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INSPIRE

AN INTRODUCTION TO SOCIAL INNOVATION AND LEADERSHIP SKILLS CURRICULUM

Erasmus+ Social Innovation and Leadership skills for Third Sector Capacity / Ref.: 2019-1-NL01-KA202-060484

Developed by

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INSPIRE: SOCIAL INNOVATION AND LEADERSHIP SKILLS FOR THIRD SECTOR CAPACITY BUILDING 2019-1-NL01-KA202-060484

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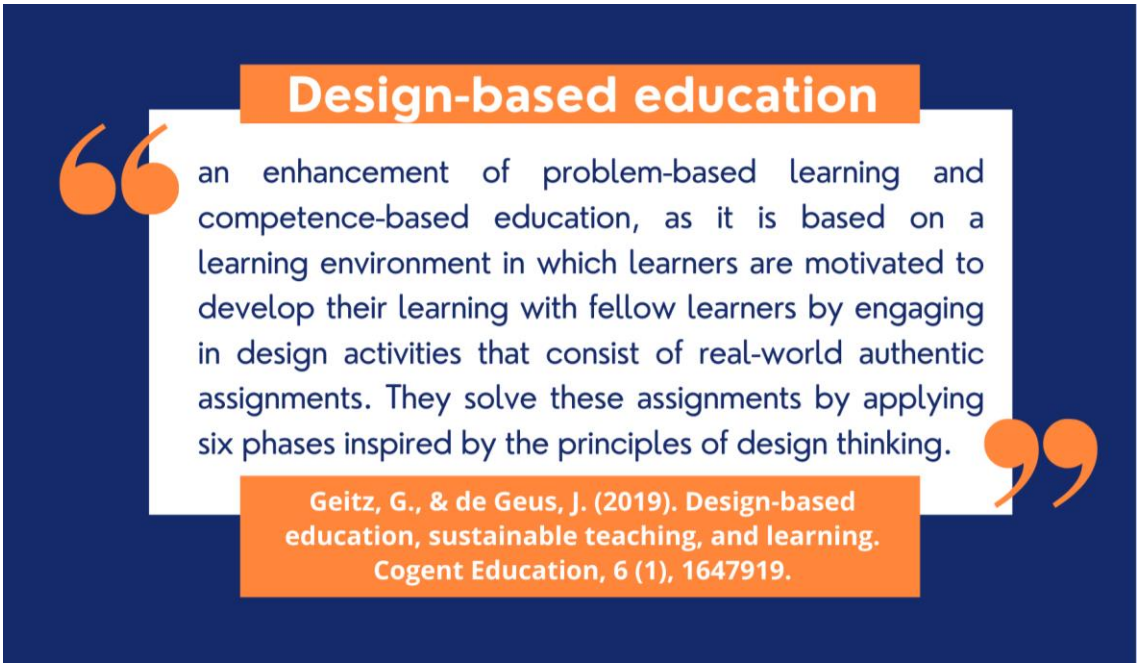
01. Introduction

The present document is a comprehensive and pedagogical introduction for any facilitator, educator or trainer accessing the INSPIRE project curriculum: **the European Social Innovation and Leadership curriculum,** to be able to implement it in a comprehensive and flexible way. It has three general objectives:

1. To provide a brief introductory framework of the **INSPIRE curriculum**.
2. To briefly present the **Design Based Education (DBE)** methodology.
3. To share **keys for the implementation** of the curriculum using the DBE methodology.

These three aims are mainly relevant whether the trainers who are implementing/ teaching/training /facilitating it, have never had until now focused on programmes that are directly associated with design thinking. They might benefit from summaries of insights, guidelines, and references that make them familiar with the methodology of **Design Based Education.**



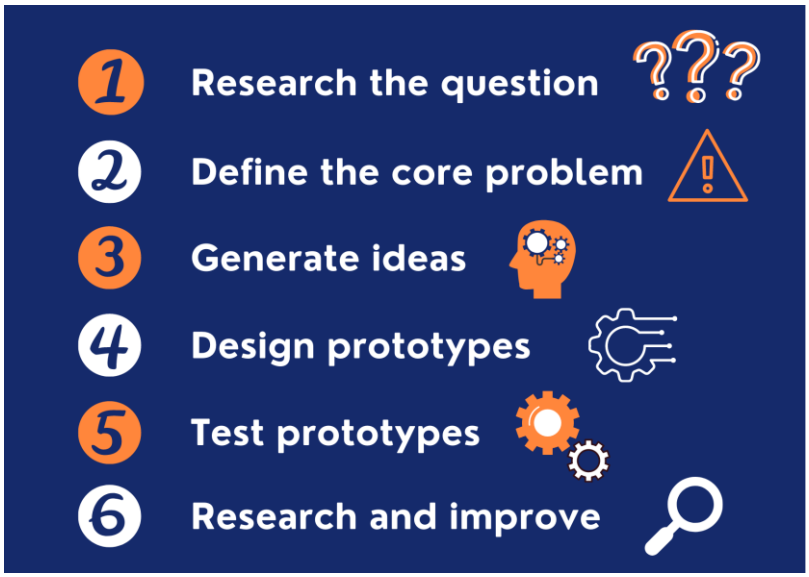
Design Based Education (Laurillard, 2012) has the potential to become a cornerstone of sustainable education, as it prepares students for a rapidly changing world through a design approach. The focus of DBE is to study real-life problems in teams from an outside-in perspective, using methods and tools from design science.

Design Based Education is one of the innovative concepts that aims at a more authentic and sustainable learning experience of students. In Design Based Education, students are trained to develop solutions to real-life issues using a systematic design science approach. It recognizes that solving real-life issues does not just include searching for knowledge, but involves a process that starts with empathizing (observing and understanding the problem, problem stakeholders and the problem context), defining the specific problem that will be addressed, ideating (the process of finding directions for possible solutions to the problem, using creative as well as knowledge sources), prototyping (developing initial solutions), testing, and implementing the solution. The multidisciplinary approach and the phases of design thinking (understanding, defining, ideating, designing, applying/experimenting, evaluating, improving) tie in well with innovation, finding solutions for complex issues and creating valuable new ideas, products or services. It is also about learning by experimenting and doing, learning from experiences and mistakes.

02. Social constructivism and six phases of Design-based education

Social constructivism is an important foundation for the DBE learning environment. To offer learners the opportunity to learn in interactions with others, learners spend a large part of their time in ateliers (i.e., a space—physical or online—in which they work on authentic assignments). In these ateliers, learners work together with teachers/trainers and the working field to solve issues occurring in that specific professional field.

They face these problems by applying iterative, methodological phases inspired by the principles of design thinking. Based on these principles six phases of the DBE process can been identified (Geitz & de Geus: 2019):



Phase 1 is about **exploring the problem** and determining whether the problem is real and determining how the problem can be more clearly defined. First, it is necessary to distinguish between perceived and real problems. Next, it has to be distinguished between problems that cannot be solved (e.g., in case of impossible goals or inadequate assumptions) and problems that can be solved by redesigning the solution approach, redesigning the use and co-operation between various resources, etcetera. Phase 1 requires a multi-stakeholder approach, as it requires learners to explore the problem from various different perspectives.

Phase 2 (define the core problem) is an essential step towards solving the problem. **The core problem** should be formulated as a *functional* problem of a system, i.e., it should define what function of the system needs to be improved. Many design problems seem to define the core problem as a lack of a tool/method/instrument, but such a formulation of the core problem is misleading, as it does not explain how the system will have to improve in performance after the tool/method/instrument has been implemented. Hence, an *instrumental* formulation of the problem lacks a clear identification of the main performance indicators of the system that need to be improved, possibly by designing and implementing a tool/method/instrument or other artefact.

Phase 3 is the creative phase of a design-based learning process. Based on the **core problem formulation**, learners design preferably several ideas or design alternatives that might be able to solve the problem. Some of these ideas might seem unrealistic, but the creative phase should welcome both realistic and unrealistic ideas and stimulate the creativity of all actors involved in order to develop an open mind towards the problem.

Phase 4 focuses on **developing one or a few different prototypes of the design**. A prototype is to be seen as a proof of concept, helpful in exploring the cooperation between several elements of the solution, and helpful in demonstrating the main advantages and disadvantages of the solution approach. A prototype can be used in a later stage to further develop the solution in a more mature approach that can be applied in an effective and efficient way to address the problem.

Phase 5 is about **testing the prototypes.** This validation stage will involve various stakeholders and potential users and will result in insights and results that help to select and implement a solution approach or restart the design process if no good solution has been found.

Finally, **phase 6** (research and improve) engages learners in **researching the effects of their solution in real life and invites them to adjust their prototypes** accordingly.

Design-based education is an approach that empowers the learning process of learners as well as their facilitators, trainers, problem owners, and other stakeholders. All stakeholders will be engaged in the iterative process of bridging the gap between the current IST[1] situation and an intended SOLL situation. The iterative Design-based education process requires professional competences such as empathizing, defining, ideating, applying, testing, evaluating, and improving to bridge this gap between IST and SOLL.

[1] De IST-SOLL-GAP analysis is a tried-and-tested method that works towards a solid advice in three steps: IST: What's your current way of working? SOLL: What's your desired/required way of working? GAP: How can software support your endeavors, and what are the implementation phases?

03. Module Characteristics

Each module of the **INSPIRE curriculum** represents a workload of 1 EC (according to the ECTS system). One credit corresponds to 25 to 30 hours of work. According to the European Commission[2], it should be recognized that this represents the typical workload and that for individual learners the actual time to achieve the learning outcomes will vary.

Each module consists of various learning activities, organized in several lessons. Every lesson and activity has intended learning outcomes. We used the **Revised Bloom's taxonomy** (see Figure 1) to describe the intended learning outcomes with appropriate verbs in order to help the learners to determine what value the learning activity will have in their learning path.

In each activity there is a section called "lecturer activity" which provides instructions on how to implement each of the activities. Each module has been designed so that the trainer/facilitator can easily tailor it to the group of learners in order to carry out the activities. The necessary theory is also included as part of these sections, although it can always be enhanced and reinforced by the facilitator's own knowledge and the links proposed in each of the last sections of each activity.

At the beginning of each activity, the expected time and materials needed are included.

Learning activities describe what a learner should do to achieve the intended learning outcomes. This may include team activities where they have to work together, individual reflection and preparation activities, with materials such as videos, internet platforms, materials included in annexes or design activities, prototyping and individual or team assessments.

The Curriculum was originally designed and planned to be developed in a face-to-face environment, so the different activities are conceived from that teaching-learning perspective. Thus, different options are included for learners to check what they have learnt through reflection notebooks, tests, quizzes, peer-to-peer review, debates, asking for contributions to discussion or exchanges of ideas and reflections.

Since the delivery environment of these modules is face-to-face, facilitators must also be involved and committed to giving feedback to learners, guiding and supporting them in the training process.

The modules have also been designed in order to provide advice to learners on how to proceed with their learning path after completing a learning activity. Thus, extra materials are shared so that facilitators can provide learners with them if they would like to expand their knowledge. These materials provided are of various types (reports, papers, books, digital resources or videos) and aim to enable learners to deepen their knowledge, broaden their knowledge or continue learning about these topics.

Finally, a learning activity may include supporting materials or references to sources where additional materials can be found. All the modules have included open source materials for the activities.

The number and length of learning activities might vary between modules. However, facilitators accessing this introduction should consider and be able to adapt each activity to the learners according to their own learning objectives. Alternative pathways are provided in the sections, as learners differ in their initial knowledge, their preferences, their learning styles, their preferences to participate in groups or individually, and their learning ambitions. This is consistent and coherent with the initial objectives of the project, which aimed to develop learning products that would be flexible and adaptable to heterogeneous "personas" or profiles.

[2] https://ec.europa.eu/education/ects/users-guide/key-features_en.htm

Hence, the total workload of the set of learning activities could exceed the estimated workload of the whole module.

In the following table (Figure 1), as mentioned above, it can be observed the different verbs of Bloom's taxonomy that have been used to define the learning objectives.

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	• Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why	• Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate	• Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize	• Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme	• Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value	• Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

Figure 1. Revised Bloom's taxonomy for intended learning outcomes

Based on the above, the facilitator is responsible for choosing materials and adapting them to the learning group according to its specific needs and features. For example, the learning path of two students within the same module might be different, as depicted in Figure 2. Still, the design of the lessons is similar: every lesson offers various options for a learner to engage with the topic: prepare, individual study, joint work, design activities, training options, and testing options.

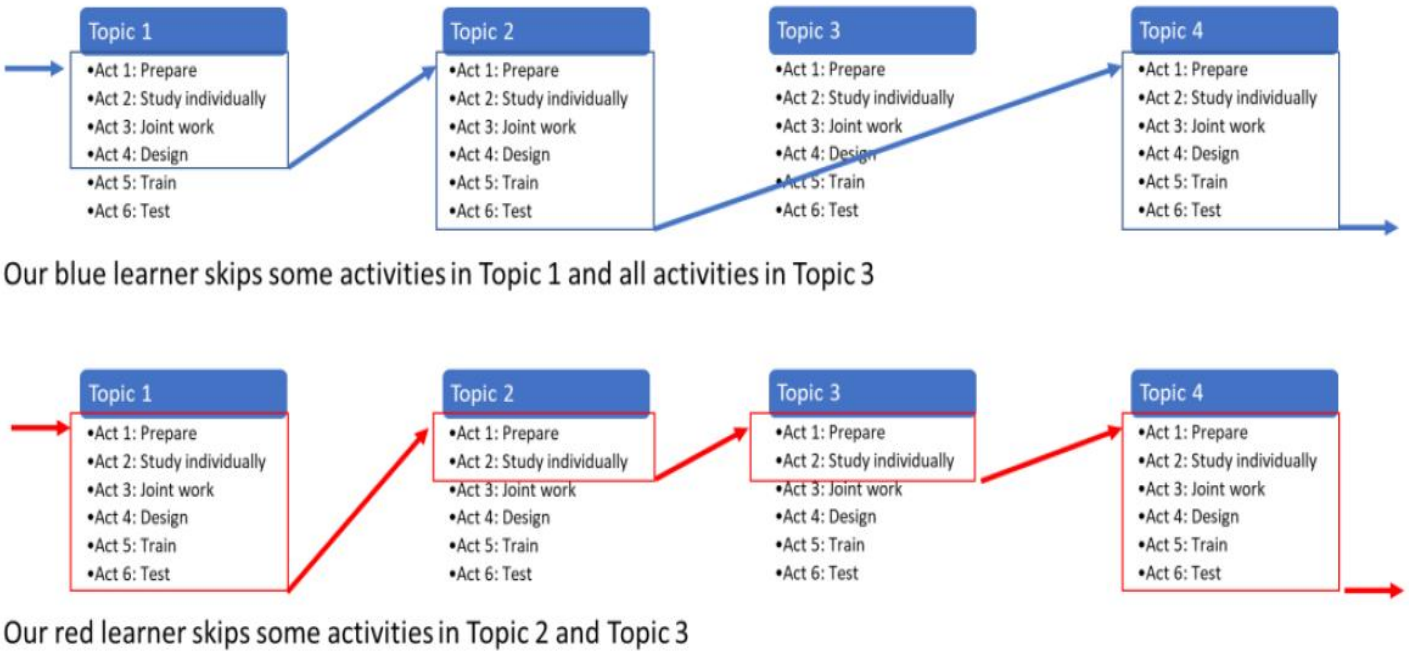


Figure 2 Learners may select different learning paths within a module

04. The modules and lessons template

We have used a lesson plan template that consists of a description of the various learning activities and who has what role in these activities: learners, instructors, or both.

Template lesson plan

Module title:……

Module objectives:

Lesson objectives:

Lesson title/ topic:…….

Length	Content	Lecturer activity	Learner activity	Materials	Module objective(s)	Other

The structure of the curriculum includes the following modules:

Module 1 - Social Leadership

Module 2 - Impact Evaluation and Measuring Results

Module 3 - Collaboration and Design Social Campaigns

Module 4 - Volunteer Management

Module 5 - Social Innovation

Each module includes the times and the most appropriate way to implement the activities. They do not need to be taken in their totality, but rather lessons can be selected as the facilitator deems most appropriate.

05. Tools for facilitators to support design-based education

In this curriculum, facilitators may benefit from using several design-based education tools. Hereby, we would like to show two tools that the developers of the curriculum have applied, which has resulted in specific learning activities and learning paths for professionals that would like to engage in learning on social innovation and leadership.

Personas

The first tool that has been used in developing the curriculum is a description of various *personas*. A "personas description" might consist of the following elements:

NAME	PHOTO
Personality characteristics • Gender • Age • Marital status • Children • Archetype • Attitude towards technology	**Personal characteristics** • Ambitions in life • Frustrations • Personality trait

By developing several *personas*, the design of learning activities and learning paths becomes a process in which these *personas* seem to be involved as virtual stakeholders. When facilitating the learning activities, a facilitator may also benefit from these *personas,* as they help to have an open eye for various diversity aspects among the group of learners that require a different type of support, feedback, or acts of motivation.

See Figure 3 for an example of a *personas description* that might help to inspire you to develop your role as facilitator towards this potential learner in the curriculum.

Emmeline

GENDER	Woman
AGE	24
STATUS	Married
CHILDREN	None
ARCHETYPE	?
TECHNOLOGY	Emmeline is comfortable using technology, well updated on new tech.

GOALS

She wants to support marginalized girls in the suburbs, Give young people a meaningful future

FRUSTRATIONS

Emmeline gets upset when she sees discrimination, especially towards young women. And when the municipality does not prioritize their founding.

PERSONALITY

Loyal, devoted, don`t mind working in teams but is more efficient on her own.

Emmeline lives in a suburb to Stockholm called Sundbyberg with her husband. Her parents live only five minutes away by car. She has two jobs. One is in a recruiting firm and the other is at a support Centre for youth in the suburb. The center's main goal is to give youth a meaningful life away from trouble and crime, in a partnership with local businesses. She likes both her jobs and she wants to continue with both of them if she can find the balance between family and jobs.

Figure 3. Personas example

Inclusive Design Canvas

The other tool that we have implemented in order to design a curriculum based on principles of design-based education is the **Inclusive Design Canvas** (Figure 4).

The Canvas depicts the intended target audience and aims for the module (left side), the main activities to achieve these aims (middle part of the Canvas), and the way we allow for measuring the outcomes for learners, facilitators, and efforts of the organization.

For facilitators, the Canvas provides an overview of the main choices that have been taken to design this module. This helps to guide learners more effectively along their learning paths.

INTENDED LEARNING OUTCOMES (ILO) Active, concrete, feasible, max 4-6	LEARNING & TEACHING ACTIVITIES Active, diverse methods & models, alternative forms, match the ILO's, on-offline, individual/collaborative	ASSESSMENTS OF LEARNING Match the OLI's, alternative methods for assessing
PARTICIPANTS Group size, diversity, learning stage, intake, interests	BEFORE DURING	**ASSESSMENTS FOR LEARNING** Various feedback methods & moments, alternative methods
DIFFERENTIATION & SELF-REGULATION Validation in topic-choice, interests, resources, support, (assistive) tech	AFTER	**RESOURCES** Various modi, technology, experimental materials, physical environment
GROUP CULTURE (create & maintain) group dynamics, safe-climate, trust, community, generosity	**EDUCATOR'S ROLE & BACKGROUND** Teacher role & style (e.g. expert, coach, product owner), background, mission, vulnerabilities, rapport making	**PEDAGOGICAL & DIDACTICAL BELIEFS** Ideas of Learning & Teaching, didactical angle, opportunities & constraints

Figure 4. Inclusive design canvas

06. Final remarks

This introduction is intended to serve as a first guide or approach for any facilitator to implement the curriculum to engage students in the INSPIRE training course. It is presented as an introductory guide to ensure that the different learning modules are relevant to the practice of managing and leading innovations in social organisations.

The five developed different modules contain the content and guidance needed to apply each lesson specifically. To achieve this relevance of the activities, all the contents are framed in a design-based educational approach.

The future learners who will be under the guidance of you, the facilitators, will need the support of a learning management system in which materials are made available to them, but they will also benefit from the exchange with the experience of peers (fellow learners) and you, the facilitators.

07. References

For further information on the methodology the following references have been used in the framework of the INSPIRE project to develop the curriculum:

- Design Thinking for Educators Toolkit © 2012 IDEO LLC. All rights reserved. http://designthinkingforeducators.com/
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