The Business School expects that you are familiar with the contents of this course outline. You must also be familiar with the Course Outlines Policies webpage which contains key information on:

- Program Learning Goals and Outcomes
- Academic Integrity and Plagiarism
- Student Responsibilities and Conduct
- Special Consideration
- Student Support and Resources

This webpage can be found on the Business School website: https://www.business.unsw.edu.au/degrees-courses/course-outlines/policies
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Selena Griffith is Senior Lecturer at UNSW. In her time at UNSW she has developed courses in Innovation, Entrepreneurship and Collaboration as well as courses in Sustainable Design, Design Futures, Design Practice and Design Management working across 4 faculties. Selena is UNSW Faculty Advisor for ENACTUS and Faculty Advisor to the Michael Crouch Innovation Centre. Selena is a highly reflective practitioner, integrating her research, teaching, engagement and creative practice. As co-founder of The Island Innovation Lab (www.islandinnovationlab.com), a program and platform designed to develop cross disciplinary collaboration skills using design thinking methods to assist diverse teams in working towards addressing global sustainability issues, she utilizes action learning, engaged learning and peer led learning strategies to support students in wicked problem identification and sticky solution navigation. In 2014 The Island Innovation Lab was recognised by the Buckminster Fuller institute through an invitation to participate in their Catalyst program and by the Australian Government through the award of financial support for three cross disciplinary Island Innovation Labs held in Singapore (STMP 2014) and Palau and Kiribati (New Columbo Plan 2015). Selena was successful in a 2016 joint UNSW bid for New Columbo Plan funding for Myanmar. As a co-founder of Social Innovation Sydney in 2005 (a practice based research project) Selena has helped to develop and support the growth of Australian Social Innovation and Entrepreneurship through providing a platform for enabling social innovators to transition into self-sustaining social entrepreneurs. (www.socialinnovationsydney.org). This has led to a role as Faculty advisor for ENACTUS UNSW, a cross-disciplinary student society which competes nationally to develop social impact projects enabled through entrepreneurial mechanisms. She has worked to develop a community of advisors and mentors to support the UNSW team. Recently she received international recognition in this role as Most Outstanding Faculty Advisor ENACTUS 2016.
2 COURSE DETAILS

2.1 Teaching Times and Locations

It is compulsory to attend all 6 whole day (from 9.30am to 4.30pm) classroom seminars. Seminars start in Week 2 in intensive blocks as set out in the table below.

<table>
<thead>
<tr>
<th>Day</th>
<th>Session week number</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Week 2</td>
<td>Friday 22 September</td>
</tr>
<tr>
<td>2.</td>
<td>Week 4</td>
<td>Friday 6 October</td>
</tr>
<tr>
<td>3.</td>
<td>Week 6</td>
<td>Friday 20 October</td>
</tr>
<tr>
<td>4.</td>
<td>Week 8</td>
<td>Friday 3 November</td>
</tr>
<tr>
<td>5.</td>
<td>Week 10</td>
<td>Friday 17 November</td>
</tr>
<tr>
<td>6.</td>
<td>Week 12</td>
<td>Friday 1 December</td>
</tr>
</tbody>
</table>

The location for face-to-face classes is the UNSW CBD campus at 1 O’Connell Street, Sydney.

2.2 Units of Credit

The course is worth 6 units of credit and is the core course in both the Graduate Certificate in Social Impact and the MBA (Social Impact).

2.3 Summary of Course

*Design for Social Innovation* offers participants the opportunity to learn and apply design tools and methods to real projects with a focus on social outcomes. The course introduces participants to design principles, methods and approaches as they apply to creating, developing and sustaining social innovations. At the heart of good design is a search for ways to create a better, more sustainable world.

When it is applied to social innovation and generation of social impact, the focus of design can be on products (like designing effective and efficient post-disaster shelters); or services (like designing more inclusive financial services); or integrated product service systems; or processes (like designing effective organisations or social enterprises); or communications (like designing complex information about changes to the law in ways that people can understand and act on).

This course is an elective in the MBAX Program. It is also a prerequisite for the capstone course in the MBA (Social Impact). It provides an overview and introduction to the role and application of design concepts in social innovation and social enterprise. The course will provide the knowledge and tools necessary to understand and apply design principles at a project, organisational and systems level.

*Design for Social Innovation* offers participants the opportunity to learn and apply design-thinking tools and methods to real projects. The course is suitable for those who are interested in social innovation and/or design, but does not require familiarity with either.

Participants may choose to work on their own project or select from a number of identified projects. This action learning approach highlights the complexity of many social issues and opportunities and the need for interconnected, systemic responses. Design for social innovation necessitates taking a “whole-systems approach”, rather than a silo approach, to offer different perspectives to the traditional social impact and business tools. Design
methods are particularly suited to addressing complicated and complex issues. Students will learn how to engage in the whole design cycle through practical exercises and projects – Defining, Researching, Ideating, Prototyping, Setting Objectives, Implementing and Learning.

2.4 Course Aims and Relationship to Other Courses
This course aims to:
• develop students’ understanding of design methods and approaches and their application in the context of social innovation
• enable students to identify applications for using design methods through case study and individual investigation of case studies, simulations and practical activities.

2.5 Student Learning Outcomes
The Course Learning Outcomes are what you should be able to do by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all postgraduate coursework students in the Business School. Program Learning Goals are what we want you to be or have by the time you successfully complete your degree (e.g. ‘be an effective team player’). You demonstrate this by achieving specific Program Learning Outcomes — what you are able to do by the end of your degree (e.g. ‘participate collaboratively and responsibly in teams’).

For more information on the Postgraduate Coursework Program Learning Goals and Outcomes, see Part B of this course outline. The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities).

<table>
<thead>
<tr>
<th>Social Impact Program learning goals and outcomes</th>
<th>Course Learning Outcomes [see the section below the table for details of these]</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following postgraduate learning goals:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>Practised and/or assessed in the following:</td>
</tr>
<tr>
<td>1 Knowledge: Students should be able to identify and apply current knowledge of disciplinary and interdisciplinary theory on social impact and professional practice to organisations operating within diverse situations</td>
<td>1, 2</td>
<td>Assignments 1, 2 and 3 Online Participation/Participation</td>
</tr>
<tr>
<td>2 Critical Thinking and Problem Solving: Students should be able to identify, research and analyse complex issues and problems in social impact and develop appropriate and well-justified solutions for the given context.</td>
<td>3, 4, 5</td>
<td>Assignments 1 and 2</td>
</tr>
</tbody>
</table>
### Course learning outcomes

On successful completion of this course, you should be able to:

1. identify the practical and theoretical intersections between design and social innovation
2. describe how a range of design disciplines (including service, communication, product, business model and interaction design) inform and support social innovation and social enterprise development

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td><strong>Communication</strong>&lt;br&gt;Our graduates will be highly effective communicators in complex social environments.&lt;br&gt;&lt;br&gt;<strong>Written Communication:</strong> Students should be able to produce written documents that communicate effectively complex disciplinary ideas and information for the intended audience and social impact purpose.</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>3a</td>
<td></td>
</tr>
<tr>
<td>3b</td>
<td><strong>Oral Communication:</strong> Students should be able to produce oral presentations that communication effectively complex disciplinary ideas and information for the intended audience and social impact purpose.</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><strong>Teamwork:</strong> Students should be able to participate collaboratively and responsibly in teams and to reflect upon their own contribution to the team and on the necessary processes and knowledge within the team to achieve specified social impact outcomes.</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5a</td>
<td><strong>Ethical, social and environmental responsibility:</strong> Students should be able to identify and assess ethical, environmental and sustainability considerations in social impact decision-making, processes and practices.</td>
<td>9, 10</td>
</tr>
<tr>
<td></td>
<td>5b</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Social and cultural awareness:</strong> Students should be able to consider social and cultural implications of social impact knowledge, processes and practices within differing contexts and situations.</td>
<td>9, 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td><strong>Leadership:</strong> Students should be able to reflect upon their own personal leadership style and the leadership styles, knowledge and practices to achieve effective social impact outcomes within a diverse range of contexts and situations.</td>
<td>Not assessed in this course</td>
</tr>
</tbody>
</table>
3. apply creative and critical thinking, problem identification and problem-solving tools and frameworks to understand and respond to social issues
4. identify and apply key methods for understanding, analysing and engaging with complex systems that underpin many challenging social issues
5. critically engage with and evaluate concepts of ‘design thinking’, ‘co-design’, ‘social design’ and ‘human-centred design’ as they apply to the context of social innovation
6. write, document and reflect on the application of design methods to understanding and framing social issues; and engaging users/ stakeholders in the process
7. pitch/present an innovative, effective and viable design strategy to a social design challenge
8. demonstrate an ability to work as part of a team to develop an appropriate design strategy for a real world social challenge or opportunity
9. apply and critically reflect on ethical frameworks to apply design methods in the context of social issues/challenges
10. analyse key local and international, historical and current participatory design traditions, and demonstrate how these can be applied to develop social innovation.

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course
The teaching model in the face-to-face class is integrated to develop an inquiry-based approach to your learning. Your participation in seminars and class discussions is vital to your learning.

3.2 Learning Activities and Teaching Strategies
In order to maximise the collaborative and experiential nature of this course, a “flipped” learning and teaching approach will be used that will help to support deeper student engagement and outcomes. The “flipped” approach means you do reading and researching independently and use group class time for active and interactive learning. Each Unit (topic) will include a range of activities that you will complete before and after the Unit is offered. You have three major resources to help you learn:

1. The course materials, comprising readings, references, insights and commentary for each Unit. You will do much of your learning outside the classroom by working through the course materials, and by completing the activities.

2. Your classes are face-to-face. Your facilitator’s role is to guide your learning by conducting class discussions, answering questions that might arise after you have done the week’s work, providing insights from practical experience and understanding of theory, providing you with feedback on your assignments, and directing discussions that will occur between you and your co-participants.

3. Your co-participants. Your co-participants are an invaluable potential source of learning for you. Their work and life, and their willingness to question and argue with the course materials, the facilitator and your views, represent a great learning opportunity. They bring much valuable insight to the learning.
4 ASSESSMENT

4.1 Formal Requirements
In order to pass this course, you must:
• achieve a composite mark of at least 50; and
• make a satisfactory attempt at all assessment tasks (see below).

4.2 Assessment Details

There are four components of the assessment in this course:

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Critical examination of design methods – set of five method cards</td>
<td>25%</td>
<td>maximum 500 words each; total maximum 2,500 words</td>
<td>Tuesday 10 October 11.59pm Sydney time (Week 5)</td>
</tr>
<tr>
<td>Assignment 2: Report</td>
<td>25%</td>
<td>maximum 2,000 words</td>
<td>Monday 6 November 11.59pm Sydney time (Week 9)</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>30%</td>
<td>Part A - 15 minutes Part B - maximum 1,500 words</td>
<td>Part A – Friday 17 November In class (Week 10) Part B – Friday 1 December 11.59pm Sydney time (Week 12)</td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
<td>N/A</td>
<td>Throughout</td>
</tr>
</tbody>
</table>

Full details (including weightings and due dates) are provided in the Assessment Details document in your class Moodle site.

4.3 Assessment Format

Full details of required formats are included in the Assessment Details document in the course Moodle site.

4.4 Assignment Submission Procedure

You are responsible for submitting all your assessment items on time and via the appropriate procedures. You should submit your written assignments by 11.59pm Sydney time on the due date via the Turnitin tool on the course Moodle site. In the unlikely event that a problem should occur when submitting assignments online, students should make sure to send their assignment to the lecturer in charge before the deadline and re-submit using Turnitin as soon as the problem is rectified.

Assignments not submitted through Turnitin will not be marked. Full information about how to prepare assignments for electronic submission can be found in the Turnitin Student Guide: http://teaching.unsw.edu.au/turnitin-students
4.5 Special Consideration, Late Submission and Penalties

Late submissions are possible but will be marked as such and will be subject to late penalties of 5% of the assignment weighting for each day late. If for any reason you are unable to submit a late submission via Turnitin please contact your facilitator.

Extensions to assessment deadlines will be granted only in exceptional circumstances, and where adequate supporting documentation can be provided. Please note that work commitments do not constitute grounds for an extension. Requests must be made through the special consideration process. For details about this process, see: https://student.unsw.edu.au/special-consideration

4.6 Referencing and Plagiarism

Students also need to familiarise themselves with appropriate referencing standards as well as what constitutes plagiarism (https://www.business.unsw.edu.au/degrees-courses/course-outlines/policies for further details). Further details are available in the Assessment Details for this course.

Quality Assurance

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

5 COURSE RESOURCES

The website for this course is on Moodle at: http://moodle.telt.unsw.edu.au

Login to Moodle with your student zID (username) and zPass (password).

If you encounter a technical problem while using Moodle, please contact the UNSW IT Service Desk via the following channels:
Website: https://www.it.unsw.edu.au/students/
Email: ITServiceCentre@unsw.edu.au
Telephone: +61 (2) 9385 1333
Phone and email support is available Monday to Friday 8am – 8pm, Saturday and Sunday 11am – 2pm. Online service requests can be made via their website.

Readings

There are no prescribed textbooks for this course. Each Unit (topic) will have mandatory and optional readings. Links to all of these resources are on the reading list for your course in the UNSW Library’s Leganto system, which you can access via your Moodle course. Please note you will need to login, and may be required to enter your UNSW zID and zPass in order to access the library site.

If you experience any problems in accessing the readings, please try the following:

- Search directly for the article on the UNSW Library home page (https://library.unsw.edu.au/) by placing the name of the article in the Search box.
6  COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the Business School and continual improvements are made based on this feedback. UNSW’s myExperience process is one of the ways in which student evaluative feedback is gathered. In this course we will seek your feedback through end of semester myExperience evaluations.

7  COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week no.</th>
<th>Class Dates</th>
<th>Assessment (% weighting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Friday 22 September</td>
<td>Participation – throughout (20%)</td>
</tr>
<tr>
<td>4</td>
<td>Friday 6 October</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>No class</td>
<td>Assignment 1 due Tuesday 10 October 11.59pm (25%)</td>
</tr>
<tr>
<td>6</td>
<td>Friday 20 October</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Friday 3 November</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>No class</td>
<td>Assignment 2 due Monday 6 November 11.59pm (25%)</td>
</tr>
<tr>
<td>10</td>
<td>Friday 17 November</td>
<td>Assignment 3, Part A due Friday 17 November in class</td>
</tr>
<tr>
<td>12</td>
<td>Friday 1 December</td>
<td>Assignment 3, Part B due Friday 1 December 11.59pm (Assignment 3 Part A + Part B 30%)</td>
</tr>
</tbody>
</table>

Topics

Unit 1: *What is Design for Social Innovation?* In this Unit you will be introduced to Design for Social Innovation and consider key questions such as What is ‘design’? What is ‘social innovation’? What is ‘design for social innovation’? and What can ‘design’ offer social innovation? We also engage with the range of ways we can use design methods in social innovation: case studies and stories from the frontline.

Unit 2: *Structuring Design: Design Cycles and Methods.* This Unit starts to frame Design for Social Innovation from thinking (design thinking) to practice (design doing). It considers the structure of design in practice: cycles and methods; how different people have conceived of the practice of design; and introduces methods at different points in the design cycle. The Unit concludes by introducing practising methods.

Unit 3: *(Creative) Thinking in the Design Process.* In Unit 3 we consider creative thinking: what is it and why is it important in design for social innovation? We look at the
methods and practices for developing creative thinking for social innovation and applying creative thinking methods in context.

Unit 4: *Thinking about Social Issues, Problems and Solutions in the Design Process*. Unit 4 considers types of social problems: from simple to complicated to complex. We address the relationship between problems and solutions in design thinking, and the importance of asking the right questions to develop a deep understanding of social issues to determine appropriate design approaches. The Unit also maps problems/mapping systems: systems thinking in designing social innovations and looks at the relationship between creative thinking, analytical thinking, critical thinking and systems thinking.

Unit 5: *Engaging Users in the Design Process: Participatory Design and Co-Design in Social Innovation*. Unit 5 considers the benefits of engaging users in the design process – hero designers vs. collaborative design. It examines a history of participatory-design traditions from around the world. This includes designing BY, WITH, FOR and TO people and when each approach is appropriate? The Unit moves to consider co-design and participatory design: events, processes, mindsets and methods, and concludes with developing strategies to overcoming barriers to engaging people in design processes.

Unit 6: *Generative and Ethnographic Research in the Design Process*. Unit 6 considers the design process, commencing with the question, ‘What’s the relationship between research and design?’. It will explore the landscape of design research from Design-led to Research-led; and Expert Mindset to Participatory Mindset and extend to compare different research processes: generative research: the front-end of the design process; ethnographic research: critical skills for understanding; and action research: making change in the process of understanding. The Unit concludes by looking at evaluating design and designing evaluation for social outcomes.

Unit 7: *Design in Organisations and Businesses: From Embedding Design in Organisations to Designing Business Models*. Unit 7 commences by considering adopting and embedding design inside organisations to develop a design culture beyond the ‘design project’ and the ‘design team’. The Unit looks at design labs – social design labs around the world, and designing new business models for social innovation: combining commerce and impact in the business model design (using the business model canvas).

Unit 8: *Systems Redesign: From Co-design, to Redesigning Complex Social Systems*. This Unit explores change in systems and the role that design can play. It also looks at the second part of systems thinking – how we can use design to effect systemic change with people and communities, and the importance of visualising systemic change.
Unit 9: **Visualising Change: How can Visual Process Support Design for Social Innovation?** Unit 9 investigates visual systems for organising and communicating social innovation, social change and impact. It considers mapping, sketching, data visualisation and graphic facilitation as mechanisms for visualising social change. Learning to communicate visually – Why is visual communication important in social innovation and how can we learn to do this effectively.

Unit 10: **Designing with Intent: Changing Behaviours by Design.** In Unit 10 we explore how design can be an important factor in creating behaviour change for social innovation. In addition, this unit considers applying ‘designing with intent’ to social issues, and positioning the ‘user’ in the solution. Understanding the relationship between behavioural change and structural change in designing for social innovation will be a focus. Aspects of gamification and social innovation and ethics in the design process are also addressed.

Unit 11: **Bringing it all together: Designing for Social Innovation in a Particular Context.** Using a particular topic and context, in Unit 11 you will have the opportunity to review and test many of the methods, frameworks and ideas that have been shared through the course. This problem based learning will help us revise the material, and also discuss how it can be used with others in what are termed ‘design charettes’, ‘design jams’ or ‘hackathons’. As part of this participation process, your collective reflections will be collaboratively compiled into a visual artefact to demonstrate how people can work together to generate innovative ideas to address social issues.

Unit 12: **Presentations and Design Pitches.** In this Unit a peer led learning and collaborative exploration opportunity will be informed by groups presenting and reflecting on their design strategy through an online pitch. Others will have an opportunity to engage with it and respond with constructively critical peer feedback, developing and exercising their design feedback strategies.
8 STUDENT RESOURCES AND SUPPORT

The University and the Business School provide a wide range of support services for students, including:

- **Centre for Social Impact (CSI)**
  Provides advice and direction on all aspects of admission, enrolment and graduation for Graduate Certificate in Social Impact students. Email: csistudents@unsw.edu.au Phone: 02 8936 0990.

- **ssAGSM – Digital Resources and Tutorials**

- **Business Student Centre**
  [https://www.business.unsw.edu.au/students/resources/student-centre](https://www.business.unsw.edu.au/students/resources/student-centre)
  Provides advice and direction on all aspects of admission, enrolment and graduation. Office: Level 1, Room 1028 in the Quadrangle Building; Phone: 9385 3189.

- **Moodle eLearning Support**
  For online help using Moodle, go to: [https://student.unsw.edu.au/moodle-support](https://student.unsw.edu.au/moodle-support).
  For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.

- **UNSW Learning Centre**
  [www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)
  Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library services and facilities for students**
  [https://www.library.unsw.edu.au/study/services-for-students](https://www.library.unsw.edu.au/study/services-for-students)

- **IT Service Centre:**
  [https://www.it.unsw.edu.au/students/index.html](https://www.it.unsw.edu.au/students/index.html)
  Provides technical support to troubleshoot problems with logging into websites, downloading documents, etc. Office: UNSW Library Annexe (Ground floor). Phone: 9385 1333.

- **UNSW Counselling and Psychological Services**
  Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling. Office: Level 2, East Wing, Quadrangle Building; Phone: 9385 5418; Email: counselling@unsw.edu.au

- **Disability Support Services**
  Provides assistance to students who are trying to manage the demands of university as well as a health condition, learning disability or have personal circumstances that are having an impact on their studies. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734; Email: disabilities@unsw.edu.au