

Cambridge Judge Business School

DELIVERING BLENDED LEARNING IN THE CAMBRIDGE CONTEXT

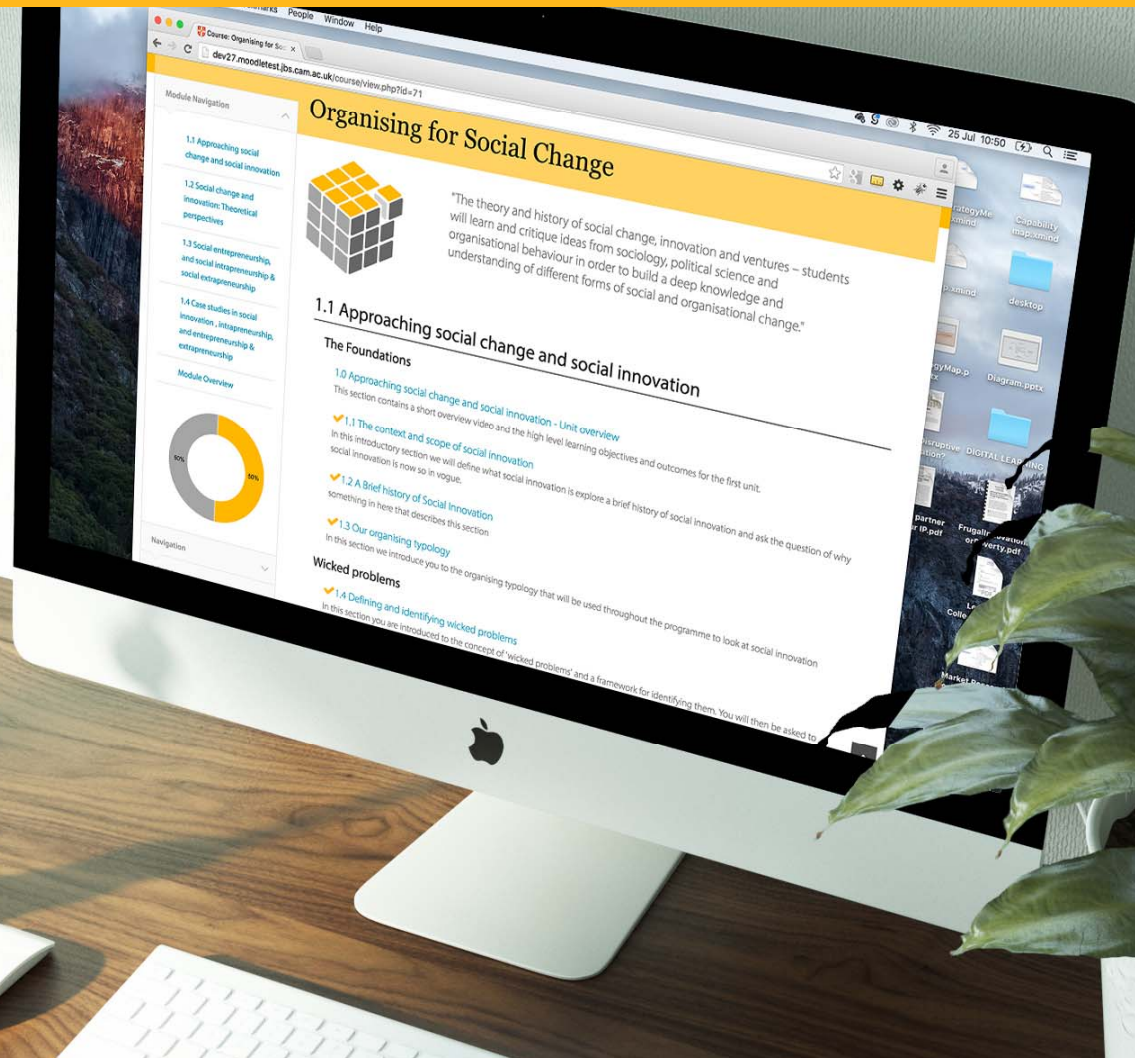
MAHOODLE MOOT OCT 2016

Sara Green, Instructional Designer



UNIVERSITY OF
CAMBRIDGE
Judge Business School

Case: MSt in Social Innovation



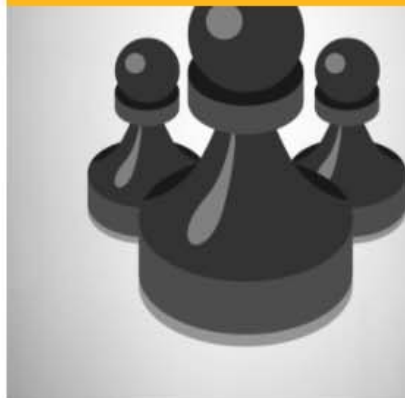
Case: MSt in Social Innovation



Module 1: Organising for Social Change (2016/18 class)



Module 2: Leading Strategies for Social Innovation (2016/18 class)



Module 3: Social Innovation in Practice (2016/18 class)



Module 4: Researching Social Innovation (2016/18 class)





- Unit 1 Research design for social innovation

Available from 9 October 2017, 1:00 PM

+ Add an activity or resource



- Unit 1 Overview

+  Module 4 Unit 1 PDF file

Edit

+ Add an activity or resource



+ Unit 1 reading list

This section contains references and links to all the required readings for this unit, as well as suggested resources which are optional.



+ 1.0 Research design for social innovation (unit overview)

This section contains a short overview video and the overall learning objectives and outcomes for the first unit of Module 4.

+ Add subsection



- Researching social innovation

+ Add an activity or resource

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complete the table

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1.3 Our organising typology

In this section we introduce you to the organising typology that will be used throughout the programme to look at social innovation.

Throughout this master's programme we will be using a simple typology for thinking about social change organisations engaged in social innovation – social entrepreneurship, social intrapreneurship, and what we term social extrapreneurship.

Approaches to making social change which are focused on enterprise creation are often described as social entrepreneurship. Approaches that focus on changing an existing organisation are increasingly described as social intrapreneurship.

While the contexts of social entrepreneurs and social intrapreneurs are different, the motivation, knowledge and skills required to be successful are similar. The activities of people and organisations who assist social entrepreneurs and intrapreneurs in creating support networks and ecosystems can be characterised as social extrapreneurship.



Video: Overview of our organising typology

Please watch this video in which Neil gives a brief overview of the programme's organising typology.



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There is nothing wrong with the logic represented in the figure. Indeed, it's a logic that we ask you to follow as you draft your research proposal and it is a logic that we have found helpful when planning our own research, because it breaks the research process down into a series of manageable tasks. But it doesn't necessarily reflect what actually happens.

Research is an iterative, often very messy process. Regardless of the approach that you take or the paradigm that you choose to work within (as will be discussed in section 1.10), your initial ideas, objectives, and understanding of the topic and are likely to evolve. For example, methodological issues may arise, your data collection may throw up unforeseen insights that lead you to modify your research questions, or you may return to areas of the literature that you had neglected but seem now very relevant to your work.



“When I embarked on my study of the social enterprise that Neil used to lead, I started out with a research proposal about how social enterprises can balance the competing social and financial demands that they face. However, this proposal did not survive contact with the real world! The project that emerged *at the end of the research process* was about what happens to social enterprises when one of their core stakeholder groups turns against them, and how they can manage this challenge.”

All of this is quite normal and a natural and a part of the researcher's intellectual journey.

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Required reading: "Perspectives on innovation management"

Please read:

- [Dodgson et al. \(2014\)](#) "Perspectives on innovation management"



Activity: Classify Repositve's idea

In this short task we would like you to watch the short video below where Fiona will outline what her initial idea for was for repositve and then ask you to categorise the idea.



To record your selection please click the link below to complete the form. Once you have completed the activity return here to see the model answer



Teams and leadership

You may at this point want to review the content on leadership from Module 2.



Discussion: Teams and funding

In this section we have looked at building teams and funding. Please use this forum to share any experience or insights that you have in these areas with the group.



Discussion: Building teams and funding



Video: Prison Voicemail's charging model

In this video Alex and Kieran talk through the charging model for the Prison Voicemail service.



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Unit 1. Project and venture creation and development

Available from 15 May 2017, 1:00 PM

Unit 1 overview

 [Module 3 Unit 1 PDF File](#)

[Unit 1 reading list](#)

This section contains references and links to all the required readings for this unit, as well as suggested resources which are optional.

✓ [1.0 Project and venture creation and development \(unit overview\)](#)

This section contains a short overview video and the overall learning objectives and outcomes for the first unit of Module 3.

Creativity, ideation and ideas

✓ [1.1 Idea generation](#)

This section introduces how ideas are generated in the context of social innovation.

✓ [1.2 Classifying innovation](#)

In this section, we will explore what innovation is and use different frameworks to categorise the common types and levels of innovation.

✓ [1.3 From ideas to projects](#)

In this section, we will scrutinise ways in which ventures can select their best ideas.

Realising your idea: project management

✓ [1.4 Project management](#)

This section will introduce you to the principles of project management.

Record Section 1.2 as complete

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Introduction to qualitative research

2.1 Introduction to qualitative research

2.2 Qualitative research designs: case studies and ethnography

Collecting qualitative data

In this section we cover the main techniques for collecting qualitative data: qualitative interviews, observation, documents

2.3 Qualitative interviews

2.4 Observation

2.5 Documents

In this section we cover the use of documents as a method of qualitative data collection.

Data analysis

2.6 Analyzing qualitative data

This section outlines the two main approaches to analyzing qualitative data: analytic induction and grounded theory. (Grounded theory video needed)

2.7 Coding

(Grounded theory in practice section needs examples)

Evaluating qualitative research

2.8 Evaluating qualitative research

In this section, we briefly consider what criteria we should use to evaluate the quality of qualitative research.

Unit Activity

2.9 Activity outline

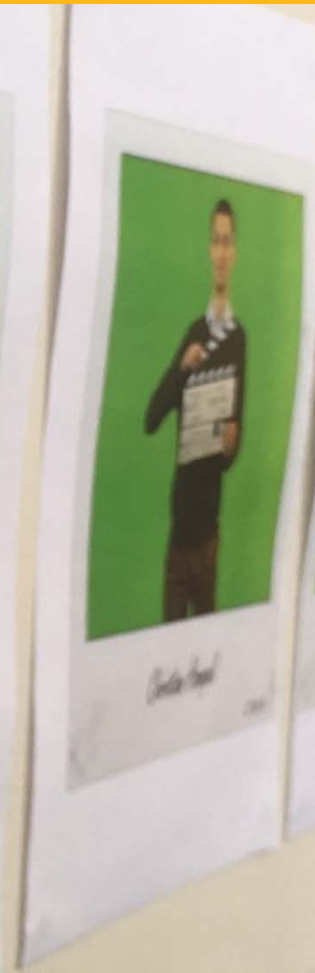
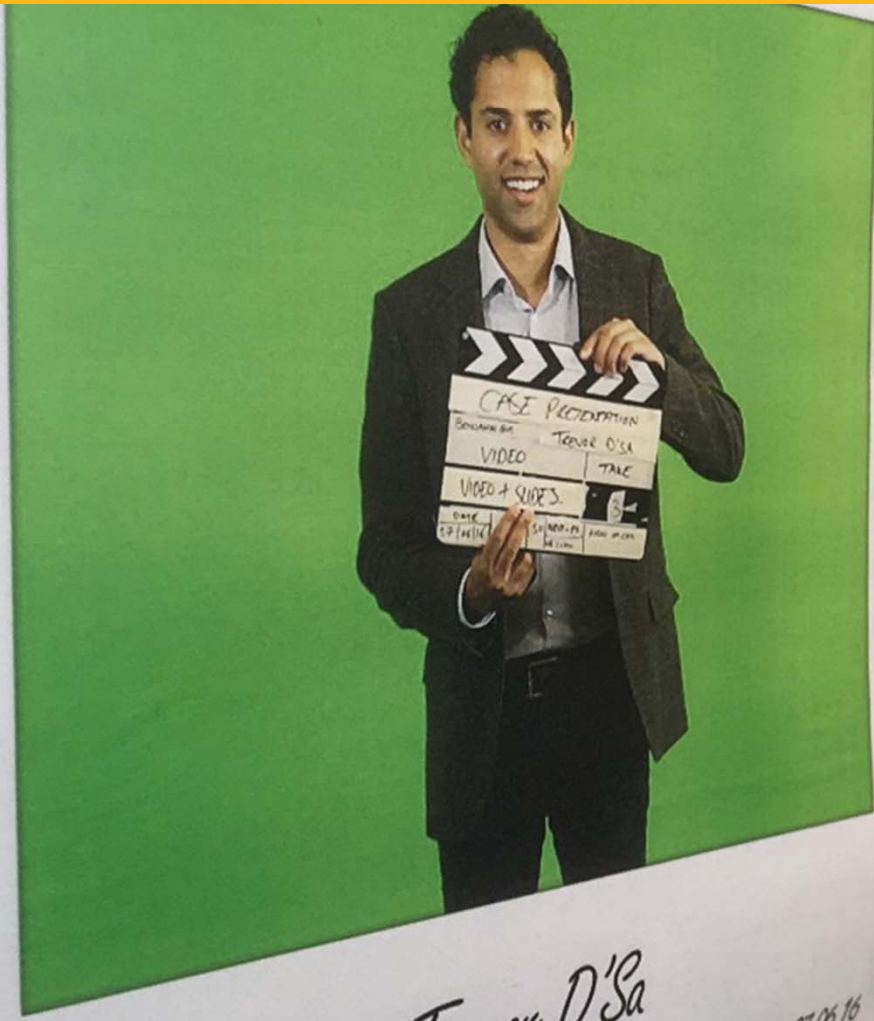
Couple of points to clarify on activity

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Video

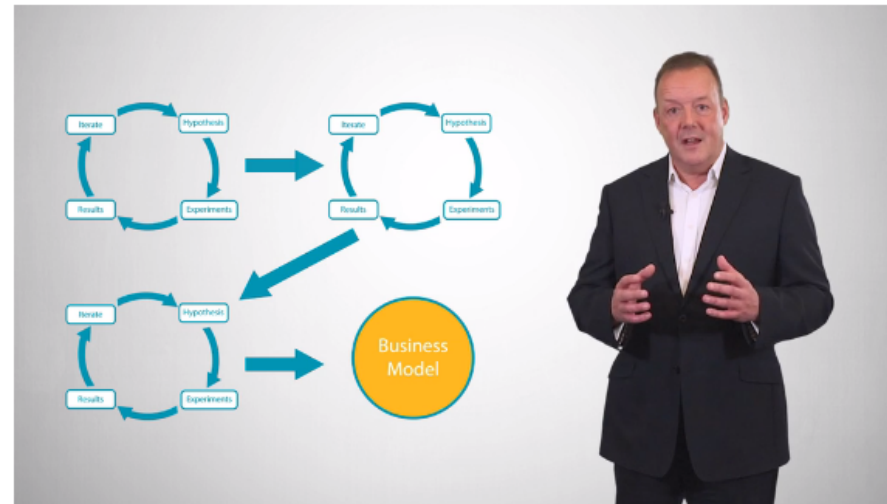




Terror D'Sa

2.11 Lean Startup methodology

In this section, we explore the relationship between the business model and value proposition canvases and current Lean Startup methods.

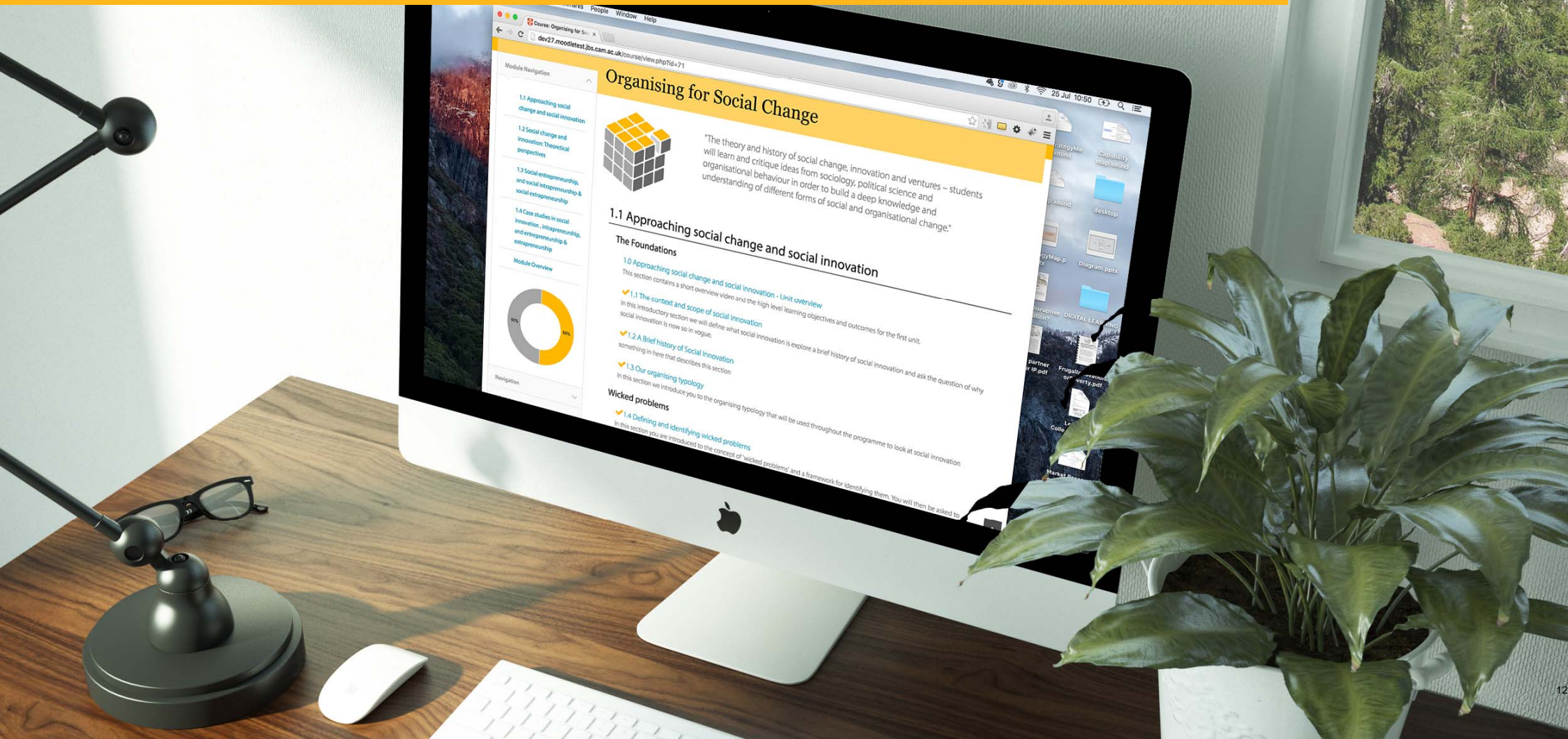


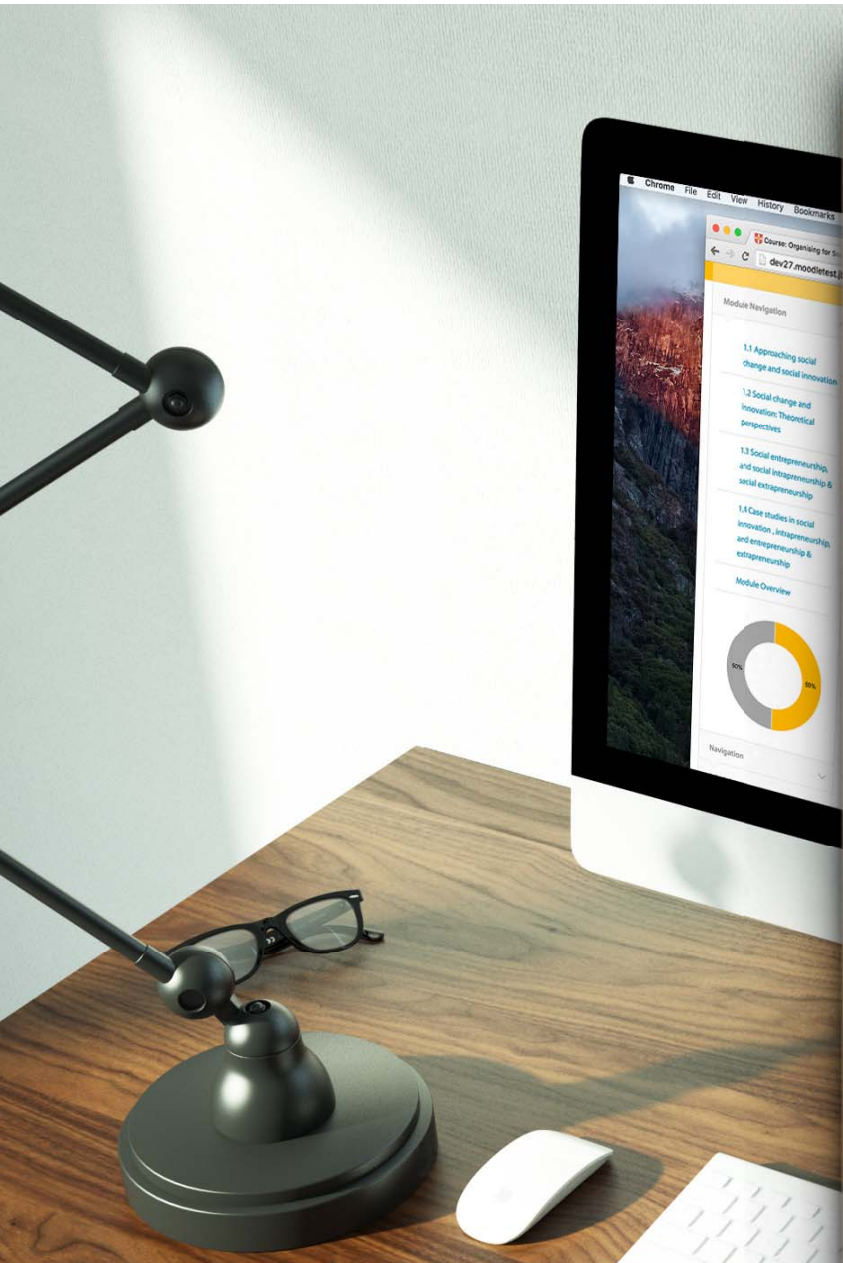
Origins of the Lean Startup Movement

The so called Lean Startup Movement popularised by [Eric Ries \(2011\)](#) and [Steve Blank \(2005\)](#) draws on established practices in the domains of manufacturing (e.g. Ohno's Toyota Production System) and management science. Of special significance, here, was the development of 'discovery-based planning' by [MacMillan and McGrath \(1995\)](#).

The main thesis of discovery-based planning is that when one is operating in environments with significant amounts of uncertainty, a different approach applies to that normally used in conventional planning. In conventional planning, the correctness of a plan is generally judged

Discussions





sectors, while the evidence is largely anecdotal (Gaim, 2015), it is certainly apparent in our work at the University of Cambridge - we have seen a marked shift among the attitudes and interests of students across many programmes, and the MBA programme in particular. While Power et al. (2016) highlight the will to 'give back' in a research study on UK and French elite students who focus on social enterprise and public service respectively, in our experience there is also a growing number of students whose ambition is to drive change from within large, established organisations. See, for example, Emerson Csorba and Eric Termuende's practitioner guidelines (2015).

The final driver is the sheer scale of the seemingly insurmountable global problems (such as climate change or poverty), termed **wicked problems**. As we will see in section 1.4, wicked problems are increasingly driving social innovation across and between sectors.



Discussion: What does the globe think?



“ We've just outlined how the UK approaches social innovation. But how does this work in other parts of the world? ”

Contribute to this discussion by bringing your informed thoughts and additional sources to the debate.



What does the globe think?

Record Section 1.2 as being complete

Working with the content

Success factors



Challenges



What's next?

1

More courses

2

Processes processes
processes!

3

School-wide digital
capability

4

New activity module

Idea Generation

We've just looked at how important idea generation is. So we'd like to step back and think about the idea generation process by answering the question below.

Where do you have your best ideas?

You have entered [0/30] words.



have completed this activity

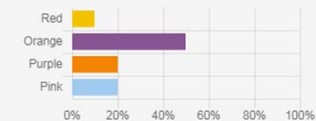
Submit >



You answered Orange.

28/09/17, 11:54

Answers given by all students



All >



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