



## TOPICS: SOCIAL INNOVATION LAB

Fall Semester 2018-19, T/Th 2.30-3.45 PM  
In the Centre for Resilience`  
Final Colloquium: December 10<sup>th</sup>

**Instructor:** James Magnus-Johnston (MPhil, Land Economy, Cambridge University)  
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Office Hours (appointment preferred): M 3-6 PM; T/Th 12-2 PM in C254

In this course, a transdisciplinary cohort of students will design, propose, and implement solutions to problems posed by a business or community organization. Students will work in small teams, select the topic, draft a course of action, and work with faculty member(s) to define appropriate methods and outcomes. The course is applied and competency-based, embracing a “problem-based learning” approach where students will share knowledge, peer support, and feedback on an ongoing basis.

*Note: The course will culminate in a one-day colloquium, organized by its participants, highlighting course-related ideas and initiatives.*

### Objectives:

- Gain a better understanding of social and institutional challenges
- Drive social impact in partnership with businesses, churches, and other community organizations
- Learn the principles of problem-based learning, action-oriented research, and service design
- Learn how to work in transdisciplinary teams
- Improve emotional intelligence, communication, and conflict resolution skills

**Deadline for withdrawal** without academic penalty: November 13

## READING LIST (PROVIDED)

**Download at [magnusjohnston.ca](http://magnusjohnston.ca)**

Brown, Tim, and Jocelyn Wyatt. *Design Thinking for Social Innovation*. Stanford Innovation Review, 2010.

Etmanski, Al. *Impact: Six Patterns to Spread Your Social Innovation*. 2016.

IDEO. *The Field Guide to Human Centered Design*. IDEO, 2015.

Stickdorn, Marc, Markus Hormess, Adam Lawrence, and Jakob Schneider. *This Is Service Design Doing: Applying Service Design Thinking in the Real World: a Practitioner's Handbook*. O'Reilly, 2018.

**(note: find the online methods resource at [thisisservicedesigndoing.com/methods](http://thisisservicedesigndoing.com/methods))**

Strandberg, Coro. *Maximizing the Capacities of Advanced Education Institutions to Build Social Infrastructure for Canadian Communities*. McConnell Family Foundation, 2017.

Westley, Frances, and Sam Laban. *The Social Innovation Lab Guide*. Waterloo Institute for Social Innovation and Resilience, 2016.



## ASSIGNMENTS/GRADES

<b>Project design</b> (Oct 4)	10%
<b>Workshop attendance</b> (ongoing)	20%
<b>Prototype evaluation and re-design</b> (Oct 30)	30%
<b>Final evaluation</b> (Nov 27)	30%
<b>Colloquium presentation</b> (Dec 10)	10%

Letter	Percentage	GPA	Descriptor
A+	90-100	4.5	Exceptional
A	80-89	4	Excellent
B+	75-79	3.5	Very Good
B	70-74	3	Good
C+	65-69	2.5	Satisfactory
C	60-64	2	Adequate
D	50-59	1	Marginal
F	0-49	0	Failure

**Project design:** After an overview of the tools and methods of service design, students will be required to select a project and consider the appropriate methods for project engagement. Consider using the “mapping journeys” tool from the Service Design Methods website: (<https://www.thisisservicedesigndoing.com/methods/mapping-journeys>)

**Workshops and meeting attendance:** Students will be required to attend a number of project meetings with the instructor and organizational stakeholders. Initiative, attendance, and participation at these meetings is an important part of the service design process.

**Prototype evaluation and re-design:** The service design process is “exploratory, adaptive, and experimental.” While the whole process will require engagement and the collection of feedback on an ongoing basis, students will have an opportunity for a grand overhaul (or second prototype) at the mid-way point of the project.

**Final evaluation:** Students will prepare a two-page final evaluation of their project (including challenges and lessons learned – see “iteration review” in Stickdorn et al). The evaluation will be read by course peers, project stakeholders, and the instructor.

**Colloquium participation:** In lieu of a final exam, you will be expected to participate in a student-led multi-class final colloquium on December 10<sup>th</sup>. You will be joined by students from “Citizenship, Land, Economy.” Students will be expected to organize and participate in a round-table discussion, in which you will discuss each of your projects, the service design process, and the social innovation lab. Your contribution to this conference will be peer-reviewed through a web-based form.

# COURSE SCHEDULE



		<b>Topic</b>	<b>Stickdorn et al</b>	<b>Supp.</b>
Sept	6	Service design for problem-solving	Ch. 1-2	Etmanski
	11	Service design tools	Ch. 3	Brown & Wyatt
	13	Process and core activities	Ch. 4	
	18	Overview of methods	Website	IDEO
	20	Case studies	Ch. 12	
	25	Pitches by residents and stakeholders	reference: 2-3	
	27	Pitches by residents and stakeholders	reference: 2-3	
Oct	2	Mixer in the CR / matching	Project design	
	4	Matching and project design: student-led	Website	
	9	Project design: edit/management structure	Ch. 9	
	11	Workshop (no class)		
	16	Workshop		
	18	Workshop		
	23	Workshop		
	25	Lean innovation talk	TBD	
	30	Prototype re-design	Ch. 9	
Nov	1	Project design: iteration 2	Ch. 9	
	6	Workshop		
	8	Workshop (no class)		
	13	Workshop		
	15	Workshop		
	20	Workshop		
	22	Workshop		
	27	Decompression and evaluation	Ch. 9	
29	Decompression and evaluation	Ch. 9		
Dec	10	Colloquium		



## **POLICIES**

**Handing in:** Both e-mail and paper formats will be accepted for written assignments. If you submit by e-mail, watch for a reply from me within 48 hours confirming receipt of your document. If you do not receive my response, please contact me or drop into my office.

**Late submissions:** Unless otherwise specified (ie. the persuasive essay assignment above), papers are due on Fridays at 4 PM in my office. Late papers are subject to a 5% per day penalty. Any paper received after 4 PM will be deemed to be received on Monday and subject to a 15% penalty (Tuesday, 20% deduction, 25% for Wednesday, etc.). Extensions can be provided for extenuating circumstances. Extensions will be given for trips and involvement in sports and music activities ***with advance notice***.

**Final grades:** Grades submitted by instructors become final only after they are vetted by the Dean's Council. That process occurs early in January for fall semester grades and early in May for winter semester grades.

**Plagiarizing:** Cases of plagiarizing are taken seriously and can result in academic penalties and disciplinary action. CMU policies regarding 'academic misconduct' can be found in the Academic Calendar, available at [http://www.cmu.ca/docs/academic/CMU\\_Academic\\_Calendar\\_SecII.pdf](http://www.cmu.ca/docs/academic/CMU_Academic_Calendar_SecII.pdf)

**Accessibility:** CMU strives to provide a fair and supportive learning environment for academically qualified students with disabilities. The Accessibility Services office coordinates with the Academic Office to provide academic accommodations to eligible students. If believe you are eligible for these services or have questions about becoming eligible, please contact Sandra Loeppky, Coordinator of Accessibility Programs at [sloeppky@cmu.ca](mailto:sloeppky@cmu.ca) or 204.487.3300 x 340.