„Train the trainers course in social innovation"
– introducing social innovation into teaching curriculum with the manual

Building the culture of social innovation in higher education
Training the trainers: Online training course

Module	Social Innovation- theoretical frameworks, networks & social finance
Responsible (organisation, lecture, etc.)	Richard Hazenberg Meanu Bajwa-Patel
Learning outcomes	Participants will develop their understanding of what constitutes social innovation (SI) and identify the different models that exist and the enablers/ barriers to social innovation. This will allow them to establish their own SI or partner and collaborate with other social innovators across networks.
Issues & challenges to be addressed	Awareness of enablers and barriers, especially in relation to social finance. Developing awareness of networks and their power and value
Structure of the module	**What are participants expected to do for the module:** Watch video lectures Participate in discussions Suggested further reading Group assignments and peer assessment
Readings	Relevant articles, videos, blogs, Facebook groups, Twitter hashtags, etc. (other than required readings)
Contact person for participants	richard.hazenberg@northamton.ac.uk meanu.bajwa-patel@northamtpon.ac.uk

Building the culture of social innovation in higher education
Training the trainers: Online training course

Module	**Pedagogy of social innovation**
Responsible (organisation, lecture, etc.)	Tryggvi Thayer (IS) Svanborg R. Jónsdóttir (IS)
Learning outcomes	Participants are able to identify and discuss pedagogical strategies that promote innovative thinking in their classes. Participants are able to integrate social innovation in their teaching in ways that are meaningful and engaging for learners. Participants are able to formulate learning opportunities that promote connections to the community and address social needs.
Issues & challenges to be addressed	Pedagogical approaches that encourage creative and innovative thinking. Barriers to innovative thinking in the classroom. Integrating practice and strategies for the learner. Connecting with communities that are relevant for the learner.
Structure of the module	**What are participants expected to do for the module:** Watch video lectures Participate in online discussions Required reading Assignments/online activities
Readings	Relevant articles, videos, blogs, Facebook groups, Twitter hashtags, etc. (other than required readings)
Contact person for participants	Tryggvi Thayer, tbt@hi.is

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Module	Ways of measuring social innovations
Responsible (organisation, lecture, etc.)	Aleksandra Konopka Wojciech Duranowski Małgorzata Baran Wojciech Pander
Learning outcomes	Participants will understand the specificity of different types of social innovations and their effects Participants will receive information on the methods and tools for measuring social innovation. Participants will learn aspects of the process of measuring social innovation. Participants will acquire the ability to combine analytical and research methods depending on the subject of implemented social innovations. Participants will learn the so-called a systemic approach in studying the effects of social innovation.
Issues & challenges to be addressed	Awareness of types of social innovations and types of their effects: - social effects of implemented social innovations - psychological effects of implemented social innovations - economic effects of implemented social innovations. Gathering and summarizing all guidelines for monitoring implemented social innovations. Discussion about the opportunities and benefits associated with the use of diversified instruments for measuring social innovation.
Structure of the module	**What are participants expected to do for the module:** Watch video lectures Participate in online discussions Required reading Assignments/online activities
Readings	Relevant articles, videos, blogs, Facebook groups, Twitter hashtags, etc. (other than required readings)
Contact person for participants	Aleksandra Konopka

Integrating social innovation in higher education: Training the trainers

Dashboard ► Courses ► Social innovation: Trainers   Turn editing on

Welcome Trainers!

Your progress ?

The purpose of this online course is to provide training for educators who are interested in exploring ways to integrate social innovation in their teaching. The course was developed as part of an Erasmus+ project on social innovation in education. See more on the project website at http://dogoodstuff.eu/.

News forum

Please familiarise yourself with the course syllabus (click here) before starting the course.

Required course reading (see also additional readings under each module)

http://education4site.org/netnam/course/view.php?id=3

A Guide to Integrating Social Innovation into Higher Education Institution Curricula

Course: Integrating social innovation in higher education: Train ng the trainers

Online guidebook: Integrating social innovation in higher education

Few higher education institutions (HEI) have gone as far as the University of Northampton (UoN) in embedding and institutionalising social innovation in education. Their experience is a valuable resource for all institutions embarking on a similar mission. As part of our project, we have collected data and information that describes the processes that the UoN have gone through to achieve their goals.

Module 1. What is social innovation?

In this module you will have an opportunity to familiarise yourself with the concept of social innovation and critically explore its foundations and related concepts.

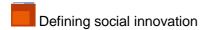**Expert views on social innovation and higher education (2 videos):**

Assignments

What does "social innovation" mean to you?

With your team members, discuss your understanding of "social innovation" and how it differs from other conceptualisations of innovation? What are some key differences between competing definitions and conceptualisations? Use examples gleaned from the readings to illustrate your responses. Reflect on, and respond to, other team members' responses.

Identifying social innovation in education

Defining social innovation

This brief quiz is meant to help you reflect on some of the key points of what you have learned so far. Complete the quiz individually.

Module 2: The pedagogy of social innovation

http://education4site.org/netnam/course/view.php?id=

In this module we discuss pedagogical

Course:Integrating frameworks social innov and tion in strategies high reduca that ion: Training support the train thers integration of social innovation in education.

Required reading:

The Pedagogy of Innovation and Entrepreneurial Education

Jónsdóttir, S. R. & Macdonald, A. (2011). Looking at the pedagogy of innovation and entrepreneurial education with Bernstein. *Netla – Online Journal on Pedagogy and Education.* Retrieved from http://netla.hi.is/menntakvika2011/028.pdf

At The Hub Of It All: Knowledge Producing Schools as Sites For Educational and Social Innovation

Rowan, L. & Bigum, C. (2010). At the hub of it all: Knowledge producing schools as sites for educational and social innovation. *Our Schools/Our Selves, 19*(4), 185-203.

Additional reading:

What do we mean by "technology integration"?

Assignments

Design Challenge part 1: Integrating social issues in education
Quiz: Pedagogy and social innovation

Module 3: Assessing social innovation in education

In this module we discuss approaches for assessing social innovation in education; both in the classroom and beyond.

Readings and resources:

Social Innovation Maturity Scale

This short book provides a number of models and strategies to use for formatively assessing

integration of social innovation in higher education. The developmental model on which the assessment strategies are based incorporates planning stages, implementation stages, and sustaining momentum once it is achieved. Use the samples included to develop your own assessment tools.

EntreComp framework (entrepreneurship competencies)

The EntreComp framework was constructed from results of a series of studies the Joint Research Centre for the European Commission. The framework is made up of three main areas: "ideas and opportunities", " resources" and " into action". Each of these is in turn made up by a number of competences that, together, are the building blocks of a sense of initiative and entrepreneurship as a competence.

Getting to rubrics: Innovation in social innovation education

University of Northampton's Tim Curtis & Rachel Maxwell share the results of some of their explorations of how social innovation is being assessed in educational contexts in these slides.

VALUE Rubrics

The Association of American Colleges and Universities (AACU) has made available a range of model rubrics for various skills associated with modern liberal education. Included among the 16 rubrics are skills such as creativity, civic engagement, and integrative learning, all of which may be useful in the development of rubrics to assess social innovation in education.
Note: The model rubrics are available for free download but require users to go through the AACU's online store and register as users.

Assignments

Design Challenge part 2: Integrating social issues in education

Assignment Forum for Module 3.

Use this forum to post your team's assignments for Module 3.

Final reflective exercise

The exercise below is intended to encourage you to reflect on what you have learned and how you can apply your new knowledge to your own context. The exercise should be completed by each course participant individually.

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ADMINISTRATION ⊞

SEARCH FORUMS ⊟

Go

Advanced search ⓘ

LATEST NEWS ⊞

UPCOMING EVENTS ⊟

There are no upcoming events

Go to calendar...
New event...

Training the Trainers:
Integrating social innovation in education

Syllabus

The purpose of this course is to provide participants with a knowledge foundation for

teaching and integrating social innovation as a subject and instructional strategy in

higher education. It has initially been developed for instructors taking part in activities
related to the Erasmus+ project, *Building Capacity for Social Innovation in Higher*
*Education***, but is likely to be helpful for anyone interested in integrating social innovation**

in education.

This course is organised as a self-paced peer learning activity for groups of individuals who
generally work together or for the same institution. Participants in the course are expected to be
experienced educators who will openly share their own knowledge and experiences with other
participants through critical discourse and collaborative projects. Participants in the course
should work in teams and advance with them through the modules.

Contact person for the course:
> Tryggvi Thayer, University of Iceland
> Email: tbt@hi.is

The course consists of three modules, each of which focuses on certain dimension of the overall
course subject:
1. Module
   a. Introduction to social innovation, key terms and scholarly discourse.
2. Module
   a. Innovation and pedagogy
   b. Teaching innovation/social innovation
   c. Curriculum integration
3. Module
   a. Learning beyond the classroom – community links
   b. Assessing social innovation/social impact in learning

Each module consists of readings, collaborative projects and open discussions. Participants
read readings individually, while collaborative projects are completed with assigned team
members. Discussions are in open forums that involve all participants.

The expected learning outcomes of the course are:
- Participants are able to engage in meaningful discussion about social innovation:
  - Integrating key concepts:
    - Social innovation

    - Social need/demand/challenge
    - Social impact
- Participants are able to integrate social innovation in their teaching in ways that are meaningful and engaging for learners.
- Participants are able to relate taught subjects to communities' needs.
- Participants are able to evaluate the social impact embedded in their learners' output.

A more detailed list of learning activities that all participants are expected to engage in:
- Essential reading & additional resources
- Video/audio presentations
  - Introduce key concepts/topics
  - Expand on readings
- Team projects
  - Using what has been learned
  - Practical challenges that engage creative & critical thought
- Open discussions
  - Online forums
  - Links to social media
  - Involve instructors and learners