



**Faculty of Arts and Social  
Sciences**

**School of the Arts and Media**

**MDIA3005**

**Social Innovation and Engagement**

**Session 2, 2015**

## UNSW Course Outline

### Staff Contact Details

Position	Name	Email	Availability	Location	Phone
Course Authority	Roumen Dimitrov	<a href="mailto:r.dimitrov@unsw.edu.au">r.dimitrov@unsw.edu.au</a>	Consultancy Hours: Thu 12:00-14:00 Lecture: Thu 14:00-15:30 PhysicsTh Tutorials: Tue 10-11:30 Gold G06 Tue 11:30-13 Gold G06 Tue 14-15:30 Law 302 Tue 15:30-17 MechEngG01 Thu 9-10:30 Quad 1047 Thu 10:30-12 Quad 1047	Webster 122	9385 8535
Tutor	Paul Ryder	<a href="mailto:p.ryder@unsw.edu.au">p.ryder@unsw.edu.au</a>	Tutorials: Tue 12-13:30 RedC 3037 Tue 14-15:30 MechEngG01 Wed 10-11:30 Law 276 Wed 11:30-13 Law 276 Wed 15-16:30 Mat 102		Pls email
Tutor	Victor Cabello	<a href="mailto:v.cabello@unsw.edu.au">v.cabello@unsw.edu.au</a>	Tutorials: Mon 10-11:30 Quad 1045 Mon 14-15:30 Mat 113 Mon 15:30-17 Mat 113		Pls email
Tutor	Miriam Cabello		Tutorials: Mon 11:30-13 Quad 1045		Pls email

### School of the Arts and Media Contact Information

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Website: <https://sam.arts.unsw.edu.au>

### Attendance Requirements

- A student is expected to attend all class contact hours for a F2F or blended course and complete all activities for a blended or fully online course.
- A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).
- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.
- A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.
- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.
- For more information about the SAM attendance protocols, see the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

## **Essential Information For SAM Students**

For essential student information relating to: attendance requirements; requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential matters, see the SAM Policies and Guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

## **Course details**

**Credit Points:** 6

### **Summary of the Course:**

The central focus of this course is the role of the media in the development of interactive engagement processes within the social innovation cycle. You will explore the structure and processes of social innovation as well as types, degrees and directions of community (nonprofit) engagement with (and by) diverse public across multiple platforms. Critical here will be your understanding and use of a variety of social media. You will undertake an independent, problem and/or case-based analysis of a social innovation process. You will also design an online multi-platform campaign on a social innovation issue and apply various tactics of social media listening, engagement and measurement (analytics). You will practice – and reflect on – the role of the communicator as agent of change.

## **Aims of the Course:**

At the conclusion of this course the student will be able to:

1. Understand the concept and process of social innovation
2. Develop an understanding of engagement concepts and practices
3. Undertake an independent problem-based research and develop a campaign plan of social innovation through social media engagement
4. Apply communication knowledge in meaningful, strategic and sustainable ways to address community challenges and act as agents of change
5. Learn about new forms of political democracy, community engagement and civic social responsibility in the digital age

## **Student learning outcomes:**

At the conclusion of this course the student will be able to:

1. Understand the concepts of social innovation and engagement and related processes
2. Develop independent research skills and creative problem-solving skills through case analysis
3. Design strategy of innovation through engagement and implement tactics, including social media networking
4. Assess and appreciate the civic and social responsibility of media and public communication industries
5. Engage in collaborative work

## **Graduate Attributes:**

At the conclusion of this course the student will be able to:

1. The skills involved in scholarly enquiry
2. Contemporary information literacy - the skills to locate, evaluate and use relevant information
3. An in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context
4. The capacity for analytical and critical thinking and for creative problem solving
5. The ability to engage in independent and reflective learning
6. The skills required for collaborative and multidisciplinary work
7. The skills of effective communication

## **Rationale for the inclusion of content and teaching approach**

This course is designed to facilitate problem- and practice-based learning to ensure students' active participation. Case studies will be used to provide collaborative and online learning opportunities in a large class. Problem based learning approach will also inform the design and implementation of engagement strategies and tactics – especially various social media tools. Lecture format teaching will enable students to engage with key topics, concepts and processes and explore the prescribed readings. They will engage in conversation and action publicly on behalf of a social innovation cause by selecting and combining various social media platforms

**Teaching Strategies:**

This course uses face-to-face teaching with a one and a half hour lecture and a one and half hour tutorial to allow for collaborative work. The tutorials are designed for both individual and collaborative teamwork, including for exchange of ideas and voluntary help within and between classes. For each tutorial, students will receive a detailed online weekly guideline. About half of each lecture will be used for tutorial instruction too. Students will develop individual and group-wikis. They will be also using blogs, Facebook, Twitter, YouTube and other social media for their campaigns

## Assessment

The first assignment (A1, 20%) combines two elements of professional communication practice: Research Brief and Strategy (1,500 words). Students choose individually a social problem, for which they have personal and professional interest. They research it (in the form of a case study) and formulate its preferable solution. The solution has to be a social innovation, for which a social media campaign can engage publics and motivate them to act. The assignment finishes with a short social media strategy for that campaign.

The second and major assignment is a continuation of the first one. Based on the suggested problem solution and strategy, each student designs and implements a social media campaign, which engages social media networks and users to innovate on behalf of the same cause. The written part of the assignment (A2, 50%) consists of a reflection paper and portfolio. Both are based on the campaign that should be conducted for a minimum of 6 weeks (ideally, from week 6 to week 13). In the reflection paper (2,500 words) students analyse their campaign and draw lessons from their experience. In the portfolio (no word limit) they document their campaign by including screenshots of external and internal posts, site analytics and other proofs.

A multiple-choice test (30% in week 11) evaluates the technical and theoretical knowledge of each student acquired in this course.

The Assessment topic on Moodle contains detailed formats for both assignments.

Assessment task	Length	Weight	Learning outcomes assessed	Graduate attributes assessed	Due Date
Research Brief and Strategy (20%)	1,500 words	20%	1,2,3,4	1,2,4	Friday, 28 August, Week 5
Campaign Portfolio and Reflection Paper (50%)	2,500 words plus portfolio	50%	1,3,4,5	2,3,4,5,6,7	Pecha Kucha presentations in weeks 12 and 13 in class, Submission of paper and portfolio by Friday, 30 October in week 13
Multiple Choice Test (30%)	60 questions for 60 minutes	30%	1,4	1,2,4	Sitting the test in week 11

## Submission of Assessment Tasks

Students are expected to put their **names** and **student numbers** on **every page** of their assignments. If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au). Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally in SAM there will no longer be any hard-copy submission; assessments must be submitted

electronically via either Turnitin or a Moodle assignment. In instances where this is not possible it will be stated on your course's moodle site with alternative submission details.

On Moodle (MDIA3005 page under *Assignments*) you will find detailed instructions about the assignment formats.

Please use the *Course & Assignments Forum* on Moodle to discuss outstanding questions. In all assessment tasks, any material or ideas taken from another source must be referenced in accordance with the *Referencing Style Guidelines* as outlined in the UNSW Assessment Policies.

MDIA3005 follows the Harvard in-text system of referencing. Format of the assignment in Word is: font type New Times Roman, font size 12 pt and spacing between the lines 1.5. Please do not print double-sided.

Submission of research brief and reflection paper is through Turnitin.

Guidelines on how to reference according to this system can be found at:  
<http://www.lc.unsw.edu.au/onlib/pdf/harvard.pdf>.

### **Late Submission**

PLEASE NOTE THAT THESE RULES APPLY FOR ALL COURSES IN SAM.

If your assignment is submitted after the due date, a penalty of 3% per day (including Saturday, Sunday and public holidays) will be imposed for up to 2 weeks. For example, if you are given a mark of 72 out of 100 for an essay, and your essay were handed in two days late, it would attract a penalty of 6% and the mark would be reduced to 66%. If the same essay were handed in seven days late (i.e. a penalty of 21%) it would receive a mark of 51%. If your assignment is not submitted within 2 weeks of its due date, it will receive a mark of 0. For more information on submission of late work, consult the SAM assessment protocols at <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

### **Extension Procedure**

- A student seeking an extension should submit a SAM extension application form (found in Forms on SAM website) to the Course Authority before the due date.
- The Course Authority should respond to the request within two working days of the request.
- The Course Authority can only approve an extension of up to five days. A student requesting an extension of more than five days should complete an application for Special Consideration.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.
- This procedure does not apply to assessment tasks that take place during regular class hours or any task specifically identified by the Course Authority as not subject to extension requests.
- A student who missed an assessed activity held within class contact hours should apply for Special Consideration via myUNSW.
- For more information, see the SAM extension protocols on the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

### **Special Consideration**

In the case of more serious or ongoing illness or misadventure, you will need to apply for Special Consideration. For information on Special Consideration please go to this URL: <https://student.unsw.edu.au/special-consideration>

Students who are prevented from attending a substantial amount of the course may be advised to apply to withdraw without penalty. This will only be approved in the most extreme and properly documented cases.

### **Academic honesty and plagiarism**

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- **Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.
- **Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.
- **Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- **Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- **Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Details of what plagiarism is can be found on the Learning Centre's Website Plagiarism & Academic Integrity website (<http://www.lc.unsw.edu.au/academic-integrity-plagiarism>), in the myUNSW student A-Z: Guide <https://student.unsw.edu.au/plagiarism> and in Appendix A of the Student Misconduct Procedure (pdf- <https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>).

The Learning Centre also provides substantial education written materials, workshops, and tutorials to aid students, for example:

- Correct referencing practices;
- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre. Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.



## Course schedule

Week	Topic	Lecture Content	Tutorial/Lab Content
<b>Week 1: 27-31 July</b>	Introduction: Social Innovation & Engagement	Assignments and Test Steps of Social Innovation	No tutorial this week
<b>Week 2: 3-7 August</b>	Social Media, Listening and Engagement	Social Media in this Course Types of Engagement Actionable Listening	Problem-based learning Researching a case Assignment one organisation
Essential Readings:  <i>Mulgan, J 2006, The process of social innovation</i>  <i>Patti, C 2003, Learning and growing from cases (pp. xi-xvi)</i>			
<b>Week 3: 10-14 August</b>	Research Brief and Strategy	Structure of the research brief Basics of networking Format of A1	Researching a case and listening to the cause-related networks
Essential Readings:  <i>Kanter, B 2010 Listening, engaging and building relationships</i>  <i>Krebs &amp; Holley, 2013 Building networks through network weavings</i>			
<b>Week 4: 17-21 August</b>	Message Strategy	What makes a Message "stick"	Objectives, strategies and tactics
Essential Readings:  <i>Wilcox &amp; Cameron 2012 Program planning</i>  <i>Kanter, B 2010 Learning Loops (in Kanter The Networked Nonprofits)</i>			
<b>Week 5: 24-28 August</b>	Media Manipulation: Learning from the Negative	Uses and misuses of the social media	Top hubs, hot topics, keywords and tags
Essential Readings:  <i>Heath, C &amp; Heath D 2007, Made to Stick</i>  <i>Bonk et al. 2008, Strategic communication for nonprofits: A step-by-step guide to working the media, Chapter 4: Framing and developing messages, pp. 44-56</i>			
<b>Week 6: 31 August - 4 September</b>	Social Media Campaign	Essence and format of A2	Open Session: Forming Campaigns

Essential Readings: <i>Holiday, 2012, Trust me, I'm lying: confessions of a media manipulator, Book one, Chapter I: Blogs make the news and Chapter II: How to turn nothing into something in three easy steps</i>			
<b>Week 7: 7-11 September</b>	The Art of Blogging	Professional experiences with WordPress, Facebook and Twitter	Actinable Listening
Essential Readings: <i>Kanter, 2013, Actionable listening</i> <i>Hannah 2014, Keys to establish a social media presence</i> <i>Bullas 2013, Twitter tips to increase engagement</i>			
<b>Week 8: 14-18 September</b>	Content Creation	Writing Content	Wriing Content Exercise
Essential Readings: <i>Cioti, Types of content</i> <i>Hemley, Ways to create content</i> <i>Kanter 2013 Best free sources for images</i>			
<b>Week 9: 21-25 September</b>	Storytelling	Storytelling Online	Facebook Analytics
Essential Readings: <i>Siu, 2013, How to ensure your future blog posts are popular</i> <i>Low, 2012, 10 easy ways to get more retweets</i> <i>Patel, 2013, Twitter tactics to increase engagement</i> <i>Rosales, 2014, Facebook Insights</i>			
<b>Week 10: 6-9 October</b>	Monitoring, Metrics and Measurement	Analytics Basics	WordPress Analytics
Essential Readings: <i>Kanter &amp; Paine, 2012, Measuring in the networked nonprofit, Ch. 6 The ladder of engagement (pp. 77-97)</i>			
<b>Week 11: 12-16 October</b>	Crowdsourcing	Crowdsourcing and Pecha Kucha	Multiple Choice Test in Class
<b>Week 12: 19-23 October</b>	Social Innovation and Engagement: Sum Up	Sum Up Of Course and Major Assignment Writing Workshop	2A Pecha Kucha Presentations (First Part)
<b>Week 13: 26-30 October</b>	No lecture this week		A2 Pecha Kucha Presentations (Part Two)  <i>Submission of Assignment Two reflection paper and portfolio by Friday 30 October, Week 13</i>

### Course evaluation and development

Student evaluation will be actively sought and responded to whenever possible. Formal university

evaluation ('CATEI' Surveys) will be undertaken, as well as informal evaluation with the special method of "blank sheets". This will be explained in class. Feedback from students is welcome, in person and by email. This feedback will be used to revise the course for the following year.