |
|----|-------------------------------------------------------------------------------------------------------|------------|-----------------------------------------------|-----------------|------------------------------------------------|
| OF | Oral presentation of the innovation project                                                           | Group      | A short presentation of max 8 minutes.        | Online, zoom    | Oral and written group exam together is fifty% |
| OF | Written reflection upon their own role in the innovation project considering theoretical perspectives | Individual | They can work on this throughout the semester | Online, Inspira | 50%                                            |

## ADDIE - DEVELOPMENT

### **Content – educational materials, resources, and technology.**

To facilitate the course objectives and learning outcomes, the teacher uses various types of content, media, and technology as elements in the learning modules. The course is organized and delivered using the learning management system (LMS) Canvas. Canvas is the central hub for the course, as it provides a place for students to access all course content, deliver assignments, and communicate with the teacher and other students.

The pre-recorded lectures that students watch during each module are often recorded in the office of the instructor using a web camera and editing tools. The university has licenses for unlimited use of WeVideo, which is an online editing tool that has all the basic elements needed for editing video.

The reading materials for the course are organized through Leganto, which is a reading list management system. Leganto contains links to all literature in the course, whether it is an article in a database, a book from the library or part of the course compendium. Leganto is integrated within the Canvas course, so it appears as though it is another part of the online classroom.

Zoom is a central element of the online course since it is the digital classroom for live synchronous sessions that happen one time in each of the 11 modules. Zoom provides a way for the teacher to deliver a lecture with a presentation, to interact with students throughout the session, and to place the students into breakout groups where they can discuss certain aspects of the course or work in groups.

Another useful tool in the course is Mentimeter, which is a platform that allows for collaborative presentations. For example, the presenter can pose questions to the class, which the members of the class can respond to, either in polls, short answers, votes, word clouds etc. This helps to create a more dynamic presentation in which students can give immediate feedback and see that feedback on the screen alongside other students' feedback.

Eduflow is also a helpful digital tool accessible through Canvas. Through Eduflow, the teacher can design the assignments in which students submit their individual written assignments, comment on others, and revise and resubmit their original papers.

## ADDIE – IMPLEMENTATION

### 1. Guidelines, orientation

Before the course begins, the students who are part of the 1-year academic program join for an online orientation. The orientation sets the tone for the year, for this course and other courses the students will take. This gives the students the opportunity to see what is expected in the courses, to meet a few of the other students, and to hear from the course instructors.

The course begins the following week. During the first module, the teacher presents and explains the canvas platform and how the course is designed. Extra care is given regarding the role of the innovation project as central to the students learning in this course. The mentors are also presented. During the first week, a librarian joins the live synchronous session to show the students how they can use the library databases and to discuss good writing practices.

Communication is vitally important from the time before the course begins (around the orientation meeting) up until the end of the course during the exam. Each week, the instructor posts an announcement with links to the module, asynchronous teaching, the zoom link for the synchronous class, as well as links to assignments or other relevant resources. Throughout the semester there is a Q&A thread where students can post questions about the course, and the instructor and other students can answer

### 2. Group work

The second module addresses teamwork and group dynamics with readings, lectures, and group exercises. The students are also given additional exercises to get to know each other in the groups, to build trust and to plan their work.

Students are assigned a group for the whole semester. The students self-organize into groups of 4-6 people based on their preferences on how or when to meet. The groups decide what social challenge to focus on for their innovation project.

Together they work on several assignments which they present to the class during the course. They also prepare for their group exam together.

For the most part, they also work in the same groups during the synchronous mode online.

They are also expected to write short minutes from each group meeting during the semester to map attendance and tasks assigned and performed. They must also declare in a written form that all group members have contributed equally to the group work. These two documents must be submitted as part of the written group exam. If someone in a group does not contribute, the teacher must intervene and address the issue.

## ADDIE – EVALUATION OF THE COURSE

### Evaluation of the Course

Since the course is part of the development project funded by the Norwegian Directorate for Higher Education and Skills, it goes through a detailed evaluation each time it runs. The first part of the evaluation is a midway evaluation, which takes part in the middle of the semester. It is informal and oral, and it is essentially a conversation with the teacher and students about what is working well in the course and what might need to be addressed or altered to make it better. The second part of the evaluation is more formal and detailed. In it, the students can respond to an online survey that covers different aspects and elements of the course. They give feedback on synchronous and asynchronous elements, social aspects, group and individual assignments, reading materials, exam forms and other elements of the course.

The evaluations are taken up among the teachers in the section as well as in the project group to discuss what could or should be done to improve the course. Because the course is part of the project funded by the Directorate, it is seen as a learning lab, in which the course can be developed iteratively each semester it is run.