



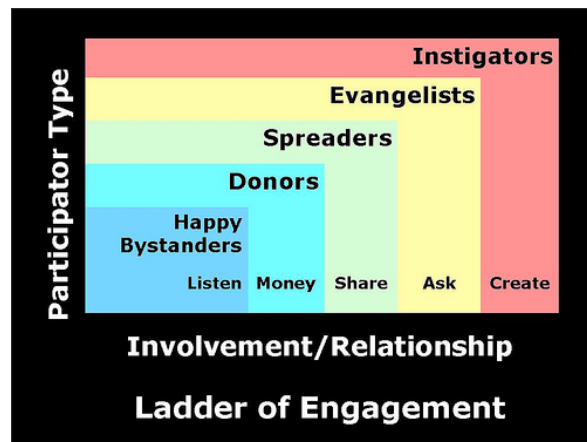
UNSW
THE UNIVERSITY OF NEW SOUTH WALES

Arts & Social
Sciences

School of the Arts and Media

MDIA3005

Social Innovation and Engagement



Source: Kanter, B. (2010). *The networked nonprofit: Connecting with social media to drive change*. San Francisco: Jossey-Bass.

Semester 2, 2014

1. Location of the course			
FACULTY	Arts and Social Sciences		
SCHOOL	School of the Arts and Media (SAM)		
COURSE CODE	MDIA 3005		
COURSE NAME	Social Innovation and Engagement		
SESSION	Second	YEAR 2014	

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3. Staff contact details				
Position	Name	Email	Availability, times and location	Phone
Course convenor Lecturer	Roumen Dimitrov	r.dimitrov@unsw.edu.au	<i>Student consultation:</i> Wed 11:30-13:30 Web 122 <i>Lecture:</i> Thu 14-15:30 Burrows <i>Tutorials:</i> Tue 9-10:30 ElecEng 219 Tue 10:30-12 ElecEng 220 Tue 13-14:30 Web 252 Tue 16-17:30 ElecEng 221 Wed 9-10:30 Law 389 Wed 10:30-12 Law 389	9385 8535
Tutor	Kristin Moore	kristin.moore@unsw.edu.au	<i>Tutorials:</i> Mon 9-10:30 Quad 1047 Mon 10:30-12 Quad 1047 Mon 13-14:30 ElecEng 221 Mon 14:30-16 ElecEng 221	Pls email
Tutor	Victor Cabello	v.cabello@unsw.edu.au	<i>Tutorials:</i> Tue 10:30-12 ElecEng 219 Tue 13-14:30 RedC 3037 Tue 14:30-16 SqHouse 109	Pls email

Communication	When I communicate with you I will use the email formation zstudentnumber@student.unsw.edu.au . Please redirect your other email accounts to this one. Information on how to do this can be found at http://disconnect.unsw.edu.au
Class TELT Moodle page	Access via https://moodle.telt.unsw.edu.au/login/index.php
SAM website	http://sam.arts.unsw.edu.au/
MEDIA PR & Adv. website	https://www.arts.unsw.edu.au/future-students/undergraduate/degrees/bachelor-of-media-in-public-relations-advertising/

4. School of the Arts and Media Contact Information

Room 312, level 3 Robert Webster Building

Phone: 9385 4856

Email: sam@unsw.edu.au

5. Attendance requirements

To pass this course you are required to attend at least 80% of tutorials. If you do not meet the minimum attendance requirement for any reason you may be refused final examination and you may fail the course. Lectures are not compulsory, but their contents are heavily reflected in the multiple-choice test. Every lecture discusses assignment aspects. Because the lectures have a workshop format, they are not recorded. Students who do not attend lectures usually perform worse in the test and all assignments.

If you experience a prolonged illness or misadventure that prevents you from meeting the 80% attendance requirement you should contact your course convenor immediately. You may be advised to withdraw from the course.

6. Essential information for SAM students

Please download Essential Information and SAM assessment policy from this link:
<http://sam.arts.unsw.edu.au/resources/assessments/>

7. 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 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	<i>This course will enable students to:</i>
	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	<i>By the end of the course students will be able to:</i>
	1. understand the concepts of social innovation and engagement and related processes

Outcomes	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	<i>This course enables the following Graduate Attributes:</i>	
	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	

8. 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. A problem based learning approach will 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.

9. Teaching strategies

This course uses face-to-face teaching with a one and a half hour lecture and a one and half hour tutorial. Tutorials are designed for both individual and collaborative teamwork, including 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 and exercises. Students will be using blogs, Facebook, Twitter, YouTube and other social media, including listening and analytical tools, in their campaigns.

10. Assessment

Assessment task	Length	Weight	Learning outcomes assessed	Graduate attributes assessed	Due date
(1A) Research-based campaign strategy	1500 words	20%	1, 2, 3, 4, 5	1, 2, 4	Submission of paper by Fri 29 Aug, Week 5
(2A) Reflection paper and social media campaign portfolio (Pecha Kucha presentation – 10 slides x 20 sec).	2500 words (without portfolio)	50%	1, 3, 4, 5	2, 3, 4, 5, 6, 7	Pecha Kucha presentations in class Week 12 & 13 Submission of paper and portfolio by Fri 31 Oct, Week 13
(3T) Multiple Choice Test	60 questions for 60 minutes	30%	1, 3, 4	1, 2, 4	Sitting the test in class Week 11

Submission of assessment tasks

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 hardcopies should be accompanied with an electronic submission to your tutor.

Guidelines on how to reference according to this system can be found at:

<http://www.lc.unsw.edu.au/onlib/pdf/harvard.pdf>.

Please use paper clips only to bind your written assignments. Do not staple and do not use any other means such as plastic sleeves and folders, unless bulky appendices require it.

Late submission

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 0 marks. Late work will not receive detailed feedback.

Extension procedure

In the case of illness or misadventure you may apply to the Course Convenor for an extension of the due date. Work or family commitments, religious holidays or work due in other courses are not acceptable reasons for extension or Special Consideration requests. Evidence of significant progress in an assessment task must be demonstrated if asking for an extension due to emergency or illness close to the submission date. Extensions must be applied for to the course convenor in advance of the due date and will generally only be granted for a period of 2-3 days or up to one week in more serious cases.

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://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

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.

11. Academic honesty and plagiarism

Plagiarism is a potentially serious academic offence and not acceptable in any professional practice. You need to familiarize yourself with the university policy: see The Plagiarism Policy within Elise training:

<http://info.library.unsw.edu.au>

The learning centre also has resources on plagiarism, see:

<http://www.lc.unsw.edu.au/plagiarism>

Turnitin is not used in this course.

12. Course schedule

Date	Lecture	Tutorial	Suggested readings
Week One 28 July	Introduction: SI & Engagement Assignments and Test		
Week Two 4 August	Social Media and Listening Exposure, Engagement, Impact and Action	Researching Social Innovation	Mulgan, J 2006, The process of social innovation Patti, C 2003, Learning and growing from cases (pp. xi-xvi)
Week Three 11 August	Simple Social Media Strategy <i>Format of 1A</i>	Listening as Social Media Research	Kanter, B 2010 Listening, engaging and building relationships Heath, C & Heath D 2007, Made to stick

Week Four 18 August	Social Media Analysis Basics	Drafting a Social Media Strategy	Kanter, B 2010 Learning Loops (in Kanter The Networked Nonprofits) Wilcox & Cameron 2012 Program planning
Week Five 25 August	The Art of Blogging	Hub, hot topic and keyword analysis	Krebs & Holley, 2013 Building networks through network weavings Kanter & Paine, 2012, Measuring in the networked nonprofit, Ch. 6 The ladder of engagement (pp. 77-97) 1Assignment Deadline
Week Six 1 September	Social Media Campaign	Open session: Forming Campaigns	
Week Seven 8 September	Content Development <i>Format of 2A</i>	Learning From a Media Manipulator	Holiday, 2012, <i>Trust me, I'm lying: confessions of a media manipulator</i> , Book one, Chapter I: Blogs make the news and Chapter II: How to turn nothing into something in three easy steps
Week Eight 15 September	Content writing and story telling strategies: Blog, Facebook and Twitter	Writing Content	http://www.ragan.com/Main/Articles/47110.aspx Cioti, Types of content Hemley, Ways to create content
Week Nine 22 September	Monitoring, metrics and measurement	Storytelling	Heath, C & Heath D 2007, Made to stick
Mid-semester Break 27 September to 6 October			
Week Ten 7 October	Crowdsourcing <i>Pecha Kucha</i>	Web Analytics: Summing Up	Kanter & Paine, 2012, Measuring in the networked nonprofit, Ch. 6 The ladder of engagement (pp. 77-97)
Week Eleven 13 October	Social Innovation and Engagement Beyond Social Media	<i>Multiple-choice Test</i>	
Week Twelve 20 October	Social Innovation and Engagement: Sum-Up	<i>2A Pecha Kucha Presentations</i>	
Week Thirteen 27 October		<i>2A Pecha Kucha Presentations</i> <i>Submission of Assignment Two reflection paper and social media portfolio by Friday 31 October, Week 13</i>	

13. Expected resources for students		
Textbook details	Readings	Recommended websites
Mathos, M & Norman, C 2012, <i>101 social media tactics for nonprofits: a field guide</i> , John Wiley & Sons, Hoboken, NJ. Available from the bookshop in Kensington	All academic articles are available electronically from the library catalogue Click the link to this page on Moodle under Resources Wikispaces for this course http://mdia3005.unsw.wikispaces.net/	Beth Kanter Social Media Wikispaces http://socialmedia-strategy.wikispaces.com/ Getting Attention! http://gettingattention.org/ The Agitator http://www.theagitator.net/ Kivi's Nonprofit Communication Blog http://www.nonprofitmarketingguide.com/blog/ Nonprofit Technology Network http://www.nten.org/ Katya's Nonprofit Marketing Blog http://www.nonprofitmarketingblog.com/ Message Communications http://messagecom.wordpress.com/

		<p>The Communications Network http://www.comnetwork.org/</p> <p>The Virtual Activist: A Training Guide http://www.netaction.org/training/v-training.html#part2a</p> <p>Problem-based Learning, University of Delaware: http://www.udel.edu/pbl/</p> <p>Problem-based Learning Faculty Institute, University of European Case Clearing House: http://www.ecch.cranfield.ac.uk</p> <p>Harvard Business Online: http://havardbusinessonline.hbsp.harvard.edu</p> <p>Melbourne Business School Case Study Services http://www.mbs.unimelb.edu.au</p>
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14. 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.

15. The School's expectations of students

It is University policy that students must attend a minimum of 80% of classes (including lectures, tutorials and seminars) to be regarded as having fulfilled the requirements of the course.

Communication with staff and other students by letter, phone, email or in discussion should be conducted with courtesy, consideration and discretion.

The School expects students to read their course outline carefully, to know the name of the tutor and the course coordinator, to know the name and number of the course they are doing and to locate the School office.

Assessments must be handed in on time and free of any plagiarism.

The School expects students to be on time for lectures and tutorials, to sit quietly during lecture, to stay for the entire duration of both tutorials and lectures and to bring assigned texts/readings to class

16. Occupational health and safety

Please refer to <http://www.ohs.unsw.edu.au/>

17. Student equity and diversity issues

Student Equity Officers (Disability) in the Student Equity and Diversity Unit (9385 4734). Further information for students with disabilities is available at <http://www.studentequity.unsw.edu.au>

18. Other information

Quality and relevance of references

The issue of qualitative and relevant references boils down to two types of relevant sources: the academic and non-academic ones. The *relevant academic sources* are seminal; they generate or systemise ideas best; they have highest impact and are most quoted. The *relevant non-academic sources* are primary; they are original and empirical; they first provide information, facts and proofs.

Relevant reference means that you always quote the most authoritative, primary and seminal source.

Relevant references may be *academic* ones, which originally define an idea and usually influence – are quoted by – many other sources. In certain areas, there are certain ideas, which originate from certain authors. When you write, for example, about “management by objectives”, the relevant reference is Peter Drucker’s seminal book “The Practice of Management” (1954). It is not a good idea to cite someone else who discusses Drucker only because this person has written your textbook and you do not have any other source of information.

Non-academic references may also be relevant. Especially in empirical research you have to cite original sources, which for the first time discover or create facts, information and proofs. Such sources may be databases, newspaper articles, websites, blogs, and even ads, posters and leaflets. If you discuss, for example, the incident in 2004, when CBS made false allegations that president Bush had been given special treatment at the National Guard (and documents were posted on its website), and the bloggers Ed Murrow and Walter Cronkite first established that the documents were forged, you have to be able to cite the relevant sources of the CBS transcripts or/and webpage as well as the blogs, starting with Buckhead – the first one which reacted in this case.

It is not safer not to quote at all because you are not familiar with the primary and seminal sources in a research field. In this case, the teacher will assess your not-quoting as a lack of knowledge. And, for the same reason, it is not good to cite for the citations’ sake. This is the reason the Wikipedia references are banned from this course. They are neither primary empirical nor seminal theoretical (academic) sources. They are anonymous and often manipulated by invisible interests. The most common mistake students make here is that they randomly overuse Internet sources. Keep in mind that although they are the easiest to access, they are the hardest to select. Out of an ocean of possible electronic references, a very small portion would be really relevant to your topic – as academic and non-academic sources. Of course you can use informally the Wikipedia and other Internet sites as initial guides to other, more relevant sources. The point is though that you end up with reading and properly quoting the relevant sources only.