DELIVERING BLENDED LEARNING IN THE CAMBRIDGE CONTEXT

MAHOODLE MOOT OCT 2016
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Organising for Social Change

1.1 Approaching social change and social innovation

The foundations

1.1.1 Overview

This module forms a preparatory view to the higher-level learning outcomes and content for the final unit in the module. It introduces students to the concept of social innovation and examines the role of social innovation in society. The module outlines the key features of social innovation and explores the potential for innovation in different contexts. The module also identifies the key challenges and opportunities for social innovation and provides an overview of the main topics covered in the module.

1.1.2 The nature and scope of social innovation

In this sub-module, students will explore the key dimensions of social innovation and understand how these dimensions interact to drive innovation. The module will also examine the role of social innovation in addressing social challenges and promoting social change.

1.1.3 Our underlying assumptions

The module will explore the underlying assumptions and values that underpin social innovation and examine how these assumptions shape the way that social innovation is understood and practiced. The module will also consider the ethical and social implications of social innovation and explore the role of stakeholders in promoting social change.

1.1.4 Methodological approaches

The module will introduce students to a range of methodological approaches that can be used to study social innovation, including qualitative and quantitative research methods. The module will also explore the role of research in promoting social innovation and examine the challenges and opportunities associated with conducting research in the field of social innovation.
Case: MSt in Social Innovation
Unit 1 Research design for social innovation

Available from 9 October 2017, 1:00 PM

- Unit 1 Overview

- Module 4 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 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.

- Researching social Innovation

+ Add an activity or resource
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.
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.

“\nWhen 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.
Required reading: "Perspectives on innovation management"

Please read:

- Dodgson et al. (2014) "Perspectives on innovation management"

Activity: Classify Repossitive'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 repositive 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.
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

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
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
Organising for Social Change

1.1 Approaching social change and social innovation

The foundations

- The importance of social change and social innovation
  - Overview
  - The nature and process of social innovation
  - The history of social innovation
  - Our understanding of social innovation

Method

- Defining and describing methodological approaches
- The role of interdisciplinary approaches in social innovation
- The importance of qualitative and quantitative research methods

Theoretical framework

- The theory of social change and social innovation
- The role of social networks and social capital in social innovation
- The relationship between social change and social innovation

Discussions
sectors. While the evidence is largely anecdotal (Kamara, 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.
Working with the content
Success factors
What’s next?

1. More courses
2. Processes processes processes!
3. School-wide digital capability
4. New activity module