

Subject Description Form

Subject Code	APSS4539														
Subject Title	Social Innovation and Communities														
Credit Value	3														
Level	4														
Pre-requisite / Co-requisite/ Exclusion	Exclusion : APSS3243 Creating Innovation in Social Entrepreneurship APSS4535 Social Innovations for Grand Challenges														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Class Attendance and Participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Group Project</td> <td style="text-align: center;">--</td> <td style="text-align: center;">40%</td> </tr> <tr> <td>3. Individual Case Study</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; The completion and submission of all component assignments are required for passing the subject; and Student must pass all component(s) (standard of passing) if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class Attendance and Participation	10%	--	2. Group Project	--	40%	3. Individual Case Study	50%	--
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Objectives	<p>This subject empowers students to explore social innovation as a dynamic approach to addressing pressing social problems and the unique challenges faced by communities. By focusing on pain points of community—such as poverty, inequality, ageing, climate change, and access to clean water—students will discover how innovative solutions can create meaningful and lasting impact. The course also highlights the importance of developing robust and sustainable business models for social enterprises, equipping students with the knowledge and skills to drive positive change and build inclusive, resilient communities.</p> <p>This subject introduces students to a wide array of practical tools and methodologies essential for driving social innovation. Students will engage with the local community and use social innovation toolsets to create projects that address the pain points existing in the Hong Kong society. Through hands-on learning and real-world examples, students will develop the skills to identify community needs, design effective solutions, and implement sustainable business or service models, empowering them to create meaningful and inclusive social impact. The course prepares students for a career in the government, non-profit sectors, social enterprises, and social innovation projects.</p>														
Intended Learning	Upon completion of the subject, students will be able to:														

<p>Outcomes</p>	<ul style="list-style-type: none"> a) demonstrate discipline-specific knowledge and skills in being a social innovator, including foundational concepts and theories for social innovation skills as they are applied in the public, private, and third sectors; b) develop social empathy, moral sensibility, critical capacity, and sustained interest in understanding the major issues and challenges faced by the society and social innovators; c) obtain competencies in informational literacy that include the ability to find, acquire, evaluate, manage and use information in a range of media; or acquire, organize and present information through technology-based activity leading to be a competent social innovator; d) apply a global perspective and demonstrate intercultural competence in their vocational lives, with an awareness of both global and local contexts and function in a multicultural, global setting in policy and social innovation practice; and e) fulfil the social and ethical responsibility of their decisions and actions, including the acknowledgement of social justice issues relevant to the practice of social policy and social innovation and their commitments to the society. 														
<p>Subject Synopsis/ Indicative Syllabus</p>	<p>This subject will provide the students with the following knowledge:</p> <ol style="list-style-type: none"> 1. Conceptualization of various meanings of social innovation and the diverse theoretical perspectives that explain social innovation. 2. Dimensions of Social Innovation 3. The practices, cases, and models of social innovation – solving the social issues with innovative approaches and mindsets. 4. Building, mobilizing and leveraging cross-sectoral strengths in resolving societal grand challenges innovatively via social innovation skills, principles, and methods. 5. Defining and mobilizing resources for social innovation and its sustainability. 6. Understanding the impact and measurement of social innovation <table border="1" data-bbox="443 1512 1471 2042"> <thead> <tr> <th data-bbox="443 1512 592 1579">Session</th> <th data-bbox="596 1512 1471 1579">Topics</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 1585 592 1641">1</td> <td data-bbox="596 1585 1471 1641">Introduction of Social Innovation</td> </tr> <tr> <td data-bbox="443 1648 592 1704">2</td> <td data-bbox="596 1648 1471 1704">Social Innovation Workshop 1: Basic Model and Tool Kits</td> </tr> <tr> <td data-bbox="443 1711 592 1845">3</td> <td data-bbox="596 1711 1471 1845">Social Innovation Workshop 2: Advanced Social Innovation Method – Integrating Social Science Research Method, Design Thinking and the use of AI</td> </tr> <tr> <td data-bbox="443 1852 592 1908">4</td> <td data-bbox="596 1852 1471 1908">Social Innovation Workshop 3: Art of Hosting</td> </tr> <tr> <td data-bbox="443 1915 592 1971">5</td> <td data-bbox="596 1915 1471 1971">Fieldwork 1</td> </tr> <tr> <td data-bbox="443 1977 592 2042">6</td> <td data-bbox="596 1977 1471 2042">Social Innovation Workshop 4: Finding the Pain Points</td> </tr> </tbody> </table>	Session	Topics	1	Introduction of Social Innovation	2	Social Innovation Workshop 1: Basic Model and Tool Kits	3	Social Innovation Workshop 2: Advanced Social Innovation Method – Integrating Social Science Research Method, Design Thinking and the use of AI	4	Social Innovation Workshop 3: Art of Hosting	5	Fieldwork 1	6	Social Innovation Workshop 4: Finding the Pain Points
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	7	Social Innovation Workshop 5: Modeling and Narrative Construction – SDGs and ESG awareness																																											
	8	Social Innovation Workshop 6: Prototyping																																											
	9	Fieldwork 2: Model Testing																																											
	10	Social Innovation Workshop 7: Impact Evaluation and Source Funding																																											
	11	Group Project Presentation																																											
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Teaching/Learning Methodology	Relevant theories and concepts will be covered through seminars and workshops, while group projects will allow students to integrate what they have learned in these sessions into their project work. Fieldwork will also be conducted to enable students to apply their knowledge to the local community and to develop innovative business or service models that address community pain points.																																												
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1. Class attendance and participation</td> <td>10%</td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Group Project</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Individual Case Study</td> <td>50%</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Individual Case Study will allow students to integrate major concepts, theory and methods they have learnt in the subject to demonstrate their knowledge and competence in the field of study. Students can also indicate the effectiveness of their proficiency in communicating ideas, creativity and critical thinking, appropriateness and critical insights in making judgment.</p> <p>Group Project will provide an opportunity for students to demonstrate the learning outcomes described above. This will also allow them to showcase their competence in communicating ideas and sharing their learning experiences in an interactive, student-centred, and problem-based setting. Students are required to form groups of no more than five members (as per the lecturer’s discretion, depending on class size). They will conduct fieldwork and interact with the community to create an innovative project that addresses a community pain point. Students will present their projects to the class near or at the end of the semester and respond to questions from fellow students and the course instructor.</p> <p>After the presentation, students will need to transform their ideas into a poster format.</p>					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Class attendance and participation	10%				✓	✓	2. Group Project	40%	✓	✓	✓	✓	✓	3. Individual Case Study	50%	✓		✓	✓	✓	Total	100%					
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	This provides an additional opportunity to consolidate the ideas they presented and the feedback they received in an innovative way.	
Student Study Effort Expected	Class contact:	
	▪ Seminar, Workshop and Field Visit	39 Hrs.
	Other student study effort:	
	▪ Preparation of individual assignment	15 Hrs.
	▪ Preparation of Group Project	80 Hrs.
	Total student study effort	134 Hrs.
Reading List and References	<p><u>Essential</u></p> <p>Ayob, N., Teasdale, S., & Fagan, K. (2016). How social innovation ‘came to be’: Tracing the evolution of a contested concept. <i>Journal of Social Policy</i>, 45(4), 635-653.</p> <p>Battilana, J., Lee, M., Walker, J., Dorsey, C. (2012). In Search of the Hybrid Ideal. <i>Stanford Social Innovation Review</i>, 10(3): 51-5. http://www.ssireview.org/articles/entry/in_search_of_the_hybrid_ideal</p> <p>Cao, K., Gehman, J. and Grimes, M.G. (2017), "Standing Out and Fitting In: Charting the Emergence of Certified B Corporations By Industry and Region", orbett, A.C. and Katz, J.A. (Ed.) <i>Hybrid Ventures (Advances in Entrepreneurship, Firm Emergence and Growth, Vol. 19)</i>, Emerald Publishing Limited, Bingley, pp. 1-38</p> <p>Cui, M., Pan, S. L., Newell, S., & Cui, L. (2017). Strategy, resource orchestration and e-commerce enabled social innovation in Rural China. <i>The Journal of Strategic Information Systems</i>, 26(1), 3-21.</p> <p>Doherty, B., Haugh, H., Lyon, F. (2014). Social Enterprises as Hybrid Organizations: A Review and Research Agenda. <i>International Journal of Management Reviews</i>, 16: 417-436.</p> <p>Mulgan, G., Tucker, S., Ali, R. and Sanders, B. (2007). Social Innovation: What It Is, Why It Matters and How It Can Be Accelerated, Working Paper: Skoll Centre for Social Entrepreneurship. https://youngfoundation.org/wp-content/uploads/2012/10/Social-Innovation-what-it-is-why-it-matters-how-it-can-be-accelerated-March-2007.pdf</p> <p>Scheidgen, K., Gümüşay, A. A., Günzel-Jensen, F., Krlev, G., & Wolf, M. (2021). Crises and entrepreneurial opportunities: Digital social innovation in response to physical distancing. <i>Journal of Business Venturing Insights</i>, 15, e00222.</p> <p>Seelos, C., & Mair, J. (2007). Profitable business models and market creation in the context of deep poverty: A strategic view. <i>Academy of Management Perspectives</i>, 21(4), 49-63.</p>	

Phills, J.A., Deiglmeier, K., Miller, D.T., 2008. Rediscovering social innovation. Stanford Social Innovation Review, 6 (4), 34–43.

Supplementary

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Austin, J., Stevenson, H., & Wei-Skillern, J. (2006). Social and Commercial Entrepreneurship: Same, Different or Both? Entrepreneurship Theory & Practice, 30(1): 1-22.

Santos, F.M. (2012). A positive theory of social entrepreneurship. Journal of Business Ethics, 111: 335-351.

Santos, F., Pache, A. C., & Birkholz, C. (2015). Making Hybrids Work: Aligning Business Models and Organizational Design for Social Enterprises. California Management Review, 57(3), 36-58.

Yunus, M., Moingeon, B., & Lehmann-Ortega, L. (2010). Building Social Business Models: Lessons from the Grameen Experience. Long Range Planning, 43: 308-325.