



PRACTICUM: SOCIAL INNOVATION LAB

Theme: Pandemic-related organizational adaptation and household self-reliance

PRAC-2020-3/6

Summer Semester 2020

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Lessons: Weekly online releases (released on Monday evenings) at postgrowth.ca/courses

Discussions: on zoom, Fridays from 2.30-4.30 PM

In this course, co-hosted with the CMU Centre for Resilience, a transdisciplinary cohort of students will co-design and implement ideas proposed by community organizations and businesses. This year's theme will focus on two aspects of pandemic life: organizational adaptation strategies and local self-reliance. Students will work with mentors and faculty members in small online teams. They will select a topic, draft a course of action, and produce a final product. 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. In this iteration, the course will also offer students an opportunity to collectively process the emotional impact the pandemic has had on them and the surrounding community.

Note: The course will culminate in an online colloquium, organized by its participants, highlighting course-related ideas and initiatives

Overall 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

Theme-related objectives:

- Gain depth of understanding in knowledge areas affected by the pandemic
- Make sense of overwhelming information
- Reflexively process the emotional impact of the pandemic

READING LIST (PROVIDED)

Download at postgrowth.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](https://www.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

Grades: Student involvement will be evaluated on a pass/fail basis according to attendance and workshop involvement.

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.

Reflective evaluation (weekly): Students will prepare a reflection on their work (including their emotional life, challenges, and lessons learned – see “iteration review” in Stickdorn et al). The evaluation will be shared with course peers and the instructor.

Colloquium participation: In lieu of a final exam, you will be expected to participate in a student-led final video colloquium online. Each of you will present your projects using a Pecha Kucha format.



COURSE SCHEDULE (proposed)

		Topic	Stickdorn et al	Supp.	
July	6	(lesson)	Service design for problem-solving	Ch. 1-2	Etmanski
	10	(discussion)	Workshop: project design		IDEO site
	13	(lesson)	Pitches by stakeholders	reference: 2-3	Brown & Wyatt
	17	(discussion)	Tools, process, methods	Ch. 3-4	
	20	(meetings)	Workshop: meetings		
	24	(discussion)	Workshop: meetings		
	27	(meetings)	Workshop: meetings		
	31	(discussion)	Workshop: meetings		
Aug	3	(meetings)			
	7	(discussion)	Workshop: meetings		
	10	(lesson)	Prototype re-design!	Ch. 9	
	14	(discussion)	Workshop: discussion/evaluation		
	17	(online release)	Colloquium		

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