CB4606: SOCIAL INNOVATION AND ENTREPRENEURSHIP PROJECT

New Syllabus Proposal

Effective Term
Semester A 2023/24

Part I Course Overview

Course Title
Social Innovation and Entrepreneurship Project

Subject Code
CB - College of Business (CB)
Course Number
4606

Academic Unit
Marketing (MKT)

College/School
College of Business (CB)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Additional Information

Students from Year 2 or above

Part II Course Details

Abstract

Social innovations and entrepreneurship are key drivers in bringing social impacts, filling service gaps, and addressing unmet needs. As our society faces social challenges with unprecedented complexity and magnitude (e.g. housing issues, ageing population, global warming, etc.), no single individual or entity is able to solve them singlehandedly. Therefore, it is critically important to unlock the potential and power of innovation and people (social entrepreneurs).

Using design thinking as an overarching frame, this course will introduce students to both skill sets and mindset that are vital to successful social innovations and entrepreneurship. This course takes an experiential learning approach where students will:

· Meet and discuss with social entrepreneurs from different fields;
· Visit communities and gain first-hand experience on their needs;
· Apply skills learned and practice through hands on exercises; and,
· Work towards a real proposal for Social Innovation and Entrepreneurship Fund (SIEF).

This course requires a significant amount of teamwork as most activities and assessment are based on teams. Throughout the process, students will build their skills in leadership, teamwork and negotiation. All are essential to a successful social entrepreneur.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Define concepts/ terminologies associated with design thinking, social innovation and social entrepreneurship.		x	x	
2	Identify social issues, recognize social innovation models and interpret business plans of social enterprises that address various needs in the society.		x	x	x
3	Create an action plan to deliver social value through efficient and effective business operations.			x	x
4	Manage resources and recognize funding options for value-creating activity.			x	x
5	Develop compelling presentation materials, deliver professional presentation delivery and exercise teamwork.			x	x

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1		Lecture/Seminar	1, 2, 3, 4	
2		Conducting business analysis and identifying issues	1, 2	
3		Writing reflective essay	1, 2, 3, 4	
4		Collecting and analysing data, and developing recommendations	2, 3, 4, 5	
5		Presenting and reporting the findings and prototyping	2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks
1	Class Participation	1, 2, 3, 4	15	
2	Reflection Reports a. Reflection on guest speaker seminars/field trips b. Personal development journal	1, 2, 3, 4	25	
3	Design Thinking Exercises a. Presentation a social cause or analyze a social enterprise b. Empathy Exercise c. Prototype d. Project consultation	1, 2, 3, 4	25	
4	Midterm Presentation a. Presentation of project ideas and design thinking journey b. Peer evaluation	1, 2, 5	15	
5	Final Presentation a. Funding request proposal package b. Investor Pitching c. Peer evaluation	2, 3, 4, 5	20	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

Class Participation

Criterion

Level of participation in discussions and in-class assignments

Excellent (A+, A, A-)

Student actively participates in discussions and in-class assignments.

Good (B+, B, B-)

Most of the time, student participates in discussions and in-class assignments.

Fair (C+, C, C-)

Occasionally, student participates in discussions and in-class assignments.

Marginal (D)

Student rarely participates in discussion and in-class assignments.

Failure (F)

Student fails to participate in discussions and in-class assignments.

Assessment Task

Reflection Report

Criterion

· Ability to develop an awareness of learning objectives and process
· Ability to reflect on learning progress

Excellent (A+, A, A-)

Strong evidence of developing an awareness of learning objectives and processes as well as the ability to reflect on learning progress.

Good (B+, B, B-)

Evidence of developing an awareness of learning objectives and processes as well as the ability to reflect on learning progress.

Fair (C+, C, C-)

Sufficient organization of their learning which marginally enable the student to progress without repeating the assignment.

Marginal (D)

Little evidence of ability to organize the learning and overall understanding of what the class is all about.

Failure (F)

No evidence of ability to organize the learning and overall understanding of what the class is all about.

Assessment Task

Design Thinking Exercises

Criterion

Ability to adopt the design thinking process along the whole project development journey

Excellent (A+, A, A-)

Submission of all assignments along the whole design thinking process including empathy map, defining pain points, ideating and prototyping. Demonstrate strong level of understanding of each step.

Good (B+, B, B-)

Submission of most assignments (70%) along the whole design thinking process including empathy map, defining pain points, ideating and prototyping. Demonstrate sufficient understanding of each step.

Fair (C+, C, C-)

Submission of some assignments (50%) along the whole design thinking process including empathy map, defining pain points, ideating and prototyping. Demonstrate some understanding of each step.

Marginal (D)

Submission of very few assignments (25%) along the whole design thinking process including empathy map, defining pain points, ideating and prototyping. Demonstrate little understanding of each step.

Failure (F)

Fails to submit majority of assignments along the whole design thinking process including empathy map, defining pain points, ideating and prototyping. Demonstrate no understanding of each step.

Assessment Task

Mid-term Presentation

Criterion
- Level of knowledge on the design thinking process
- Level of knowledge in the selected field of industry
- Ability to develop ideas with appropriate use of supporting evidence
- Ability to collaborate with teammates

Excellent (A+, A, A-)

Demonstrate strong level of knowledge on design thinking and selected field of industry. Presentation materials are relevant. Ideas are supported by evidence, with appropriate use of facts, examples, statistics and references.

Presentation is well-structured with a clear storyline. Ideas are arranged logically and strongly support the presentation focus; sections are well-connected with smooth transition. Presenter(s) maintains proper eye contact with audience; posture and gestures show a good level of confidence and enthusiasm. Visual aid is clear, relevant and well-designed.

Strong teamwork with a clear and fair division of work. Members demonstrate appreciation and support towards each other.

Good (B+, B, B-)

Demonstrate subject knowledge and depth; but may not show a strong coherence with the whole. Presentation materials are adequately relevant. Ideas are sometime supported by information research

Presentation is somewhat structured. Ideas are arranged logically but the connection with the presentation focus is not very strong; sections are connected. Presenter(s) maintains eye contact some of the time. Posture and gestures display a moderate level of confidence and enthusiasm. Most visuals are clear and/or relevant.

Good teamwork with a somewhat clear and division of work. Members demonstrate some appreciation and support towards each other.

Fair (C+, C, C-)

Knowledge and understanding of topic is fragmented. Presentation materials are not clearly linked or relevant. Ideas are stated with insufficient support or references.

Presentation is somewhat structured. Ideas are presented without obvious order or logical connection. Presenter(s) does not speak clearly; does not look at the audience. The body language shows insufficient confidence and enthusiasm. Visuals are irrelevant, difficult to understand, or poorly designed.

Fair teamwork with little division of work. Members show little appreciation and support towards each other.

Marginal (D)

Very little knowledge and understanding of topic. Presentation materials are poorly linked and marginally relevant. Ideas are stated without support or refer-ences.

Presentation is ill-structured. Ideas are presented without order and connection is illog-ical. Presenter(s) does not speak clearly; does not look at the audience. The body language shows a lack of confidence and enthusiasm. Visuals are irrelevant, difficult to understand, or poorly designed.

Poor teamwork with unclear/ unfair division of work. Members lack appreciation and support towards each other.

Failure (F)

Lack of knowledge on the topic. Presentation is not clear nor supported by references or research.

Presentation is not structured and fragmented. Ideas pre-sented a contradictory without logic Presenter does not clear-ly with no contact with the audience. Overall content and delivery is hard to comprehend and understand.

Bad teamwork without division of work. Free riders.

Assessment Task

Final Presentation

Criterion

· Level of knowledge on the design think-ing process
· Level of knowledge in the selected field of industry
· Ability to develop ideas with appro-priate use of sup-porting evidence
· Ability to collabo-rate with teammates

Excellent (A+, A, A-)

Demonstrate strong level of knowledge on design thinking and selected field of industry. Presentation materials are relevant. Ideas are supported by evidence, with appropriate use of facts, examples, statistics and references.

Presentation is well-structured with a clear storyline. Ideas are arranged logically and strongly support the presentation focus; sections are well-connected with smooth transition. Presenter(s) maintains proper eye contact with audience; posture and gestures show a good level of confidence and enthusiasm. Visual aid is clear, relevant and well-designed.

Strong teamwork with a clear and fair division of work. Members demonstrate appreciation and support towards each other.

Good (B+, B, B-)

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Part III Other Information

Keyword Syllabus

Global business, Social innovation, Social Entrepreneur, Entrepreneurship, Social cause and impact, Design Thinking, Experiential Learning, Personal Reflection, Social Enterprise.

Reading List

Compulsory Readings

	Title
1	Tim Brown (2009), "Change by Design: How Design Thinking Transforms Organiza-tions and Inspires Innovation", HarperBusiness.

Additional Readings

	Title
1	Eric Ries (2017), "The Startup Way: How Modern Companies Use Entrepreneurial Management to Transform Culture and Drive Long-Term Growth", Currency.

2	Peter F. Drucker (2003), "Managing in the Next Society: Lessons from the Renown Thinker and Writer on Corporate Management", St. Martin's Griffin.
3	Peter F. Drucker (2008), "Managing Oneself (Harvard Business Review Classics)", Harvard Business Press.