SOCIAL INNOVATION EDUCATION STRATEGY

CQUniversity AUSTRALIA

2021-2023

LEARNING DESIGN AND INNOVATION
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ACKNOWLEDGEMENT OF COUNTRY

CQUniversity acknowledges the Traditional Owners of the lands on which we work and learn and pays respect to the First Nations Peoples and their Elders, past, present and future for they hold the memories, the traditions, the culture and hopes of Indigenous Australia.

INTRODUCTION

The **2021-2023 Social Innovation Education Strategy** responds to goals articulated in the overall CQUniversity's strategic plan, *Our Future is You 2019-2023*. It should also be read as a continuation of work that has been achieved across the University since the *Social Innovation Strategy 2016-2021* was published and the core graduate attribute – *Social Innovation Mindset* – was approved by CQUniversity Academic Board in 2017.

CQUniversity has always been a university that is focused on being engaged with our communities and contributing to positive social outcomes. The latest strategic communication plan 2020-2022 identifies that we position ourselves as a University that 'Changes Lives':

> CQUniversity changes lives 'through its innovative learning and teaching activities, its inclusive enrolment practices, its focus on underserved communities in regional Australia, its industry-engaged research activities, its commitment to reconciliation, and its social innovation prowess.'

One of the most effective ways to achieve positive impact and change lives is to ensure our graduates have the skills and attributes they need to tackle the complex challenges they will face in their post-study careers and to shape their world in positive ways.

This is what a *Social Innovation Mindset* is about. It means that our graduates and staff do not just accept the way things are. They will actively and creatively think in innovative ways. They will seek out new or better ways to do things to improve human wellbeing.

As a University, we do not believe it should matter what students study. We believe that within each course, students should be provided with opportunities to develop their understanding about social issues and learn how they have a role to play catalysing positive social change as a changemaker and future leader.

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POLICY CONTEXT

The Social Innovation Education Strategy 2021-2023 was developed by Dr. Tobias Andreasson and the Learning Design and Innovation Directorate, with input from the Social Innovation Education Community of Practice and the Office of Social Innovation.

It should be read alongside the University's Social Innovation Plan 2021-2024 (currently in draft) and other key strategic documents. These are outlined below, and further details are provided in the appendix.

1. University Strategy 2019-2023 'Our Future is You'
2. Our Future, Now University Plan (2020-2022)
3. CQUniversity Strategic Communications Plan 2020-2022
4. Beyond Covid-19 CQUniversity Recovery (8 June 2020)
5. Social Innovation Strategy 2016-2021
6. Learning and Teaching Framework (Policy)
7. Core Graduate Attributes

STRATEGIC VISION, MISSION AND GOALS

VISION

CQUniversity is recognised nationally and internationally as a leader when it comes to social innovation education and graduating job ready students who are confident, capable, and socially conscious changemakers.

MISSION

All graduates from CQUniversity have a social innovation mindset with the confidence and passion to use their disciplinary and non-disciplinary capabilities to address social issues and contribute to our collective human wellbeing.

GOALS

By 2023, all CQUniversity's students (HE and VET) have opportunities to experience and explore what social innovation is about.

By 2021, 55% of CQUniversity undergraduate and postgraduate courses have embedded social innovation concepts and skills into the curriculum in ways that enable all students to identify their role in achieving United Nations' Sustainable Development Goals (UNSDGs) and the creation of a better global future. This will increase in 2022 to 75% and finally, in 2023, 90%.

By 2023, CQUniversity has a range of educational offerings (micro-credential, undergraduate and postgraduate) focusing on social innovation, social entrepreneurship, and social impact.

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                    SI capabilities      VET and SI
  Curriculum        embedded into        awareness         SIE thought        Innovation
  underpinned by    HE courses                             leadership         courses offered
  UNSDGs                                                                      (micro, PG & UG)

                              SOCIAL
                              INNOVATION
                              EDUCATION
                              STRATEGY
```

STRATEGY FOCUS AREAS

Focus Area 1

UN's Sustainable Development Goals: Understanding global issues and systems

Objective

Students are familiar with the UN's 17 Sustainable Development Goals (SDGs) and understand how they can professionally and personally contribute towards achieving them.

Focus Area 2

Curriculum: Embedding social innovation capabilities in higher education courses

Objective

Higher education courses scaffold social innovation capabilities (knowledge, skills and attributes) throughout the course in ways that will ensure students will develop a social innovation mindset.

Focus Area 3

Introduction to social innovation in vocational education and training

Objective

CQU VET students have opportunities to reflect on how they can have a positive impact on the world and in their community through their vocational training.

Focus Area 4

Thought leadership relating to social innovation, social entrepreneurship and social impact in higher education

Objective

CQUniversity is seen as a thought leader when it comes to social innovation and social entrepreneurship education, applied problem-based learning experiences and social impact.
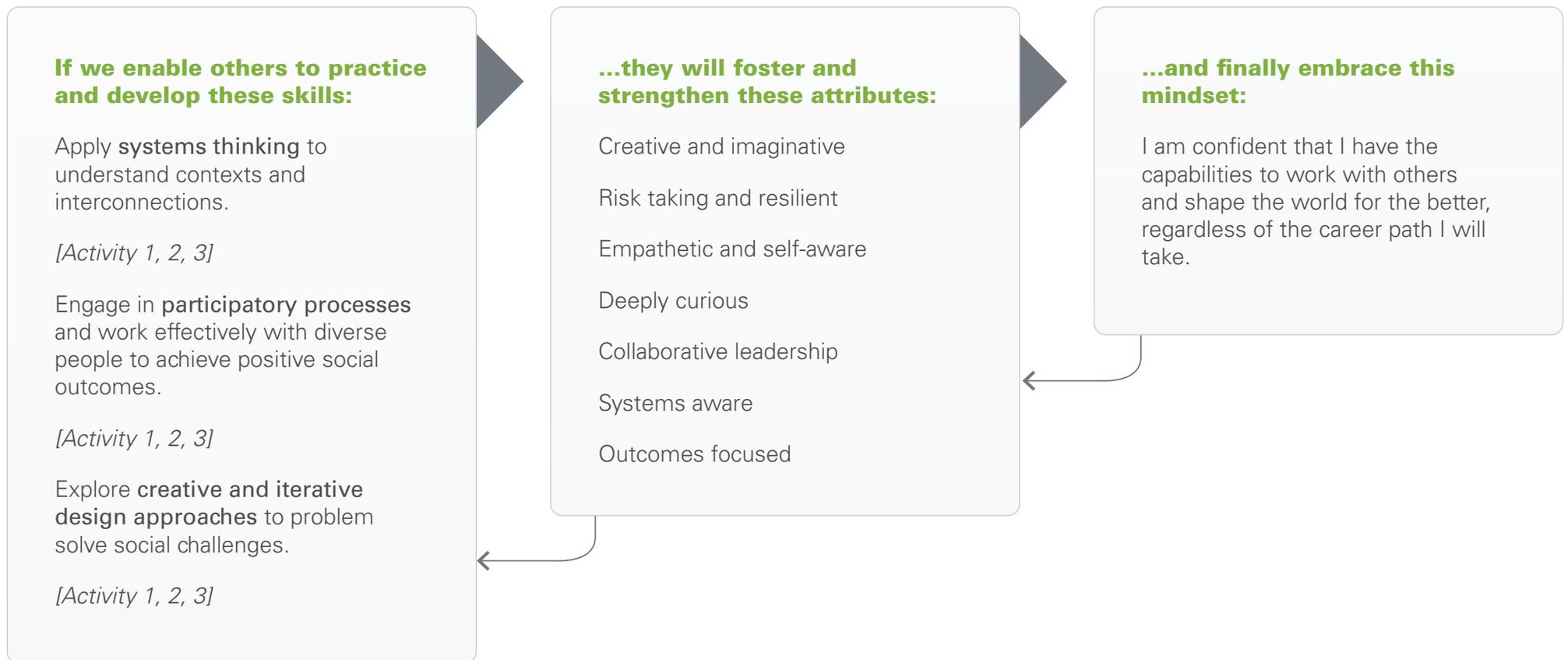
Focus Area 5

Innovation Courses

Objective

CQUniversity has a selection of micro-credentials, undergraduate and postgraduate courses that focus on social innovation, social impact and social entrepreneurship.

SOCIAL INNOVATION CAPABILITIES FRAMEWORK

This Framework has been developed to clarify what we mean by SI Capabilities. It uses Ashoka U's Changemaker Qualities Framework (see appendix) and additional lists from industry leading organisations identifying the skills, attributes, and mindsets a changemaker or social innovator needs. It also takes into consideration existing CQUniversity's Graduate Attributes and the so called 'future of work' skills (see appendix).

If we enable others to practice and develop these skills:

Apply **systems thinking** to understand contexts and interconnections.

[Activity 1, 2, 3]

Engage in **participatory processes** and work effectively with diverse people to achieve positive social outcomes.

[Activity 1, 2, 3]

Explore **creative and iterative design approaches** to problem solve social challenges.

[Activity 1, 2, 3]

...they will foster and strengthen these attributes:

Creative and imaginative

Risk taking and resilient

Empathetic and self-aware

Deeply curious

Collaborative leadership

Systems aware

Outcomes focused

...and finally embrace this mindset:

I am confident that I have the capabilities to work with others and shape the world for the better, regardless of the career path I will take.

CORE GRADUATE ATTRIBUTES

Staff across CQUniversity have been embedding social innovation into the curriculum since 2017. Every new course or course update requires a response addressing how social innovation is being met and all new or updated undergraduate courses need to ensure they foster students' Social Innovation Mindset (SIM), a core graduate attribute.

Academics and educators across the University approach this in different ways, focusing on projects, case studies, examples, assessments or information that enable students to scaffold the skills required and foster the attributes underpinning the SIM.

Some courses link what they have been doing for a long time with social innovation, while others introduce social challenges, creative processes, or human-centred design methods and design thinking to students in diverse disciplines.

It is expected that this work should be captured in course proposals and all graduate attributes (GA) need to be linked to relevant assessments and learning outcomes. In line with the University's GAs, the SIM has three levels, each building on the next (see below).

This strategy provides further recommendations and expectations to ensure that there is a shared understanding about what we want to achieve when we say we are embedding social innovation into the curriculum.

Graduate Attribute: Social Innovation Mindset

1. **Introductory level:**
   Explain social issues and the attributes, motivations, skills, roles and actions that underpin positive social change and impact.

2. **Intermediate level:**
   Engage in reflective self-evaluation to identify one's own social changemaker capacities and growth areas.

3. **Graduate level:**
   Articulate the potential for positive social change and impact in one's discipline and career futures.

1. Social innovation knowledge and understanding

2. Social innovation practices and experiences

3. Social innovation attributes and characteristics

FOCUS AREAS

FOCUS AREA 1

UN'S SUSTAINABLE DEVELOPMENT GOALS - UNDERSTANDING GLOBAL SOCIAL ISSUES AND SYSTEMS

Objective: Students are familiar with the UN's 17 SDGs* and they understand how they have a professional and personal role to play in achieving the goals relevant for their discipline.

Through a focus on the UNSDGs, we ensure students have an awareness of complex social issues humanity faces and goals we can all work towards. Which SDG/s the students will focus on will be a matter for students and their unit coordinator.

This objective links to the commitment in CQUniversity's Strategic Plan 2019-2023: 'We are committed to embedding sustainable practice in our operations, interactions and relationships, underpinned by the United Nations Sustainable Development Goals'.

Actions	Responsibility	Recommendations / Measures	LDI tactics / support
The SDGs are linked to content, exercises and/or assessments within Units.	Heads of Courses Unit Coordinators	Students are made aware how the content, exercises and/or assessment relate to, or can contribute to, the SDGs.	Regular workshops are held with staff to communicate expectations, definitions, and approaches.
Students are introduced to systems thinking within their course.	Heads of Courses Unit Coordinators	Systems thinking is introduced early in a course to allow students to practise it with different scenarios.	Develop case studies to illustrate different ways this can be achieved. Provide resources that can support staff to introduce systems thinking.

* See appendix for further information about the SDGs

FOCUS AREA 2

EMBEDDING SOCIAL INNOVATION CAPABILITIES IN HIGHER EDUCATION COURSES

Objective: Higher education courses scaffold social innovation capabilities (knowledge, skills and attributes) throughout the courses in ways that will ensure students will develop a social innovation mindset.

This objective links to action identified in the Strategic Plan 2019-2023: 'We will measure our success by… Embedding social innovation into the curriculum'. The expectation is that by 2023, 90% of courses have embedded social innovation. All courses will need to demonstrate this through their annual course enhancement process.

Actions	Responsibility	Recommendations / Measures	LDI tactics / support
All HE courses embed social innovation by scaffolding SI capabilities throughout the course. All new and updated UG courses identify in course proposals how students will develop the three SI Mindset levels.	Course Committees Heads of Courses	**GA Level 1:** UG courses embed iChange OR include the Professional Practice 1 (PP1) unit as a foundational unit in first year (knowledge and attributes). **GA Level 2-3:** All UG courses include problem-based learning that focuses on solving socio-ecological issues. Either in an existing unit OR in a new unit with that focus. **GA Level 3:** In capstone projects, students have opportunities to integrate what they have learnt and work on a project that aims to have a positive social impact and contribute towards one or more SDGs (Mindset). **Post-Graduate:** All PG students have access to iChange (knowledge and attributes).	Course Committees work with LDI's Innovation Team to ensure new or updated course proposals are addressing Objective 2 in a consistent and clear way. LDI to develop self-evaluation templates based on identified levels for use by course teams in ACER. Resources are made available in StaffNet, incl. case studies, videos, examples, and articles. Academics and educators have access to individual support from LDI's Innovation Team to ensure social innovation is understood and included within their course or unit.
All new or refreshed units identify if, and how, they address social innovation.	Course Committees Unit Coordinators	When appropriate, Schools identify how a unit will contribute to developing students SI capabilities. This can be through a focus on specific attributes, e.g. empathy or creativity.	SIE Community of Practice is open to all staff, to encourage cross-disciplinary discussions and sharing of best practices.

FOCUS AREA 3

INTRODUCTION TO SOCIAL INNOVATION IN VOCATIONAL EDUCATION AND TRAINING

Objective: CQUniversity VET students have opportunities to reflect on how they can have a positive impact on the world and in their community through their vocational training.

This objective links to the goal identified in the Strategic Plan 2019-2023: 'Embed the philosophy of social innovation within all aspects of our operations to support the communities we serve.'

Actions	Responsibility	Recommendations / Measures	LDI tactics / support
VET students and staff are provided with foundational SI opportunities and resources.	VET Staff	All VET staff have access to SI resources, including material to introduce the concept to students. iChange is made available to VET students and staff (with a digital badge).	LDI provides professional development opportunities relating to social innovation and design thinking. Any resources developed for HE are made available for VET staff. LDI's Innovation Team is available to provide support around social innovation or the development of projects that are aligned to SI. Explore ways to recognise VET staff who may already include or foster some of the SI capabilities. SIE Community of Practice is open to all staff, to encourage cross-disciplinary discussions and sharing of best practice.

FOCUS AREA 4

THOUGHT LEADERSHIP RELATING TO SOCIAL INNOVATION, SOCIAL ENTREPRENEURSHIP AND SOCIAL IMPACT

Objective: CQUniversity is seen as a thought leader when it comes to social innovation education, applied problem-based learning experiences and social impact.

This objective links to the commitment identified in the Strategic Plan 2019-2023: 'Capitalise on our international recognition as Australia's only Changemaker University to promote our commitment to social innovation' and 'We will export our innovations, our values, and our impact around the globe through the delivery of high-quality international education'.

Actions	Responsibility	Recommendations / Measures	LDI tactics / support
Continue to produce thought leader pieces about our approach and practice.	LDI Office of Social Innovation (OSI) All Staff	Seek out opportunities to publish about our approaches (e.g. in the Stanford Social Innovation Review). Increase participation in international conferences focusing on social impact, including SI and social entrepreneurship.	Write about SIE and continue to link to Future of Work. Explore and prototype a public 'blog' / thought leader page or podcast. Create short courses that raise our public profile around SIE.
Produce and publish research that evaluates and examines our SIE approach and practice.	LDI OSI All Staff	Encourage and enable research that focuses on social innovation education, how SI capabilities are fostered, and outcomes for students.	Support research collaborations. Lead and initiate research. Seek out external funding opportunities.

FOCUS AREA 5

INNOVATION COURSES

> **Objective:** CQUniversity has a selection of postgraduate, undergraduate and micro-credentials focusing on social innovation, social impact, and social entrepreneurship.

This objective links to the commitment identified in the Strategic Plan 2019-2023: 'We will export our innovations, our values, and our impact around the globe through the delivery of high-quality international education'.

Actions	Responsibility	Recommendations / Measures	LDI tactics / support
Innovation Courses are being offered at different levels.	LDI Office of Social Innovation (OSI) All Staff	Propose a Master in Social Innovation Leadership. Update and deliver the Graduate Certificate in Social Innovation Leadership. Transform relevant modules into micro-credentials. Develop four social innovation courses for delivery via CQUniversity's FutureLearn presence.	LDI continues to develop relevant courses in the Be Different platform. The Graduate Certificate in Social Innovation continues as a source of professional development for staff to deepen their knowledge of social innovation leadership. Micro-credentials based on the MBA Leadership are developed. LDI develops four FutureLearn social innovation courses in 2021 as teasers.

APPENDIX

ASHOKA U CHANGEMAKER QUALITIES FRAMEWORK

Social innovation education is a broad term that can be explained as a 'complex process of developing graduates who aspire to change the world for the better, regardless of career path' (Rivers, et al., 2015, p. 3). As an educational approach, it aims to change students' lives, but also enable them to 'change lives'.

Every University or College will approach this in different ways, but Ashoka U provides a framework that indicates what SIE or 'changemaking education' could consider. Each university or college should adapt this to their specific circumstances. This has shaped the development of the Social Innovation Capability Framework presented in this document.

Ashoka U Changemaker Qualities Framework		
Mindset	*Knowledge*	*Skills*
Identifying as a Changemaker	Ethics of social change	Building relationships of trust
Self-awareness	Multiple approaches for social change	Systems thinking
Empathy	Working knowledge of system, context, and challenge	Creative problem solving
Inclusivity		Adaptive communication
Perseverance		Empowering leadership

From Ashoka U Publication 'Becoming a Changemaker Institution' by Angie K Fuessel, November 2020 https://ashokau.org/guidebook/

Rivers, A. B., Armellini, A., Maxwell, R., Allen, S. and Durkin, C. (2015) Social innovation education:
towards a framework for learning design. *Higher Education, Skills and Workbased Learning.* 5(4), pp. 383400. 20423896.

RELATED POLICY DOCUMENTS

UNIVERSITY STRATEGY 2019-2023
'OUR FUTURE IS YOU'

» 'Our students and graduates will be known for their understanding of the issues impacting their communities and industry, their personal and professional growth and their commitment to making a valuable contribution to the world around them.'

» Our Goal is to 'create career ready, lifelong learners who have a social innovation mindset and a genuine commitment to cultural awareness'.

» We will measure our success by 'embedding social innovation into the curriculum' (Our Student Pillar).

OUR FUTURE, NOW UNIVERSITY PLAN (2020-2022)

Our Students

Outcome:

An innovative, student-centred curriculum that delivers seamless education from school to doctoral studies, is characterised by the embedding of authentic work-based learning and addresses the evolving future of work.

1.1.   Curriculum Refresh

Social innovation embedded

Measure:

Increase courses with Social Innovation embedded within curriculum. 55% in 2021; 75% in 2022

BEYOND COVID-19 CQUNIVERSITY RECOVERY (8 JUNE 2020)

Use the principles of social innovation and our role as Australia's only Changemaker Campus to enhance the educational experience, drive new collaborations and product development, and lead our communities through recovery.

The Associate Director–Social Innovation will join the Learning Design and Innovation directorate to support the important work of embedding Social Innovation into our courses, and across our university community.

SOCIAL INNOVATION STRATEGY 2016-2021

2.3 Pillars of Social Innovation

Teaching and Curriculum

» Embedded Social Innovation in learning outcomes across Schools and programs

» Staff capacity building skills workshops

LEARNING AND TEACHING FRAMEWORK

3.1 The nine guiding principles of learning and teaching at CQUniversity

Guiding Principle

1. Learning at CQUniversity is a student-centred, transformative, engaging, and social endeavour.

   Framework statement

   1.4 Social innovation as creative thinking and problem solving is embedded in all CQUniversity courses.

   1.6 Students will experience a transformative learning experience and personal growth as a result of curriculum informed and supported by industry, partners and community.

4. CQUniversity students will feel safe and supported to explore new ideas in creative ways.

   4.1 Assessment approaches will incorporate practices such as scaffolding, formative assessment, reflective practice, revision, and mentoring, to encourage creativity.

9. CQUniversity values innovation in learning design and develops customised high-quality learning resources to support employees and students.

   9.1 Employees will be provided with training opportunities and resources that introduce innovative learning and teaching pedagogies and good practice exemplars.

   9.2 Employees will be supported to implement innovative and interactive learning experiences into their curriculum and learning resources.

CORE GRADUATE ATTRIBUTES

Category 2: Intellectual nurturing

Although more abstract, these are relevant in all areas of work as well as in life, helping to develop students' abilities to analyse, think creatively, and be responsible, culturally aware global citizens who can confidently take action to address social and community issues.

Social innovation mindset

» Introductory level: Explain social issues and the attributes, motivations, skills, roles and actions that underpin positive social change and impact

» Intermediate level: Engage in reflective self-evaluation to identify ones' own social changemaker capacities and growth areas

» Graduate level: Articulate the potential for positive social change and impact in one's discipline and career futures.

SOCIAL INNOVATION EDUCATION AND THE SDGS

United Nations' Sustainable Development Goals (UNSDGs) are used to identify agreed goals that will change the world for the better. They cover humanity's complex social, economic, and environmental challenges and they are the most ambitious international goals we currently have. As an educational provider, we have a significant role to play in ensuring the next generation is well prepared for this challenge. Social innovation education is an intentional approach to equip students with the skills they need to ensure we achieve these goals.

SOCIAL INNOVATION EDUCATION AND FUTURE OF WORK SKILLS

The identified social innovation capabilities are not just required for changemaking; they include skills/capabilities that have been identified as important in the future. We tend to refer to them as Future of Work skills or 21st century skills, but they are also described as 'enterprising skills' to indicate it is about being innovative, creative and agile.

There are many lists of these, but they all share similarities and a focus on skills linked to solving complex problems, being creative and working effectively with other people. Social Innovation Education is a way to ensure students have opportunities to develop these skills throughout their course.

Some of the skills identified in the following table, such as critical thinking, teamwork and general problem solving, are linked to the University's Core Graduate Attributes. Others, such as innovation, creativity, originality, social influence, ideation and systems analysis and evaluation can be understood as attributes and cross-disciplinary skills required to change and improve our world through social innovation. These are included in the SIE Capability Framework on page 6.

Many of the capabilities, or parts of them, are already being taught directly and indirectly in CQUniversity curriculum. They are not, however, always used to identify new or novel opportunities (products, services, or models) that meet social needs, and change how those needs emerge in the first place (i.e. achieve sustainable outcomes through systems change).

When students are confident that they can use their disciplinary skills and have the capabilities to improve the world (or their local community), they have a *social innovation mindset*.

World Economic Forum The Future of Jobs Report 2020 (October) identifies the top 15 skills for 2025.	**Foundation for Young Australians Future of Work Skills** (for non-routine cognitive jobs)
These include: » Analytical thinking and innovation » Complex problem solving » Creativity, originality and initiative » Leadership and social influence » Resilience, stress tolerance and flexibility » Reasoning, problem-solving and ideation » Systems analysis and evaluation.	1. complex problem solving 2. judgement 3. creativity 4. social intelligence 5. persuasion