



Curriculum Enhancement for Employability and Social Innovation



Summary

The [University of Northampton](#) is recognised as a leader in social innovation education, and this is reflected in its designation as the UK's first [AshokaU](#) 'Changemaker Campus'. The University's continued commitment to develop highly employable graduates¹, who possess the attributes to serve as impactful citizens, helps to differentiate the University within a dynamic higher education sector.

It is relevant to consider how employability and Changemaker principles are embedded into the University's teaching and learning activities. In March 2014, the University's Institute of Learning and Teaching launched a project called [Embedding Changemaker into the Curriculum \(EmbedCM\)](#).

As part of this bigger project, the University received funding from the Higher Education Academy (HEA) to support a short-term curriculum redesign project: [Curriculum Enhancement for Employability and Social Innovation \(CEESI\)](#).

This report outlines the University's journey in embedding Changemaker principles across its teaching and learning activities. Included in this report are:

- The specific challenges of embedding Changemaker principles into the curriculum;
- The University's approach to addressing these challenges;
- Key findings and outputs from this approach;
- The University's action plan for continued work in this area.

It is hoped that by sharing this journey with others, within the University and beyond, that greater awareness, further collaboration and meaningful impact will result.

¹ The University of Northampton is ranked fourth in the UK for employability. (Source: HESA Destinations of Leavers from Higher Education (DLHE) Survey 2013/14)

Curriculum Enhancement for Employability and Social Innovation

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Contents

Introduction.....	5
The specific challenges of embedding Changemaker into the curriculum	6
Challenge 1: To understand what Changemaker means to the University of Northampton	7
Study 1—Teachers’ conceptions of Changemaker.....	7
Study 2—University students’ perspectives on social innovation.....	8
Challenge 2: To nurture a shared discourse around Changemaker in the curriculum	9
Activity 1—Call for case studies and case study publication.....	9
Activity 2—Video case studies.....	9
Activity 3—‘Changemaker in the Curriculum’ web area.....	10
Challenge 3: To understand how Changemaker relates to employability	10
Study 3—Changemaking attributes for social innovation	10
Study 4—Social innovation education: an ontology for 21 st century learning.....	12
Defining social innovation education	12
Challenge 4: To develop a theoretical model to underpin curriculum design and redesign	14
Challenge 5: To develop tools and resources to support curriculum design and redesign	15
Tool 1—Introduction to Social Innovation video	15
Tool 2—Discussion and reflection questions	16
Tool 3—Possible template for mapping programme-level aims, objectives and outcomes	17
Tool 4—Possible template for the building blocks of learning design activity.....	18
The remaining challenges	20
The next steps	20
References and further reading	21

Tables

Table 1: Unifying principles for changemaking	7
Table 2: Changemaker attributes for social innovation	11
Table 3: Changemaker Attributes and Employability Skills.....	13
Table 4: Three spectra resulting from Conole et al.’s (2004) analysis	14
Table 5: Expanded spectra showing the zone of pedagogical praxis.....	14
Table 6: Sample mapping of one module’s learning outcomes and learning activities to the Changemaker Principles.....	17

Table 7:	Possible Template for mapping programme-level aims, objectives and learning outcomes to Changemaker Principles.....	18
Table 8:	Possible Template for the Building Blocks of Learning Design Activity.....	19

Figures

Figure 1:	A possible outcome space for teachers' conceptions of Changemaker	8
Figure 2:	Model of common characteristics of key learning theories	14
Figure 3:	Zone of pedagogical praxis for social innovation education	15

Introduction

In 2010, the University of Northampton embarked on the development of a new institutional strategy that put social innovation at the centre of its activities. Strategically, such an explicit commitment to positive social change helps to differentiate the University within a competitive and dynamic marketplace. Alongside this aspiration, the University has a mission to *transform lives and inspire change*. Considered together, these objectives reflect the University's overarching vision to be a catalyst for stronger thinkers and stronger communities.

In 2013, the University was recognised as the UK's first AshokaU Changemaker Campus. AshokaU, which is part of the global Ashoka² network for social entrepreneurship, works specifically to nurture social innovation across university campuses. At present, there are approximately 30 university campuses within this particular network, and most of these are based in North America. The designation as a Changemaker Campus has validated the University of Northampton's efforts as a champion for positive social change and has been a source of pride and continued momentum towards its vision.

As the University seeks ways to embody principles of social innovation as an institution, it is vital to consider how to embed 'Changemaker' themes into the curriculum. Social innovation features as a topic across various extra-curricular and co-curricular activities. Despite several excellent examples of social innovation in the taught provision (see Alden Rivers and Smith, 2014) these are not commonly embedded across all of the disciplines and levels of learning.

Relatedly, the University has, for the last three years, enjoyed high rates of graduate employability. At the time of writing this report, the University of Northampton is ranked fourth in employability among UK higher education institutions. It is vital to continue this tradition of preparing highly employable, socially minded graduates for success in the 21st century.

The University's Institute of Learning and Teaching (ILT) is leading a two-year project to embed principles of social innovation in the curriculum. These principles are understood by the University to encompass employability attributes, as well as what are commonly referred to as 21st century skills³. As part of this project and with financial support and mentoring from the UK Higher Education Academy, ILT is developing a toolkit to support the embedding of social innovation education through the design and redesign of academic programmes.

This report shares the University's journey, to date, towards understanding and addressing the challenges of embedding social innovation principles into the curriculum. The report is set out in the following order:

- The specific challenges of embedding Changemaker principles into the curriculum;
- The University's approach to address these challenges;
- Key findings and outputs from this approach; and
- The University's action plan for continued work in this area.

² See www.ashoka.org for more information on Ashoka and AshokaU.

³ See UKAGR, 1995; AACU, 2005

The specific challenges of embedding Changemaker into the curriculum

As the University of Northampton seeks ways to embody Changemaker principles as an institution, it is vital that it considers how to embed social innovation and social impact into the curriculum. It is the University's vision to develop students as agents of positive social change, and there is a tremendous opportunity to support that development through its learning and teaching activities. Critically speaking, however, it is not necessarily plausible that all students and staff will have the know-how or motivation to engage with these principles. Therefore, a major challenge for the University is in understanding how to embed Changemaker across the disciplines and at different levels of study.

The goal is not to provide students with a selection of pre-defined opportunities to engage with social innovation and social impact. Nor is the goal to engage students in Changemaker principles in the same ways and to the same extent. Rather, the aim is to incorporate the principles of Changemaker into all programmes leading to an academic award in ways that are meaningful and flexible. To this end, there are myriad implications for embedding Changemaker across the disciplines and levels of learning. These include issues related to course design and approval, learning and teaching practice, student assessment and academic development.

There are ten distinct challenges facing the University of Northampton as it seeks to embed principles of social innovation (i.e. Changemaker) into the curriculum. This report outlines the University's work towards Challenges 1-5 and proposed an action plan for addressing Challenges 6-10 over the next two years.

- Challenge 1:** To understand what Changemaker means to the University of Northampton
- Challenge 2:** To nurture a shared discourse around Changemaker in the curriculum
- Challenge 3:** To develop a point of reference for understanding the alignment between Changemaker and employability
- Challenge 4:** To develop a theoretical model to underpin curriculum design and redesign
- Challenge 5:** To develop tools and resources to support curriculum design and redesign
- Challenge 6:** To pilot the theoretical model, tools and resources in the design and redesign of academic programmes
- Challenge 7:** To confirm the University's approach to curriculum design for Changemaker through staff development workshops and Change of Approval⁴ processes
- Challenge 8:** To update quality assurance policy and procedures for new programme approval (Validation) and approval of changes to existing programmes (Change of Approval)
- Challenge 9:** To propose a sustainable approach to curriculum design for Changemaker
- Challenge 10:** To continue to find ways to share good practice towards embedding social innovation across the higher education curriculum

⁴ Change of Approval is the University's process for validating changes to existing academic programmes.

Challenge 1: To understand what Changemaker means to the University of Northampton

Social innovation is at the heart of the Changemaker ethos. The literature suggests that, simply put, social innovation can be defined as finding ‘new ways that work’ (Mulgan et al., 2007, p. 8). A more complex definition of social innovation is often cited as ‘changes in the cultural, normative or regulative structures [or classes] of the society which enhance its collective power resources and improve its economic and social performance’ (Heiskala, 2007, p. 59).

Social innovation is different from the term ‘social change’. Social change can be defined as any action ‘whether progressive or regressive, and whether “effective” or not, in changing particular outcomes’ (Pratto et al., 2013, p. 139). The distinction is that social innovation works towards *positive* social change, usually in response to an identified need or problem. Those who work actively towards positive social change are sometimes referred to as social innovators, social entrepreneurs, and social changemakers.

AshokaU—the network of global social innovators who accredits Changemaker Campuses—provides a set of Unifying principles for changemaking. These are shown in Table 1.

Table 1: Unifying principles for changemaking (adapted from Curtis, 2013)

1.	Believe in a responsibility to make positive changes in society.
2.	Have the power and resources to make a difference (tangible and intangible).
3.	Take initiative to bring about innovative change, local and systemic.
4.	Work with others to maximise impact, working in groups and networks.
5.	Know and live authentically according to one’s values.
6.	Practise empathy by engaging in another person’s world without judgement.

Since receiving recognition as a Changemaker Campus in 2012, the University had developed a certain discourse around social innovation and what it means to be a Changemaker. However, it was unclear whether there was a shared definition across the Institution. Two separate studies were carried out to address the challenge of developing a shared understanding of Changemaker for the University.

Study 1—Teachers’ conceptions of Changemaker (Alden Rivers, Nie and Armellini, 2015)

The first study took a phenomenographic approach to understand the different ways that academic staff conceptualised Changemaker. The researchers reasoned that since teachers’ underlying beliefs would influence their approach to teaching and the way they designed their courses⁵, it was important to elicit their views as a starting point. Interviews were carried out with 30 academic staff from March–April 2014.

Findings suggested there were five qualitatively different conceptions of Changemaker. These were:

1. Changemaker as institutional strategy
2. Changemaker as critical thinking, problem solving and perspective shifting
3. Changemaker as employability
4. Changemaker as social betterment
5. Changemaker as personal transformation

⁵ See Kember, 1997; Trigwell, Prosser and Waterhouse, 1999

The researchers theorised, that set against a background of the mediated process implied by the ‘unifying principles’ in Table 1, the outcome space of conceptions could be viewed as that shown in Figure 1.

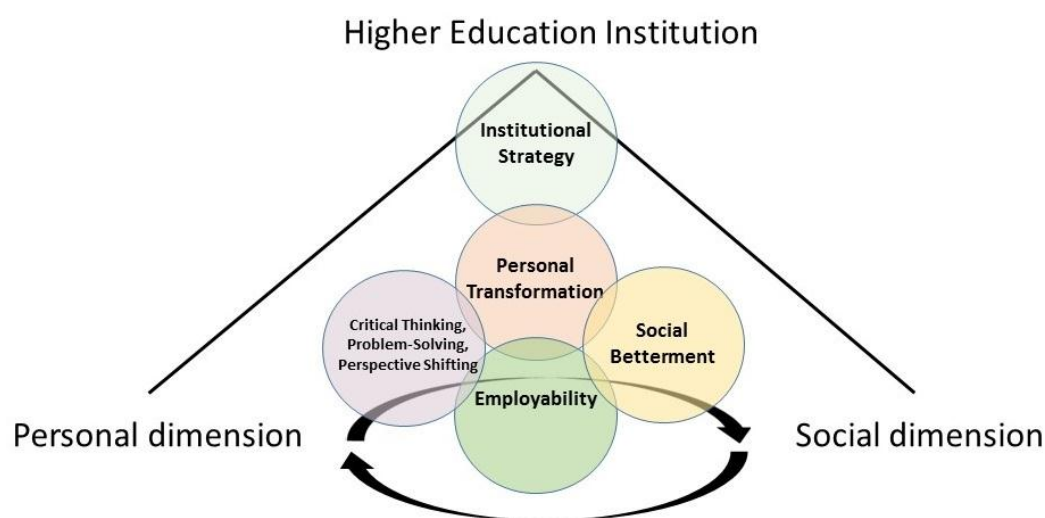


Fig 1. A possible outcome space for teachers' conceptions of Changemaker (from Alden Rivers, Nie and Armellini, 2015)

These five conceptions served as the foundation for addressing Challenge 2, which is described later in the report.

Study 2—University students' perspectives on social innovation (Alden Rivers, Hazenbarg and Bajwa-Patel, 2015)

The second study sought to elicit University students' view on social innovation. Specifically, the researchers were interested in what students perceived to enable and hinder their ability to work as agents of positive social change. In November 2014, two focus groups of University of Northampton students ($n=10$) were carried out.

Findings from this study suggested that students held varying conceptions of social innovation, ranging from a highly personal understanding to an ‘outsider looking in’ perspective. Many of their views were based on what other, more famous, individuals have done to improve society, and these tended to be examples on a global-scale, rather than a local view.

The participants were able to articulate their beliefs about what things might enable them to be Changemakers—namely resources, support from others, social media and passion for the social context in which the change was happening. The students believed that their higher education experience provided an important opportunity to ‘snooze’ on real life; long enough to develop skills and networks that would help them become socially impactful citizens.

This study was important because it helped the University to consider what aspects of the student experience, both extra-curricular and curricular, contributed to students valuing social innovation and possessing a greater degree of self-efficacy for changemaking. University-wide initiatives, such as Changemaker Week, as well as input from particularly socially-minded teachers, provided students with inspiration and motivation for being a Changemaker.

Challenge 2: To nurture a shared discourse around Changemaker in the curriculum

Findings from the studies to address Challenge 1 provide insight into the different ways in which staff and students understood Changemaker and social innovation, more broadly. Given the range of conceptions among both staff and students, and the challenge of embedding Changemaker across such a variety of disciplines, it was important to embrace and share these myriad beliefs as the project advanced. To address the challenge of nurturing a shared discourse, three key activities were carried out.

Activity 1—Call for case studies and case study publication

In May 2014 a call for case studies was advertised across the Institution. The Call invited anyone who felt they had captured Changemaker principles in their learning and teaching to submit a short written case study. These were published as an edited collection, both in hardcopy and electronically as *Changemaker in the Curriculum Case Studies 2013-2014*.



(Alden Rivers and Smith, 2014)⁶

Activity 2—Video case studies

Staff who contributed case studies were also invited to create a short video-cast to share their work in promoting Changemaker in their teaching. These were filmed during November 2014 and can be viewed on the Changemaker in the Curriculum web area (see Activity 3).



[Watch Graham Mitchell talk about Changemaker in Psychology](#)

⁶ Available to download at www.northamptonnilt.com/changemakerinthecurriculum

Activity 3—‘Changemaker in the Curriculum’ web area

To house the case study publication and the video-casts, a Changemaker in the Curriculum web area was created. This was essential for promoting our research findings and our plans for our project to embed Changemaker principles across the curriculum. To provide an overview of this project, a short video was created and displayed on the web area.



[Watch Embedding Changemaker into the Curriculum](#)



[Visit the Changemaker in the Curriculum web area](#)

Nurturing a shared discourse is an ongoing activity, which will continue to take place as more individuals participate in curriculum redesign for Changemaker. However, these key activities served as an effective starting point and centralised mechanism for sharing ideas.

Challenge 3: To develop a point of reference for understanding the alignment between Changemaker and employability

In addressing Challenges 1 and 2, it was possible for the University to understand the different ways in which staff and students conceptualised Changemaker and how it was already being used as a theme across some subject areas. Commonly, there were questions among staff regarding Changemaker skills and how to write learning outcomes for Changemaker. There were also questions about *what do we mean by a Changemaker graduate*. A third question prevailed: *How is Changemaker different from employability*? These questions were addressed in two further research studies.

Study 3—Changemaking attributes for social innovation (Alden Rivers, Armellini and Nie, 2015)

Through an in-depth literature review, this study built on the principles for changemaking in Table 1 and the set of teachers' conceptions of changemaking from their previous research (see Figure 1) to understand the qualities of a 'Changemaker Graduate'. Findings from this study suggested there were 14 Changemaker Attributes (see Table 2 for a description and references to key literature).

Table 2: Changemaker attributes for social innovation (Alden Rivers, Armellini and Nie, 2015)

Attributes	Relationship to Changemaker	Reference to literature
1. Self-confidence	<ul style="list-style-type: none"> • in having and sharing one's point of view • in challenging others' assumptions • in being able to instigate change • to deal with issues when they arise • to work with others 	Flavell (1979); Kolb (1984); Baxter Magolda (1998); Grice (2005); Stepian & Baernstein (2006); Yorke & Knight (2006); QAA (2012); Jackson (2014)
2. Perseverance	<ul style="list-style-type: none"> • be optimistic • have resilience to engage in ill-structured tasks • adapt in positive ways to changing circumstances • practice tolerance to stress and ambiguity • have grit • work to thrive in the face of adversity 	Grice (2005); Sherman (2011); QAA (2012); Jackson (2014)
3. Internal locus of control	<ul style="list-style-type: none"> • be self-regulated in monitoring progress against a plan • work in a self-directed way, without supervision • collect and maintain up to date records of achievement 	Gough (2003); Grice (2005); QAA (2012); Edexcel (2014)
4. Self-awareness	<ul style="list-style-type: none"> • have awareness of own strengths and weaknesses, aims and values • believe that personal attributes are not fixed and can be developed • be independent • be willing to learn and develop • have an understanding of one's learning style • be a "self-author" 	Baxter Magolda (1998); Gough (2003); Yorke & Knight (2006); Jackson (2014)
5. Action orientation	<ul style="list-style-type: none"> • take action unprompted • engage in action planning • set goals • have ambition 	Gough (2003); Yorke & Knight (2006); QAA (2012); Jackson (2014)
6. Innovation and creativity	<ul style="list-style-type: none"> • be original and inventive and to apply lateral thinking • be a future-thinker 	Grice (2005); Yorke & Knight (2006); Sherman (2011); QAA (2012); Jackson (2014); QAA (2014)
7. Critical thinking	<ul style="list-style-type: none"> • be motivated and skilled to locate, interpret and evaluate a range of evidence, using tools where appropriate • understand knowledge as uncertain and contextual • evaluate methods for problem-solving • question assumptions 	Brookfield (1987); Pascarella & Terenzini (1991); Baxter Magolda (1998); Mezirow (2000); Grice (2005); Stepian & Baernstein (2006); Yorke & Knight (2006); Edexcel (2014); Jackson (2014)
8. Empathy	<ul style="list-style-type: none"> • be motivated to consider others' perspectives • develop an aptitude for understanding another's perspective 	Stepian & Baernstein (2006); Sherman (2011)
9. Reflective	<ul style="list-style-type: none"> • be motivated to engage in active reflection as a means of problem solving • work as a reflective practitioner • use learning logs, journals, blogs or diaries 	Flavell (1979); Kolb (1984); Mezirow (2000); Gough (2003); Yorke & Knight (2006); Jackson (2014)
10. Communication	<ul style="list-style-type: none"> • possess high level of literacy, numeracy and digital literacy • share findings and good practice with others • have awareness of communication and language across other cultures • influence, persuade and negotiate to positive ends • be a networker • co-construct meaning with others • learn cooperatively 	Baxter Magolda (1998); Mezirow (2000); Gough (2003); Grice (2005); Yorke & Knight (2006); Edexcel (2014); Jackson (2014)
11. Emotional intelligence and social intelligence	<ul style="list-style-type: none"> • be socially aware • understand the role of emotions when working with others • use emotion in positive ways 	Grice (2005); Sherman (2011); Jackson (2014)
12. Problem solving	<ul style="list-style-type: none"> • recognise problems • develop a strategy for problem solving • evaluate the strategy for problem solving 	Jackson (2014); Yorke & Knight (2006)
13. Leader	<ul style="list-style-type: none"> • inspire others and secure commitment • make decisions • look for the big picture • articulate your vision • implement change 	Neumann & Neumann (1999); Yorke & Knight (2006); Kabacoff (2009); Sherman (2011); Wharton School (2013); Jackson (2014);
14. Values-driven	<ul style="list-style-type: none"> • be ethical • be a global citizen • be an environmental steward • be an advocate for social justice and wellbeing 	Jackson (2014); QAA (2014)

Study 4—Social innovation education: an ontology for 21st century learning (Alden Rivers, Armellini, Maxwell, Allen and Durkin, 2015)

While the findings from Study 3 and the resultant output (Table 3) provided a valuable point of reference to address the question of the Changemaker graduate, there was another question of how the University's well-established Employability Skills aligned with Changemaker principles. With learning outcomes as the foundation of curriculum design, it was important to address questions relating to skills, attributes and behaviours.

A fourth study was carried out, in part, to understand an ontology for 'social innovation education', one that enshrined Changemaker Attributes and Employability Skills. Importantly, the Changemaker Attributes overlap considerably with the University's 10 Employability Skills (Irwin, 2014). For the University, this signifies an important relationship between its ethical responsibilities towards workforce, economic and social development and its mission of social betterment through social innovation. Table 3 depicts possible ways that students who are developing Changemaker Attributes may also be able to demonstrate the University's 10 Employability Skills.

Additionally, it is important to note that there is significant overlap between the Changemaker Attributes and what is commonly cited in the literature as 21st century skills—or the competencies people need 'to function effectively at work, as citizens and in their leisure time' (Ananiadou and Claro, 2009, p. 6). Despite some commonalities between the Changemaker Attributes, Employability Skills and 21st century skills, there are clear areas of variance. Changemaker Attributes reflect greater empathy, more creative problem-solving, deeper and more critical reflection, enhanced civic responsibility, superior social and emotional intelligence, advanced skills at overcoming adversity, extreme optimism, and significant self-regulation.

In this respect, social innovation education can be defined by a sophisticated skill set that subsumes employability skills and 21st century skills, and that promotes learning on a more critical and socially impactful plane.

Defining social innovation education

As a way to define social innovation education, the following guiding principles are proposed.

- Social innovation education promotes systemic and sustainable approaches to improving society through positive social change.
- Social innovation education aims to develop qualities for positive changemaking in students, such as those referred to as Changemaker Attributes.
- Social innovation education subsumes the development of employability skills and 21st century skills, while working towards a more sophisticated set of competencies.
- Social innovation education promotes learning on a more critical and socially impactful plane than traditional undergraduate education.

Social innovation education can therefore be defined as the complex process of developing graduates who aspire to change the world for the better, regardless of career path. These individuals are knowledgeable, socially and ethically responsible, as well as emotionally intelligent innovators, leaders and communicators.

Table 3: Possible ways that Changemaker Attributes can demonstrate the University of Northampton's 10 Employability Skills (Alden Rivers et al., 2015)

Changemaker Attributes and description (Alden Rivers, Armellini and Nie, 2015)		10 Employability Skills (Irwin, 2014)
1. Self-confidence	<ul style="list-style-type: none"> • in having and sharing one's point of view • in challenging others' assumptions • in being able to instigate change • to deal with issues when they arise • to work with others 	Communication Team work Positive work ethic Leadership Influencing, persuading and negotiating
2. Perseverance	<ul style="list-style-type: none"> • be optimistic • have resilience to engage in ill-structured tasks • adapt in positive ways to changing circumstances • practice tolerance to stress and ambiguity • have grit • work to thrive in the face of adversity 	Positive work ethic Organisation and action planning Influencing, persuading and negotiating
3. Internal locus of control	<ul style="list-style-type: none"> • be self-regulated in monitoring progress against a plan • work in a self-directed way, without supervision • collect and maintain up to date records of achievement 	Positive work ethic Self-management and reflective learning
4. Self-awareness	<ul style="list-style-type: none"> • have awareness of own strengths and weaknesses, aims and values • believe that personal attributes are not fixed and can be developed • be independent • be willing to learn and develop • have an understanding of one's learning style • be a "self-author" 	Self-management and reflective learning
5. Action orientation	<ul style="list-style-type: none"> • take action unprompted • engage in action planning • set goals • have ambition 	Positive work ethic Organisation and action planning Leadership Self-management and reflective learning Opportunity recognition
6. Innovation and creativity	<ul style="list-style-type: none"> • be original and inventive and to apply lateral thinking • be a future-thinker 	Problem-solving, analysis and investigation Opportunity recognition
7. Critical thinking	<ul style="list-style-type: none"> • be motivated and skilled to locate, interpret and evaluate a range of evidence, using tools where appropriate • understand knowledge as uncertain and contextual • evaluate methods for problem-solving • question assumptions 	Problem-solving, analysis and investigation
8. Empathy	<ul style="list-style-type: none"> • be motivated to consider others' perspectives • develop an aptitude for understanding another's perspective 	Communication Team work Networking Influencing, persuading and negotiating
9. Reflective	<ul style="list-style-type: none"> • be motivated to engage in active reflection for problem solving • work as a reflective practitioner • use learning logs, journals, blogs or diaries 	Problem-solving, analysis and investigation Self-management and reflective learning
10. Communication	<ul style="list-style-type: none"> • possess high level of literacy, numeracy and digital literacy • share findings and good practice with others • have awareness of communication across other cultures • influence, persuade and negotiate to positive ends • be a networker • co-construct meaning with others • learn cooperatively 	Communication Team work Networking Influencing, persuading and negotiating
11. Emotional intelligence and social intelligence	<ul style="list-style-type: none"> • be socially aware • understand the role of emotions when working with others • use emotion in positive ways 	Communication Team work Leadership Influencing, persuading and negotiating
12. Problem solving	<ul style="list-style-type: none"> • recognise problems • develop a strategy for problem solving • evaluate the strategy for problem solving 	Problem-solving, analysis and investigation Opportunity-recognition
13. Leader	<ul style="list-style-type: none"> • inspire others and secure commitment • make decisions • look for the big picture • articulate your vision • implement change 	Leadership
14. Values-driven	<ul style="list-style-type: none"> • be ethical • be a global citizen • be an environmental steward • be an advocate for social justice and wellbeing 	

Challenge 4: To develop a theoretical model to underpin curriculum design and redesign

Building on the findings from previous studies and considering the ontology proposed for social innovation education, it was possible now for the University to consider a theoretical framework. What exactly does it mean to *promote learning on a more critical and socially impactful plane*?

Study 4, in addition to proposing a definition for social innovation education, also outlined a theoretical framework for considering learning design. Building on Conole et al.'s (2004) model of learning theories (Figure 2), the researchers systematically reviewed literature to develop a new model (Figure 3).

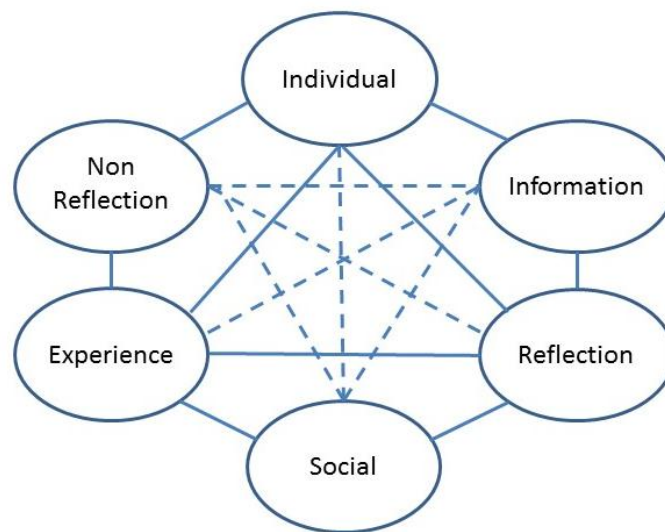


Figure 2: Model of common characteristics of key learning theories (used with permission from Conole et al., 2004, p. 24)

The relationships between characteristics shown in Figure 2 are derived from three key relationship, or spectra, as shown in Table 4.

Table 4: Three spectra resulting from Conole et al.'s (2004) analysis of key learning theories

Information	←-----→	Experience
Non Reflection	←-----→	Reflection
Individual	←-----→	Social

The present researchers theorised that social innovation education required an extension of these spectra, as depicted in Table 5.

Table 5: Expanded spectra showing the zone of pedagogical praxis for social innovation education, in bold (Alden Rivers, Armellini, Maxwell, Allen and Durkin, in press)

Information	←-----→	Experience	←-----→	Transformation
Non Reflection	←-----→	Reflection	←-----→	Critical Reflection
Individual	←-----→	Social	←-----→	Place Based

Table 3 shown an extended version of Table 2, depicting the extended spectra as the ‘zone of pedagogical praxis for social innovation education’. This theory proposes that engaging staff in curriculum design and redesign for Changemaker (i.e. social innovation education) requires them to extend their teaching and learning into this zone.

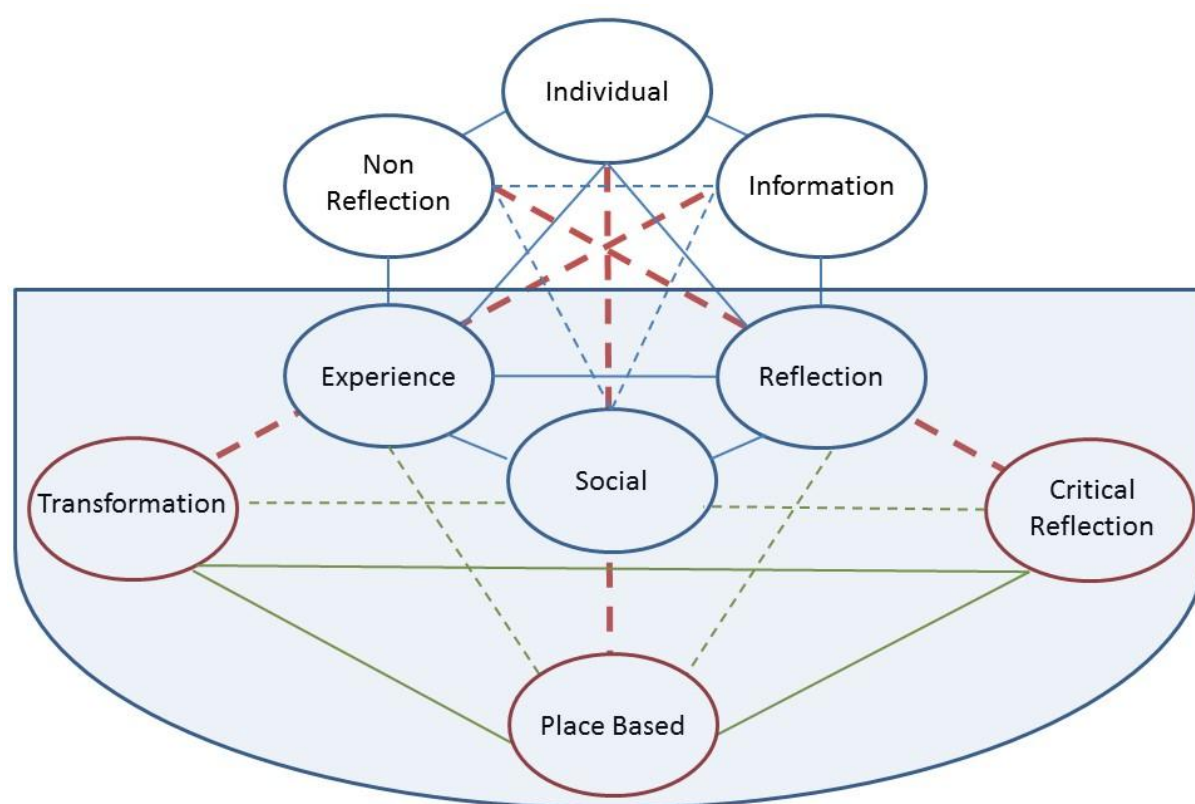


Figure 3: Expanded model of learning theories showing the ‘zone of pedagogical praxis for social innovation education’ in shaded area (adapted with permission from Conole et al., 2004) (Alden Rivers, Armellini, Maxwell, Allen and Durkin, in press)

Challenge 5: To develop tools and resources to support curriculum design and redesign

By addressing Challenges 1-4, the University had developed a way of understanding Changemaker in terms of staff and students’ conceptions, in terms of graduate attributes and employability skills, and in terms of educational theory. Much of the foundation had been laid for a curriculum redesign process. A fifth challenge was to create a set of tools and resources that could be used to support curriculum design and redesign. Many of the research outputs were useful but needed to be contextualised in a more practical way.

Tool 1—Introduction to Social Innovation video

The first tool was a short open resource video to introduce the concept of social innovation and to outline *what it takes to be a Changemaker* (ie. The 14 Changemaker Attributes). The video is aimed at students but also serves as a tool to prompt thinking among staff.



([Watch Introduction to Social Innovation](#), CC-BY-NC-SA)

Tool 2—Discussion and reflection questions

It was important for the team to involve key academic staff in the development of these tools and resources. Specifically, it was important to draw on the expertise of those who were actively using Changemaker themes in their own practice. A group of academic staff, as well as several students and administrators, were invited to attend an action research workshop. The workshop aimed to test the theoretical framework shown in Figure 2 and to co-create resources that could be piloted as part of Challenge 6.

Workshop participants were invited to consider a series of discussion questions, taken from Study 4, and use this discussion to reflect on their own teaching practice.

Moving into the zone: Discussion questions

1. Is there scope for learning outcomes to address the development of Changemaker Attributes in a more transparent way, while still maintaining levelness and academic threshold standards?
2. Are there opportunities for learning activities to engage students in a more critical discourse around social problems, social inequalities, agency and the role of higher education in a way that is relevant to the academic subject?
3. Are there opportunities for students to engage in experiential learning projects that are place-based and that are relevant to the academic subject and learning outcomes for the programme?
4. How can place based activities be assessed?
5. How can existing assessment be designed so it is more authentic?
6. Is there scope for existing reflective learning activities to become ‘more critical’ in nature?
7. How exactly does the existing course design support self-direction and self-regulation? How can this be enhanced?
8. In what ways can the course design support a greater social and humanistic awareness?
9. How can learning activities and assessments engage the imagination, a sense of agency and the notion of identity, while still being relevant to the subject?
10. How can opportunities for open, supported and authentic dialogue (that are relevant to the academic subject) be promoted to support critical reflection on personal and social experience and to question deeply held beliefs about one’s self and society?
11. How can reflection on extra- and co-curricular experiences be nurtured as part of the academic programme?
12. How is the course designed to support students dealing with troublesome concepts?

13. How can multiple activities and experiences be provided to support social innovation education within the academic subject area while at the same ensuring comparable learning opportunities are available to all students within the cohort?
14. How can ‘outside the box’ teaching and learning be developed and evaluated in a niche subject area so that it can be transferred into mainstream practice across the university?
15. How can social media and other technology support the embedding of social innovation education?
16. How can a module be designed in a way that supports the development of Changemaker Attributes over the trajectory of the whole programme?
17. How can students and teachers be aware they are developing as Changemakers through an embedded approach to social innovation education?
18. What role do students play in co-producing and informing learning design for social innovation education?

Tool 3—Possible template for mapping programme-level aims, objectives and outcomes

One participant attended the workshop having mapped his module learning outcomes and learning activities to the Changemaker principles (adapted from Table 1) in the following format:

Table 6: Sample mapping of one module’s learning outcomes and learning activities to the Changemaker Principles

Module Activities	[...] Design Project 2	Changemaker Principles
Undertake a group CIVIC INNOVATION lab based on the paradigm of the Urbanised ‘Smart City’ with reference to key drivers of societal change and identify innovation triggers	(b) Demonstrate knowledge of professional design practice through research, analysis, application and presentation or realistic proposals through practical and professionally based project work	<u>Take responsibility for effecting positive social change</u> Develop an understanding of social change, innovation & entrepreneurship. Believe you have a responsibility to make positive changes in society

After the workshop, it was considered appropriate to adapt this framework to see how it might work at Programme level (see Table 7), on the basis that it won’t be possible to demonstrate alignment with all of the Principles in each module within a Programme. The intention now is to determine whether a mapping exercise of this nature enables tutors to move from the broad-based discussion and reflection questions to thinking specifically about their own academic programme.

Table 7: Possible Template for mapping programme-level aims, objectives and learning outcomes to Changemaker Principles

Changemaker Principle	Programme Mission Statement	Programme Learning Outcomes
	<i>Please enter the mission statement in the main box and tick the appropriate boxes to show where there is alignment to the Changemaker principles</i>	<i>Please demonstrate how your programme Learning Outcomes relate to the Changemaker Principles (complete only the relevant boxes)</i>
We have a responsibility to make positive changes in society.		
We have the power and resources (tangible and intangible) to make a difference.		
We take initiative to bring about innovative change, local and systemic.		
We work with others to maximise impact, working in groups and networks.		
We know and live authentically according to our values .		
We practice empathy ; by entering, by a willed use of the imagination, another person's world without judgement.		

As the project evolves into Phase 2 (trailing the tools with a pilot group of other modules), it will also be necessary to consider whether it is the Changemaker Principles that should form the basis of the mapping exercise, particularly at module level, or whether these need to be more firmly embedded, perhaps through incorporation into a revised set of key skills included in the University Modular Framework⁷.

Tool 4—Possible template for the building blocks of learning design activity

The third tool to emerge from the workshop and subsequent discussions drills down into the details of each individual module. Having adopted a Programme-wide perspective in the suggested template shown above (Table 7), the intention would be to ask staff to consider the 'building blocks' of outcomes-based educational design, i.e. learning outcomes, learning activities and assessments (cf. Biggs, 1996) and consider how these also align with Changemaker (see Table 8). The concepts of outcomes-based education and constructive alignment underpin the curriculum design and redesign methodology used at the University of Northampton⁸.

It is accepted that it may not be possible or appropriate to complete all the boxes in the table as the intention is to provide an illustrative, representative sample of what occurs in the module in relation to Changemaker. The example statements shown in Table 6 are indicative of the sorts of statements that might be provided.

⁷ This work is currently underway via the ChANGE project (Changemaker Attributes at Northampton for Graduate Employability).

⁸ See Institute of Learning and Teaching in Higher Education (2014) and Salmon et al (2008).

Table 8: Possible Template for the Building Blocks of Learning Design Activity

Changemaker Principle	Module Learning Outcomes	Key Module Learning Activities	Module Assessment Item
	<i>Please consider how your module learning outcomes align to the Changemaker Principles</i>	<i>Please provide 2-3 examples of key learning activities drawn from across the module by completing the relevant boxes</i>	<i>Please complete the relevant boxes to show how the module assessment items address the Changemaker principles</i>
We have a responsibility to make positive changes in society	<i>Sample learning outcome</i>	<i>Sample learning activities</i>	<i>Sample assessment item (details)</i>
We have the power and resources (tangible and intangible) to make a difference			
We take initiative to bring about innovative change, local and systemic			
We work with others to maximise impact, working in groups and networks			
We know and live authentically according to our values			
We practice empathy ; by entering, by a willed use of the imagination, another person's world without judgement.			

At this point, there is no allowance made for staff to define the 'levelness' of the learning. However, moving forward, it will be necessary for participants to articulate (for example):

- At Level 4—how students are **exposed** to the concept of Changemaker and have an **awareness** of the guiding principles.
- At Level 5—how students **understand** and **describe** what is meant by changemaking and to show how they are beginning to **acquire** and **apply** a Changemaking mindset in practice.
- At Level 6—how students are able to **articulate** the principles and **demonstrate** how they are engaging with them in both curricular and co-curricular activities.

The introductory video, as well as three key tools, have emerged from the workshop. It will be important for these tools to be piloted and eventually used in dialogic settings, rather than as 'tick-box' exercises. In this way, teams can share ideas and continue to develop a shared discourse around Changemaker and social innovation education.

The remaining challenges

Although this project yielded important and useful outputs, there are still several additional challenges to address in order to embed Changemaker into the curriculum. These are:

- Challenge 6:** To pilot the theoretical model, tools and resources in the design and redesign of academic programmes
- Challenge 7:** To confirm the University's approach to curriculum design for Changemaker through staff development workshops and Change of Approval⁹ processes
- Challenge 8:** To update quality assurance policy and procedures for new programme approval (Validation) and approval of changes to existing programmes (Change of Approval)
- Challenge 9:** To propose a sustainable approach to curriculum design for Changemaker
- Challenge 10:** To continue to find ways to share good practice towards embedding social innovation across the higher education curriculum

The next steps

Addressing Challenge 6 requires the team to reflect on and refine the draft tools and to address the following questions:

- Does this work prompt a revision of the various 'skills' in the University's academic regulations for programme design?
- Is there a need to identify the specific employability skill or is this subsumed in the notion of social innovation education?
- What assurance is there that revised learning outcomes, activities and assessments are providing an impactful student experience?
- How can examples of learning outcomes, activities and assessments that emanate from the redesign workshops, move from niche pockets of practice into mainstream use across the University?
- How should Changemaker be addressed and embedded at Levels 7 and 8?

Feedback from and reflections on this pilot phase will inform revisions to the redesign tools. Subsequent work to address the remaining four challenges will continue over the next two years as the embedding process takes hold. Emerging findings, outputs, tools and case studies will be shared both internally and externally as the University continue to fulfil its mission to *transform lives and inspire change*.

⁹ Change of Approval is the University's process for validating changes to existing academic programmes.

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