Integrating Social Innovation (SI) into Higher Education Institution (HEI) learning and teaching curriculum

University of Northampton

Case Study

Overview

- Defining SI
  - For the HEI
  - For individual course curriculums
- Creating student opportunities
  - Extra-curricula
  - Career opportunities
- Practical and political considerations
- Embedding SI in HEI teaching
  - Measuring SI as a learning outcome

Erasmus+

▸ What does SI mean for the HEI?

▸ What does integrating SI into *your* course curriculum mean?

Collegium Civitas

ASHOKA

THE UNIVERSITY OF NORTHAMPTON

UNIVERSITY OF ICELAND
SCHOOL OF EDUCATION

▶ How does the HEI understand the term: SI?

"The university has a clear intention to drive forward that [SI] agenda through the curriculum" (Course Leader and Practitioner)

"Social innovation for me is in that space of how we bring different agents together to address the growing, immediate social problems" (Senior Lecturer)

"We try to bust myths for students to feel that SI is something brand new. [SI] is about problem-solving and looking at different ways. It is about what is happening, and making a difference to the local community – social and moral responsibilities" (Course Leader)

- What does integrating SI into *your* course curriculum mean?

"Looking at new ways and responding to society's needs in the widest sense of the word" (Course Leader)

"Sometimes it is not about something brand new but connecting up resources..." (Course Leader)

"The way I teach is to raise awareness -we're looking at future leaders and managers...what type of leaders, managers and entrepreneurs can we generate for the future?" (Senior Lecturer)

Creating student opportunities

- How can integrating SI into HEIs create student opportunities?

  ◦ Extra-curricular opportunities?
  ◦ Career opportunities?

Creating student opportunities

▸ How can integrating SI into HEIs create student opportunities?

"[Social innovation] is not a core focus of the [Acting] course but it is an important aspect for consideration especially in relation to students' future employment" (Senior Lecturer)

"Through our students going on work-based learning we have more than 125 contacts. Really as a university [it is about] being more philanthropic" (Course Leader)

"What we try to convey to our students is, life is not all about making money, it is about the bigger picture ... putting something back and about being able to help society. It is the ripple effect and getting to students aware of that " (Course Leader and Practitioner)

Practical and political considerations

- What are the practical and political considerations of integrating SI into HEI curriculums?

Collegium Civitas

ASHOKA

THE UNIVERSITY OF NORTHAMPTON

UNIVERSITY OF ICELAND
SCHOOL OF EDUCATION

Practical and political considerations

▸ What are the practical and political considerations of integrating SI into HEI curriculums?

"SI features in just the one year three module as students on the course learn a discipline...but it is an important aspect for consideration in relation to students' future employment" (Senior Lecturer)

"Blended solutions.... to address great social need and social problems" (Senior Lecturer)

"Many of the local education services that used to be ...have been cut, reduced or changed ... So 7-8 years ago, we would not consider a students' ability to look and achieve funds because they would have just gone to work in a school, an Local Authority or a health service, now they have to do that" (Course Leader)

Collegium Civitas   ASHOKA   THE UNIVERSITY OF NORTHAMPTON   UNIVERSITY OF ICELAND SCHOOL OF EDUCATION

Embedding SI into HEI teaching

- How could SI be integrated into HEI teaching and learning curricular?

- How can SI as a learning outcome be measured?

Collegium Civitas

ASHOKA

THE UNIVERSITY OF NORTHAMPTON

UNIVERSITY OF ICELAND
SCHOOL OF EDUCATION

Embedding SI into HEI teaching

▸ How could SI be integrated into the course curriculums?

❖ *"I don't teach [SI] in a formally or in such a structured way, I try to weave it through everything, it is always there in the background" (Senior Lecturer)*

❖ *"look at widest sense of employability and helping needy areas of society and isolated areas… So that is giving something back. It enriches our programme too" (Course Leader and Practitioner)*

❖ *"We also look at taught aspects, so the taught theory of social innovation: Theory of sustainable communities, theories of change… We look at terms like: Impactful. We are very realistic to our students to say it might not change the world but if it changes something for the better…" (Course Leader)*

Embedding SI into HEI teaching

▸ How can SI as a learning outcome be measured?

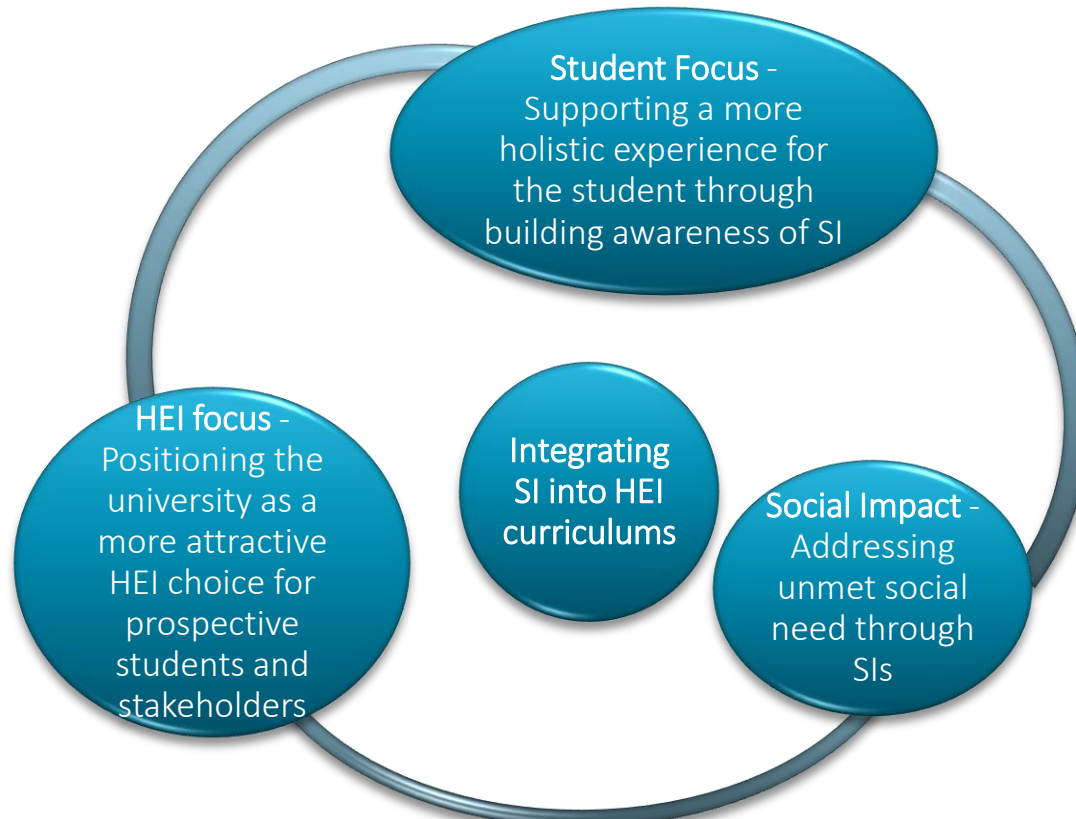*"It is a sense of awareness from students in the classroom and in written assignments" (Senior Lecturer)*

"Responsible business or good corporate citizenship is a major theme in the way I teach" (Course Leader)

"[SI] it an individual thing and it is not necessarily measured outright. Our measures are individual students' CVs and their employability afterwards and whether the degree course has inspired and motivated students" (Course Leader and Practitioner)

Conclusion