Taking Social Entrepreneurship Education to the Next Level: A Teaching and Learning Project at Renaissance College

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This study at a small Canadian university describes the student-centered re-design of a course about social entrepreneurship. The project was aimed at improving students' engagement and satisfaction. Our data suggests that the course redesign improved students' learning experience, clarity of course requirements, and students' self-directed learning. Further studies are necessary to glean generalizable data and form more robust conclusions, but this paper may be helpful for other scholarship of teaching and learning projects aiming at adult learner-oriented and evidence-based course redesign in other fields of study.

Cette étude menée dans une petite université canadienne s'attache à décrire la refonte d'un cours sur l'entrepreneuriat social afin qu'il soit centré sur l'apprenant. Ce projet visait à accroître la participation et la satisfaction des étudiants. Selon nos données, il semble que la refonte du cours ait amélioré l'expérience d'apprentissage et d'autoapprentissage des étudiants tout en clarifiant les exigences du cours. D'autres études devront être menées afin de recueillir des données plus vastes et de formuler des conclusions plus solides. Néanmoins, cet article pourrait être utile à l'occasion d'autres projets portant sur l'enseignement et l'apprentissage et visant la refonte de cours dans d'autres domaines d'étude afin que ces cours soient axés sur l'apprenant adulte et fondés sur des données probantes.

In this paper, we reflect on the challenges and successes of re-designing the course "RCLP 4002: Change Leadership and Social Entrepreneurship" (RCLP 4002) at Renaissance College (RC), the University of New Brunswick's (UNB) interdisciplinary leadership school. We would like to gratefully acknowledge the funding received for this study from UNB's Centre for Enhanced Teaching and Learning (CETL). Further, we would like to thank the editors of this journal and the two "blind peer reviewers" who have contributed invaluable suggestions and comments that have made this paper stronger.

At RC, we focus on achieving various learning outcomes - knowing self and others, personal well-being, multi-literacy, social interaction, problem-solving, and effective citizenship - and on preparing learners to take a leadership role in their respective communities upon graduation (Mengel, 2006; Zundel, Bishop, Carr, Clarke, Colford, Mengel et al., 2006). This reflection is set particularly in the context of RC's tradition of holding ourselves

accountable for our teaching and learning approaches and practices (Zundel & Mengel, 2007; Mengel, 2016). Further, the recent developments of the field of social entrepreneurship education (SEE; Mengel, Tantawy, & McNally, 2015; Tantawy, McNally, Mengel, Welsh, & Piperopoulos, 2017), and a self-directed learning and collaborative teaching approach (Mengel, 2015; Mengel, forthcoming) have informed this study.

RCLP 4002 was newly introduced in 2007. Course participants were mostly non-business oriented learners who had to take the course as part of their undergraduate leadership degree program. From the beginning, many learners perceived the course as too business oriented. This was likely due to students' perceptions of the term "entrepreneurship" in the course title. These reservations could historically be overcome by discussing the syllabus in detail and by contextualizing definitions of social entrepreneurship (SE) and other key terms, concepts, and issues. Students quickly learned that our approach went beyond a business focus and was based on the definition of SE "as entrepreneurship with social impact or with focus on a social mission" and on the understanding of SEE as "aiming at educating change agents from various disciplinary backgrounds and for different fields of practice (Mengel, Tantawy, & McNally, 2017, p. 130).

Minor changes and smaller improvements notwithstanding, the course design and delivery mainly followed the original design until 2014 and the syllabus remained rather "traditional" (directive, textbook, well defined assignments). In 2015, a sudden increase of course participants with a minor in business administration and our own research on learner centred, collaborative course design (Mengel, Tantawy, & McNally, 2015, 2017), led us to use Fornaciari and Lund Dean's (2014) framework for a collaborative syllabus to redesign the existing course outline to better support self-directed learning, intrinsic learner motivation, and collaborative approaches to co-creating the syllabus. Particularly,

we replaced the American textbook with a variety of easily accessible resources and cases that were more applicable to the learners' cultural and regional context. In addition, we encouraged students to select from a rich choice of diverse assignments and invited them to negotiate their own learning and assessment approaches with their learning facilitator. A considerable number of students (10 out of 27) indeed negotiated assignment options individually as part of their self-directed learning approach; most of the students who did negotiate their assignments did have a business focus in their minor and were interested in entrepreneurship already.

Although the feedback to these changes through UNB's Student Opinion Surveys (SOS) was weighing on the "positive" side - 70% of learners agreed or even strongly agreed that the course provided a positive learning experience (UNB SOS RCLP 4002, 2015) - the scores were lower than in our other courses (on average, the SOS score for this item and for our other classes that term was at 92%). Further, while all learners felt encouraged to express their views and participate in class, only 55.6% agreed that course requirements are communicated clearly and explicitly. For example, one student noted that they appreciated "the freedom students are given to design their own course deliverables, and the opportunity students are given to practice self-directed learning" (UNB SOS RCLP 4002, 2015); on the opposite side of the spectrum, another student noted that "there should be much more structure, and the students shouldn't have to create their own class basically, because we come to class so that we can be given a class. The flexibility of this made learning very difficult" (UNB SOS RCLP 4002, 2015).

Based on informal conversations with students, it appeared that the student-centred teaching approach was more appreciated by learners with a minor in business administration or who were already engaged in other entrepreneurial learning opportunities across campus and beyond. This might suggest that we experienced a dichotomy of pro- vs.

contra-business mindsets between business minor and entrepreneurially inclined learners on one side and students less interested in business or entrepreneurship on the other side (Mengel, forthcoming).

Teaching and Learning Project 2016/17

In order to conduct an evidence-based course redesign, we received funding for this teaching and learning research project from UNB's CETL (http://www.unb.ca/fredericton/cetl/tls/faculty/sotl/tlpf/past_current.html) in 2016 as part of their Teaching and Learning Priority Fund projects (TLPF). Based on our interpretation of earlier data, we wanted to more systematically collect and evaluate relevant data from students in order to redesign the course accordingly. Our objective was to improve overall student learning, student engagement in terms of critical thinking and self-direction, and clarity of the course material.

Limitations of this Study

The focus of this study was on improvement of student engagement in one particular course; hence, the results of this research may not be fully transferable to other cases. Moreover, in our study we did not control for variables like the students' academic background, their gender and age, or cultural differences between students. Finally, while this study did focus on (self-reported) student satisfaction and engagement, it did not include other important indicators of successful course redesign (e.g., behavioural changes, performance measures, etc.). Larger studies that compare similar courses in various settings on a global scale may put the particular results of this study into a larger context

(Tantawy, McNally, Mengel, Welsh, & Piperoupolos, 2017; McNally, Mengel, Welsh, Tantaway, Piperoupolos, & Papageorgiadis, in preparation) and they may help identify future directions for additional research in this area.

Given the resulting data is limited to this particular case study, further studies may be necessary to glean generalizable and more robust conclusions. Yet, in spite of these limitations this paper and the suggested frameworks may be helpful for other scholarship of teaching and learning projects aiming at adult learner-oriented and evidence-based course redesign in other fields of study

Methodology

Aiming at student-centered syllabus and course design, we focused on Fornaciari and Lund Dean (2014). In their paper "The 21st-Century Syllabus: From Pedagogy to Andragogy" they presented four analytical frameworks, including the use of the "syllabus as collaboration tool", to guide their discussion. In addition to re-orienting our course syllabus accordingly, we aimed at putting the learner in the driver's seat and at creating a balance between providing clear direction (particularly for the assignment instructions) on the one hand and at offering learners opportunities to self-direct their learning (through a selection of choices for assignments and assessment) on the other. The details of our approach to redesigning the course syllabi (and assignments) are described in detail further down (see section on "Evidence-based redesign and implementation in Winter 2017").

For the evidence-based course redesign, we further built on Nomme and Birol (2014). They proposed the following four steps for a redesign project that guided our phased approach for this study also:

a) Gathering of information,
b) Reinvention of the curriculum,

c) Implementation, and

d) Evaluation of the effectiveness of the revisions.

The winter 2016 course - syllabus (Appendix B) was mostly identical with the one from winter 2015 replicating its adult-learner oriented, collaborative approach. In our first data collection and analysis phase (Fall 2016) - (a) information gathering (Nomme & Birol, 2014) - we analyzed existing data from earlier SOSs, from our own research on SEE in Canada (Mengel, Tantawy, & McNally, 2015, 2017), and from our participation in the EEE project. This resulted in the design of a survey and a focus group facilitation guide (Appendix A) for the purpose of collecting feedback about the existing course design and delivery. The survey consisted of fourteen questions on a five-point Likert scale in addition to six free comment questions. The focus group facilitation guide was meant "to qualitatively substantiate the responses received through the surveys" (Appendix A) and added three additional questions to allow for an expanded discussion. The UNB Research Ethics Board approved this study on September 9th, 2017 (REB 2016-079 #58).

Early in the Fall of 2016, the survey was sent to learners who had completed the course in the Winter of 2016; participation was optional and anonymous. In addition, in late October 2016, one of the authors of this study (research assistant and Ph.D. candidate, unknown to the students; not involved in the course delivery and assessment at Renaissance College but with extended professional and teaching experience) facilitated a focus group with a Winter 2016 student; again, participation was voluntary and anonymous to the course facilitator.

Next, we embarked on phase b of our study in November 2016: curriculum reinvention (Nomme & Birol, 2014). For the remainder of the year we redesigned the course for delivery in the winter of 2017.

The new course design was implemented (phase c; Nomme & Birol, 2014) from January through April 2017. A key component of the new design was a new course syllabus (Appendix C).

Finally, we did another survey of Winter 2017 students to evaluate the effects of the revisions (phase d; Nomme & Birol, 2014). We used the same questionnaire as in the Winter 2016 survey.

Data Gathering

Student Opinion Surveys (SOS) before the course redesign: Comparison 2014-2015-2016.

The SOS data routinely and anonymously collected by UNB towards the end of each term provides the background information for the rationale and objectives for this study. The following graph (Figure 1) focuses on three particular statements (on horizontal axis) as assessed (in percentage, as indicated on the vertical axis) by learners (the number in brackets indicates the number of respondents):

a) The course was a positive learning experience (blue bars),

b) The course requirements were communicated clearly (grey bars), and

c) Students were encouraged to think for themselves (black bars).

These statements were chosen because they particularly reflect the overall satisfaction of learners with the learning experience (statement A), the perceived clarity (statement B), and finally critical-thinking and self-direction (statement C) as provided by the course. As such, the graph allows for several observations (student assessments are aggregated as positive - strongly agree and agree - and negative - strongly disagree and disagree together):

1) In 2014 (baseline) all three chosen statements (criteria) were clearly assessed as overwhelmingly positive at a comparable level (70-85%).

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2) In 2015 (introduction of self-directed, adult-learner oriented syllabus and course design) - while overall learner satisfaction (statement A) stayed almost the same - the perception of clarity of course requirements (statement B) has gone down substantially (to just above 50%), whereas the perception of critical-thinking / self-direction (statement C) has increased (to 95%).

3) From 2015 to 2016, the positive assessment ("agree" or "strongly agree") of all three chosen criteria substantially went down to a level of 50% (statement A), 30% (statement B), and 50% (statement C) respectively.

While no further analysis into the statistical significance of these findings was conducted, the observation triggered the interest in understanding in more detail what was going on and in improving the course through an evidence-based course redesign.
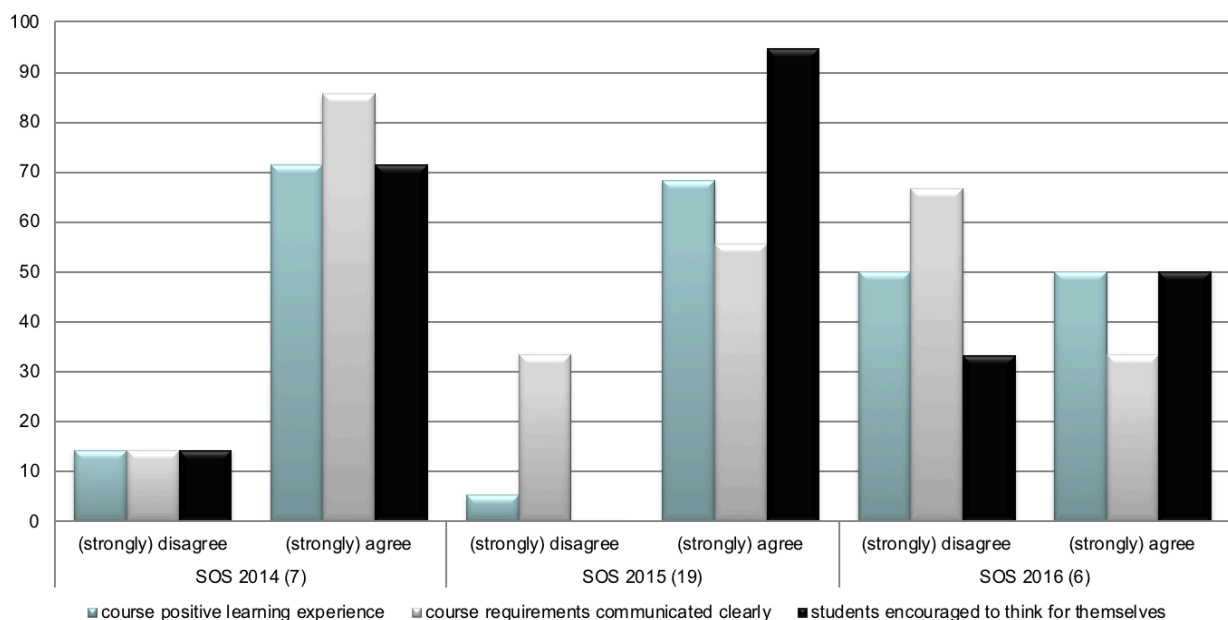

Figure 1

SOS Data 2014-2016 comparison on three criteria (see text for interpretation)

Survey of Winter 2016 Students - Stage One of the TLPF project.

While the assessment of the same criteria in the context of this study was slightly more positive (increases of 10% (A), 8% (B), and 25% (C) respectively), the observations reported in the previous section still hold. Further, because the focus in this study was on evaluating the success of an evidence-based redesign of the course, we have not further investigated the significance of the variance in the results between the SOS and the survey conducted for this study. However, some of the qualitative results (student comments provided) may be of interest and certainly have informed the redesign of this course.

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Students' Comments - What Was Positive/Should Stay.

In response to question 1 of the survey section inviting open comments ("What aspects of this course should remain the same?"; see Appendix A), students commented on what they appreciated as follows (Survey results, Winter 2016 Survey):

"The entrepreneurial freedom given to the students in their projects."

"[The course] allowed for participation, and influence of our own learning."

"[The] assignment of creating my own social enterprise business plan helped me explore my interests, how my interests could encompass social entrepreneurship, and it gave me real world application to the content we were learning."

"I think the success of the students in the class comes from having good communication with the [instructor]. Discussing projects and assignments with the [instructor]and class in a round circle discussion was a great way to gather feedback and new ideas."

Overall, these comments appear to reflect on the satisfaction of several students particularly with the self-directed learning approach taken.

Students' Comments - What Was Negative/Should Change.

On the other hand, in response to question 3 of the survey section inviting open comments ("What aspects of this course should change?"; see Appendix A), students commented as follows (Survey results, Winter 2016 Survey):

"This course's material was not straightforward. Overall, I feel as if it should be taught very differently, and the syllabus objectives should be revisited."

"It wasn't totally clear what this course was about."

"Engagement was not achieved in this class."

"I don't understand how this course fits into anything."

Overall, these comments appear to reflect on the dissatisfaction of several students particularly with the perceived lack of clarity in this course design.

Focus Group Fall 2016 - Stage One of the TLPF project (Continued)

All participants of the Winter 2016 course were also invited to participate in a focus group to assess and discuss students' experiences with the course prior to its redesign. The focus group was facilitated by the second author (research assistant; unknown to the students and not involved in the course teaching and evaluation). Participation in the focus group was voluntary and anonymous to the course facilitator (first author). While at first several learners indicated their availability to participate, only one student attended. However, in spite of the very limited participation, this opportunity literally gave voice at least to one learner and allowed them to communicate their thoughts and comments that contributed to redesigning the course to better meet students' expectations.

Summarizing the student's comments, the research assistant noted "The student …enjoyed …[the] approach of self-directed learning…. Not all of the students had positive attitudes towards self-directed learning…due to a loss of interest or unfamiliarity with the topics, especially the business topics" (Winter 2016 focus group, researcher's notes). In particular, the focus group participant suggested to "balance between self-directed learning and class discussions… [and to introduce] more guest speakers …[and] more clear guidelines and set of deliverables" (Winter 2016 focus group, transcript).

Overall, the analysis of the focus group data has suggested to focus on increasing the engagement levels of students by clarifying many of the course aspects and materials as well as linking what is taught throughout the course with the course objectives.

Evidence-based Redesign and Implementation in Winter 2017.

Based on the evidence resulting from student feedback (survey and focus group), we applied the following principles to rewrite the course syllabus and to redesign the course delivery (see Appendix C).

Balance: Self-Direction (Choices) and Clear Direction (Criteria).

We maintained the flexibility for self-directed learners by offering them several choices within the assessment framework (e.g., self-selection of topics and cases for reflection and analysis). Further, we made the syllabus more directive in terms of the required components for assessment (e.g., requiring two essays and two case analyses instead of offering to negotiate all assignments).

More Multi-Media: Role Models and Current Issues.

We integrated additional educational videos into the course material to present learners with a greater variety of and more vivid role models (documentaries and interviews discussing other case studies rather than providing just written material).The media chosen also invited learners to engage in diverse social innovation projects and activities (e.g., "Poverty Inc." - http://www.povertyinc.org "Skwachàys Lodge" in Vancouver, British Columbia" - http://skwachays.com/social-enterprise/, etc.).

Flipped Classroom and Supporting Case-Work

All weekly classes, including the special workshops (e.g., on design thinking) and guest "lectures" (workshops facilitated by guest speakers), were designed based on the flipped classroom model (Bergmann & Sams, 2012; Sahin & Fell Kurban, 2016). In our new approach learners were expected to prepare for class by selecting from preparatory readings, reflecting on guiding questions, and submitting their notes to the electronic course environment prior to coming to class. In class, we could then engage in deeper discussions of our working with the material and supporting or exemplary cases of social entrepreneurship.

Mandatory Learning Portfolio

To enhance learners' reflective practice and overall learning experience, part of the assessment was based on a mandatory learning portfolio (Zubizarreta, 2009). Learners were encouraged to reflect on their individual progress and achievements in regard to the learning outcomes for this course throughout and at the end of the course.

Guest Speaker (Social Entrepreneur)

Various classes were designed as or enhanced by guest speakers. This was either done by having a social entrepreneur come and facilitate a whole class or by including video facilitated activities and workshops into a class. In both cases, learners were again expected to come prepared based on a selection of assigned preparatory readings and / or cases to choose from (see "flipped classroom" further above).

Adult-Learner Oriented Syllabus Design

Incorporating the above principles and based on peer review (collaborators from various SEE research projects), we redesigned the existing syllabus

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considering the guidelines presented by Fornaciari and Lund Dean (2014; Lund Dean and Fornaciari, 2014).

Results and Evaluation

At the end of March 2017 (just before the end of class), learners were invited to complete a survey identical to the one sent to the Winter 2016 course participants (Appendix A).

Comparison: Surveys of Winter 2016 & 2017 Students

Comparing key data of the Winter 2016 with the Winter 2017 survey as key components of this TLPF project results in the following table (Table 1):

Table 1

TLPF Data 2016-2017 comparison on three criteria (see text for interpretation)

Survey items	TLPF Winter 2016 (n=8; response rate 35%)	TLPF Winter 2017 (n=11; response rate 65%)
	Percentage of positive student responses (agree or strongly agree)	
The course was a positive learning experience	62.5%	81.82%
The course requirements were communicated clearly	37.5%	72.72%
Students were encouraged to think for themselves	75%	100%

As evident from the table, learners clearly assessed the course more positively after the implementation of the redesigned approach in 2017 than before (Winter 2016); in addition, the response rate has increased substantially (from 35% in 2016 to 65% in 2017) which might be an additional pointer towards the increased engagement of students in the 2017 class. To investigate whether there is a statistically significant difference between the scores from the two groups of students enrolled in RCLP 4002 (Winter 2016 and Winter 2017), we have used an independent samples t-test to analyze the results of the quantitative data included in the two survey reports (Field, 2000). The following five items have showed a significant difference (for $p < 0.05$): Students freely express their views ($t=2.167$, $p=0.045$); It is made clear how each topic fits into the course ($t=2.653$, $p=0.017$); The various parts of the course are effectively coordinated ($t=3.807$, $p=0.01$); Course requirements are communicated clearly and explicitly ($t=2.426$, $p=0.027$); There is close agreement between stated course objectives and what is taught ($t=2.374$, $p=0.030$). The scores of the responses to the remaining questions have not showed a significant difference pre and post the changes (for $p > 0.05$).

Student Comments in 2017 Survey

Further, some winter 2017 students commented on what they thought was "positive" and should stay in the course design as follows:

> "Class discussion should remain the same. Enforcing we complete readings before class."
> "[I] enjoyed the films and speakers."
> "I found the guest speaker very engaging… I really enjoyed the case studies and freedom to choose our own analysis model."

On the other hand, there also were some helpful and constructive suggestions on what should be changed to further improve the course:

> "Do a bit more conversation before the discussions so if people didn't quite understand the readings they won't feel lost in the discussions."
> "I think it could have been better to do an overview of the readings all together, and then split into small groups."
> "I would introduce the critical readings closer to the beginning of the course and use it as discussion throughout."

Discussion

In this paper, we reflected on the re-design of a particular undergraduate "Social Entrepreneurship and Change Leadership" course in an interdisciplinary leadership studies program at RC. The project had the objectives of gathering additional students' feedback on the changes already implemented and of a more systematic and comprehensive course redesign based on evidential data and specific students' feedback.

While the response rates for both surveys and the resulting data may not be sufficient for robust statistical analyses, the data resulting for this case study suggested that the redesign and implementation of the syllabus and teaching and learning approach for this course was successful in terms of the key criteria of students' assessment of their learning experience in this course, their perception of clarity of course requirements, and their perception as to what degree this course encouraged them to think for themselves.

In particular, the results of the independent sample t-test analysis indicate significant differences between the survey before and after the changes in relation to both engagement and clarity. Therefore, for this case study we can conclude that the changes have been effectively implemented and have led to increasing students' levels of engagement with the course; however, given the data is limited to this particular case study, further studies may be necessary to glean generalizable data and conclusions.

Our approach to student-centred and evidence-based course redesign, the challenges we experienced, and the successes we were able to harvest may be helpful for other learning and teaching projects outside of the fields of leadership and social entrepreneurship. In particular, the results suggest that more clarity in regard to course requirements (e.g., assignments) and more engaging learning activities for all students may help overcome the potential dichotomy between students who enter the course with a strong interest and level of engagement in the subject area and those who mainly take the course because it is a mandatory component of their program (Mengel, forthcoming).

Our other findings about the positive effect of role models on entrepreneurial attitudes of learners align with recent research by Fellnhofer & Puumalainen (2017). Further, Fellnhofer (2017) also demonstrates the supportive role of multi-media, web-based toolkits, and entrepreneurial storytelling.

We will continue to monitor student feedback closely and to improve on balancing

between direction (clarity) and self-direction (choice and engagement). Further, both pre-existing data and the results of our research project have informed our proposal to RC Council and UNB's curriculum committee to change the course title and the course description to better reflect the focus on social innovation and the redesigned pedagogical approach.

Conclusion

As discussed in this case study, the redesign and implementation of the syllabus and teaching and learning approach for this course was successful in terms of key criteria of students' assessment. In particular, changes to the course design have been effectively implemented and have led to increasing students' levels of engagement with the course. However, the results also suggest that more clarity in regard to course requirements (e.g., assignments) and more engaging learning activities for all students may help overcome challenges experienced by learners who do not (yet) feel ready to fully engage in student-centered learning. While further studies may be necessary to glean generalizable data and conclusions given the methodological and data limitations of this particular case study, the discussion of the process and results of this case study may also be of interest to other educators in various fields who consider embarking on a similar teaching and learning project with a focus on a learner-centered syllabus redesign.

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Biographies

Thomas Mengel is a professor of leadership studies at Renaissance College, the interdisciplinary leadership school at the University of New Brunswick.

Maha M. Tantawy is a doctoral student at the School of Graduate Studies at the University of New Brunswick (Interdisciplinary PhD) currently working on her thesis in the area of entrepreneurship education.

Appendix A

A. Survey Questionnaire and Focus Group Guideline
Survey Questionnaire

Questions on five scale Likert Scale (strongly disagree – strongly agree)
1) This course was a positive learning experience
2) Difficult concepts are explained clearly and understandably
3) Class sessions appear to be carefully planned
4) Students are encouraged to express their views and participate in class
5) Students are stimulated to think for themselves
6) The course content can be clearly understood
7) It is made clear how each topic fits into the course
8) The various parts of the course are effectively co-ordinated
9) Course requirements are communicated clearly and explicitly
10) Tests and assignments are reasonable measures of student learning
11) Where appropriate, helpful comments are provided when student work is graded
12) There is close agreement between stated course objectives and what is taught
13) Tests and assignments provide adequate feedback on student progress
14) The text book(s) and course material are useful

Questions inviting open comments
1) What aspects of this course should remain the same?
2) What might be the significance of the course aspects that you think should remain the same?
3) What aspects of this course should change?
4) How might the suggested changes improve the learning experience / course?

5) What other suggestions might you have that could help improve learner satisfaction with this course?
6) What other suggestions might you have that could help improve learner success with this course?

Focus Group Guideline

The focus group(s) will try to qualitatively substantiate the responses received through the surveys. Thus, they will focus on discussing in more depth the 'Questions inviting open comments' as listed above. Further, the following questions will be added:
1) Which course elements were most useful?
2) Which elements of the course content did you use since completing the class?
3) What did you use them for?

Appendix B

Course Syllabus (Winter 2016)

RENAISSANCE COLLEGE
RCLP 4002
CHANGE LEADERSHIP AND SOCIAL
ENTREPRENEURSHIP
WINTER 2016

Integrator: Professor Dr. Thomas Mengel
Phone & Email: tmengel@unb.ca
Home / Office phone:506-756-3878 / 506-447-3165
Class-time: Thursday January 7th - April 7th, 2:30-5:20 pm
Office hours: Wed & Thu 12-2 & 5:30-6:30 pm

Required Texts

All required readings will be made available via the D2L course environment at https://lms.unb.ca/d2l/home/81356 .

Introduction

Putting you in the driver seat of your social innovation and entrepreneurial learning journey, this course focuses on social entrepreneurship in the context of social innovation and change leadership. Social Entrepreneurship a concept that that is rapidly changing the world as it attempts to make it a better place. It is a process that applies innovative solutions to solve local, national, and international social problems.

Drawing heavily from self-directed and participative learning approaches, in this course you will explore frameworks, methodologies and implementations to experience, assess and analyze the impact, viability, and sustainability of strategies used by social enterprises; in particular, it investigates how entrepreneurs create and sustain socially oriented organizations and act as change agents in their respective communities. In addition, this course explores how entrepreneurs initiate, design, and implement change strategies in organizations in the context of social innovation; the latter can be done either by developing your own or by critiquing another social enterprise business plan.

Course Outcome and Objectives

1) Critically assess the business plan and implementation of an existing social enterprise OR
2) Develop a business plan and implementation strategy for a new social enterprise

3) Critically evaluate and effectively apply important frameworks and methodologies of social entrepreneurship, social innovation, and change leadership
4) Self develop and self assess your ability to understand and apply social entrepreneurship and change leadership concepts and processes.

Evaluation

As this is a self-directed learning course that depends on your active participation also in shaping the course on an individual and class level, the following assessment framework is a guideline (and "default" or "fallback" approach to evaluation in case no other arrangements are being made); you may have other suggestions for assessing your performance that we can negotiate and agree on by January 28, 2016.

Type of Assessment	Percent/Weight	Date
		First presentation: March 3 (17)
Business Plan (development OR critique) (individual OR team)	40 (10 first presentation; 30 final presentation)	Final presentation: Mar 31 (April 7)

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		January 28 (optional: one);
Critical report on 3 frameworks & methodologies (analyses) and implementation (case studies) (min. one team report)	30 (max; 10 per report)	February 25 (optional: two); and / or March 24 (mandatory: three)
Self development and assessment report on social entrepreneurship and change leadership (individual)	30	April 19 (take home exam)
TOTAL	100	

Participation

Your learning as well as your classmates' learning in this course heavily depends on your interaction with your learning community. As a consequence, it is expected that you continuously and consistently participate in and contribute to the learning activities in this course. In particular, it is expected for you to come prepared to class with your required readings done and having your reading notes ('reflective reading journal') at hand.

Grading Scheme

- A+ (4.3 GPA) 95.0 - 100%
- A (4.0) excellent performance 90.0 94.9%
- A (3.7) 85.0 89.9%
- B+ (3.3) 80.0 84.9%
- B (3.0) good performance 75.0 79.9%
- B (2.7) 70.0 74.9%
- C+ (2.3) 65.0 69.9%
- C (2.0) satisfactory performance 60-64.9%
- D (1.0) minimally acceptable 50-59.9%
- F (0.0) failure   below 50.0%

Tentative Schedule

(will evolve and detailed further based on availability of guest speakers and on the particular needs and interests of all course participants)

- January 7 Introductory Plenary: Course overview and expectations
- January 14 Social Entrepreneurship framework; Social value proposition; case study 1
- January 21 Lean Canvas methodology; case study 2
- January 28 Introduction to business planning; case study 3
- February 4 Introduction to design thinking; case study 4
- February 11 Change leadership framework; case study 5
- February 18 Managing change projects; case study 6

- February 25 Critical perspectives on change leadership and social entrepreneurship
- March 3 Business Plan Presentations 1 (A)
- March 10 March Break: No classes
- March 17 Business Plan Presentations 1 (B)
- March 24 RCLP 3015 campaign
- March 31 Business Plan Presentations 2 (A)
- April 7 Business Plan Presentations 2 (B) & Final discussion

Course Standards for Assignments and Written Work

Students are expected to use an acceptable standard of business communication for all assignments. You are encouraged to obtain assistance from the Writing Centre http://extend.unb.ca/wss/ for help with your written communications as needed.

- Assignments submitted without title pages prepared in APA (American Psychological Association http://www.apastyle.org/) format will receive a grade a zero.
- All written assignments are prepared in APA format - typed, double-spaced, 12-point font, cited, and referenced in accordance with APA. Marks are deducted if APA format in not followed.
- The word limit for each assignment excludes the title page, abstract (not over 120 words), reference and appendix.
- All papers require an abstract.
- Extra words over the assignment limit are not read or marked.
- Title page, abstract, table of contents, references, and appendix are not included in the word count.

STANDARD FOR ASSIGNMENTS AND WRITTEN WORK:

Maintaining a Professional Learning Environment
"The golden rule of netiquette is "Remember the Human". When communicating via computer it is all too easy to forget that there are real people out there with real feelings and egos. It's OK to express your opinion, but be sensitive to the feelings of others (http://www.albion.com/netiquette/netiquiz.html Accessed 20 December, 2009).

Handing in assignments and late policy

1) If an assignment is handed in on time including the self-assessment, I will: provide written feedback, and assess and return the work in a timely fashion;

2) If an assignment is not handed in on time and without accepted excuse, you need to provide me with advance notice via e-mail (please provide reason - see acceptable reasons below) in order to receive credit.

3) If an assignment is handed in up to 5 days after the due date and without an accepted excuse, a 5% penalty will be applied per day (e.g., if the paper is due on the 14th but handed in on the 16th it will be penalized by a deduction of 10%), but the paper will potentially be returned at a later date (not returned with those that were handed in on time). Late assignments must be accompanied by a one page word processed time management analysis describing why the assignment is late, what time management problems or issues led to the tardy delivery and what strategies will be used in the future to prevent recurrences;

4) After 5 days and without accepted excuse, the paper will not be assessed, and no feedback will be provided.

5) Excuses accepted for late papers: Medical, validated with a doctor's note; Extraordinary personal challenge or crisis (evaluated on a case by case basis) - valid if provided by the due date, not after. These rules do not apply to take home exams, which must be handed in on time (i.e., noon on the last day of the exam period), to allow grades to be submitted to the Registrar's office in a timely fashion.

PLAGIARISM (from 2015-2016 Undergraduate Calendar)

Plagiarism includes:

1) quoting verbatim or almost verbatim from any source, regardless of format, without acknowledgement;

2) adopting someone else's line of thought, argument, arrangement, or supporting evidence (such as, statistics, bibliographies, etc.) without indicating such dependence;

3) submitting someone else's work, in whatever form (essay, film, workbook, artwork, computer materials, etc.) without acknowledgement;

4) knowingly representing as one's own work any idea of another.

NOTE: In courses which include group work, a penalty may be imposed on all members of the group unless an act of plagiarism is identified clearly with an individual student or students.

Procedures

In the case of plagiarism, the instructor must make every reasonable effort to discuss the case with the student or group and follow one of two courses of action:

· If the instructor is satisfied that the plagiarism was the result of a genuine misunderstanding, the instructor shall complete an academic offence incident report in a form approved by the Registrar's Office, containing the student's name and the particulars of the incident, and submit to the Registrar who shall advise the appropriate Dean, and the Chair of the student's program or Department where applicable. The Registrar shall notify the student by registered letter and/or electronic mail of the regulations governing plagiarism, the possible consequences, the student's right to appeal, the right to appear before the

appropriate appeals committee (Student Standing and Promotions Committee on the Fredericton campus and Senate Student Appeals Committee on the Saint John campus), and the procedures involved. The Registrar shall make available to the student a copy of the academic offence incident report and supporting documentation. While a case of plagiarism resulting from genuine misunderstanding will not be considered a student's first offence, a second plea of ignorance by the same student in response to a subsequent allegation of plagiarism will not be accepted; similarly, a subsequent incident report indicating that the alleged plagiarism is a result of genuine misunderstanding responding will be treated as an allegation of deliberate plagiarism. A student responding to the instructor's allegation must do so in writing within three weeks of the date of the Registrar's notification. The student is urged to submit to the appropriate appeals committee a written statement regarding the case.

In a first incident of plagiarism resulting from genuine misunderstanding, the instructor may permit the student to submit a genuine piece of work to be graded in place of the one plagiarized. If the student does not appeal, the time allowed for submission of work is three weeks from the date of the Registrar's letter of notification. In the case of an appeal, where the instructor's allegation is upheld, the period of time allowed for submission is as determined by the appropriate appeals committee.

· If, in the view of the instructor the plagiarism was deliberate, the instructor shall complete an incident report in a form approved by the Office of the Registrar, containing the student's name and the particulars of the incident, and shall submit to the Registrar who will advise the Dean of the Faculty concerned and the Chair of the student's program or department where applicable. The Registrar shall notify the student by registered letter and/or electronic mail of the regulations governing plagiarism, the possible consequences, the student's right to appeal, the right to appear before the

appropriate appeals committee, and the procedures involved. A student appealing the charge of an academic offence must do so in writing within three weeks of the date of the Registrar's letter of notification. On receiving an incident report alleging an act of deliberate plagiarism, or on receiving an incident report alleging a second commission of plagiarism by the student which is determined viewed by the instructor to be as a result of genuine misunderstanding, the Registrar shall refer the matter for a hearing to the appropriate appeals committee. A student who wishes to respond to this allegation is urged to submit to the appeals committee a written statement regarding the case, within three weeks of the date of the Registrar's letter of notification. The Registrar shall inform the student by registered letter or electronic mail of the referral to the appeals committee, and the wish of the Committee that the student be present when the case is heard.

· The appropriate appeals committee, upon the conclusion of a hearing into the case, or following the review of the written materials if the student does not appear, must make one or more of the following findings prior to proceeding to an assessment of a penalty for deliberate plagiarism.

    i.   On hearing a case involving a first incident report alleging that a student has committed an act of deliberate plagiarism, the appeals committee must first decide whether an act of plagiarism has occurred. If the Committee so finds, the Committee must then determine whether the plagiarism was deliberate, or an act of genuine misunderstanding. If the former, the appeals committee will proceed to assess penalties in accordance with this Regulation, if the latter, the appeals committee will assess no penalty, but will direct the Registrar to note in the student's academic file that the student has had one finding of genuine misunderstanding.

    ii.   If the case before the appeals committee

    i.   follows a prior finding of plagiarism, or

    ii.   is a second allegation of plagiarism as a result of genuine misunderstanding, the appeals committee may not make a further finding of genuine misunderstanding in disposing of the case. The appeals committee may only make a finding that the alleged act of plagiarism was deliberate plagiarism or that the alleged act of plagiarism was not an act of plagiarism.

Penalties for Deliberate Plagiarism

In case of deliberate plagiarism, the penalties are:
First Offence: If the student does not appeal or if, on appeal, the Committee upholds the instructor's allegation:

1) A notation will be placed on the student's transcript of academic record concerning the academic offence. The length of time the notation appears on the student's transcript of academic record is to be decided when the penalty is imposed and will depend on the severity of the offence.

2) The student may be required to submit a satisfactory and genuine piece of work to replace the one involving plagiarism. If the assignment is not resubmitted or is unsatisfactory, the student will receive a grade of F (zero) in the course. Note: If this penalty is assessed, the period of time allowed for the submission of the work will be determined by the Registrar in consultation with the faculty member making the charge and, where appropriate, the Committee.

3) The student will receive a grade of F (zero) for the piece of work and, depending on the severity of the offence, may receive a grade of F for the course.

4) Other penalties as outlined in penalties for Other Academic Offences may be imposed.

Subsequent Offence: In cases where the Committee considers that the student has plagiarized again:

1) The student will receive a grade of F for the course, and a notation of the academic offence will appear on the student's transcript of record. The length of time the notation appears on the student's transcript of academic record is to be decided when the penalty is imposed.
2) Other penalties as outlined in penalties for Other Academic Offences may be imposed.

For further information on procedures for dealing with cases of plagiarism, students should refer to the regulations found in the 2014-2015 Undergraduate Calendar.
http://www.unb.ca/academics/calendar/undergradua te/current/regulations/universitywideacademicregula tions/viii-academicoffences/index.html

Appendix C

Course Syllabus (Winter 2017)

RENAISSANCE COLLEGE
RCLP 4002
CHANGE LEADERSHIP AND SOCIAL ENTREPRENEURSHIP
WINTER 2017
Integrator: Professor Dr. Thomas Mengel
Phone & Email: tmengel@unb.ca
Home / Office phone: 506-756-3878   / 506-447-3165
Class-time:
Thursday January 5th – April 6th, 2:30-5:20 pm
Office hours: Wed & Thu 12-2 & 5:30-6:30 pm

What is this Course?

Offering you the driver seat of your learning journey, this course will focus on social entrepreneurship in the context of social innovation and change leadership. I am a learner too, and together we will apply entrepreneurial thinking – identifying and realizing opportunities – to explore social problems and their potentially innovative solutions.

What are the Planned Outcomes of this Course?

By the end of the course, our analytical, critical thinking, learning, and innovation skills should be higher than they are at the beginning of the course. In particular, I suggest the following course outcomes:

1) Analyze and assess existing solutions for social problems (use existing case studies)
2) Find and evaluate innovative solutions for social problems (create new case studies)
3) Critically discuss, assess and apply relevant concepts, frameworks and methodologies
4) Develop course learning journal and portfolio.

We will talk about that more and decide together in our first meeting together.

What is Our Class Schedule?

Please consider this tentative, but stable…

Date	Topic
January 5	Introduction: Course overview, learner expectations and introductory case study I
January 12	Social Entrepreneurship framework; Social value proposition; case study II
January 19	Guest speaker: Change leadership and social innovation
January 26	Organizational alternatives; case study III
February 2	Lean Canvas methodology; case study IV
February 9	Business planning; case study V
February 16	Design thinking; case study VI
February 23	Change leadership framework
March 2	Managing change projects; case study VII
March 9	March Break: No classes
March 16	Critical perspectives on change leadership and social entrepreneurship
March 23	Guest speaker: Wicked Ideas
March 30	Discussion of self developed case studies
April 6	Conclusive summary discussion: where do we go from here?

Do We Have to Buy a Required Textbook?

No. However, our main course reading will be the complimentary electronic text Canadian Social Enterprise Guide (Enterprising Non-Profits, 2010). Many additional resources can be accessed through the Social Enterprise Portal of the Pond-Deshpande Centre at UNB. In particular, you will find terms and definitions, social enterprise examples and various publications. All additional readings, assignment details and further information will be made available via our D2L course environment.

How Will I be assessed?

As self-directed learner you have plenty of choices in terms of setting the direction and selecting options within the following assessment framework, including:

Type of Assessment	Percent/Weight	Date
1) Analyze & assess one of the given case studies	20%	Mar 19
2) Develop & assess your own case study	30%	Apr 6 (first version) & Apr 22 (final)
3) Lead discussion on concept, framework, or methodology	20% (2 X 10%)	Twice between Jan 12 and Apr 6
4) Course learning journal & portfolio	30% (10 X 2% & 1 X 10%)	Weekly & April 22 (take home exam)
TOTAL	100	

Applicable policies can be found in the appendix for this syllabus (Participation, Grading, Late Policy, Plagiarism).

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