

GE1218: SOCIAL ENTREPRENEURSHIP AND INNOVATION

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Social Entrepreneurship and Innovation

Subject Code

GE - Gateway Education

Course Number

1218

Academic Unit

Public and International Affairs (PIA)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

GE Area (Primary)

Area 2 - Study of Societies, Social and Business Organisations

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Additional Information

Nil

Part II Course Details**Abstract**

Global and local grand challenges (e.g., inequality, climate change, inadequate housing, discrimination) and the acceleration of change in the economy and social ecosystem require citizens today to take an active part in driving positive change. This phenomenon becomes known as 'social entrepreneurship', a rapidly growing trend where private individuals and groups mobilize private resources and using market mechanisms to benefit the public. Rather than leaving societal problems to the government or businesses, social entrepreneurs lead as change agents and take up the responsibility to drive for a better world and become valuable partners of the government and non-profits in experimenting with new solutions.

The local and global interest in 'social entrepreneurship', 'social innovation', and 'social enterprise' has grown rapidly in the past two decades. Social entrepreneurship is a type of entrepreneurship that aims to create social outcomes. Social innovation refers to the pursuit of innovation where the benefits accrue to the society than a particular individual or organization. Social enterprise is the business entity to implement social entrepreneurship and innovation. Social enterprise is business but, unlike conventional commercial businesses, it focuses on bringing about solutions to social problems in a financially sustainable (and often innovative) manner. Examples include 'work integration social enterprises' (WISEs) that employ stigmatized groups (e.g., ex-criminals, people with disability, homeless, refugees, ethnic minority) and socially innovative ventures (e.g., new types of transitional housing, taxis that cater to the elderly, etc). New developments in this area include Certified B Corporation, platform cooperatives, to the use of blockchain and AI to assist poor farmers; many of whom also employ social enterprise models.

This course aims to educate students as positive agents of development and responsible citizens by equipping them with the theories, concepts, and tools to be social entrepreneurs. The skills learned in this course is equally applicable to conventional (for-profit) entrepreneurship. The course integrates Western and non-Western theories, practices, and cases to social entrepreneurship, and thus offers a unique design in the world. As social entrepreneurship is multidimensional, this course adopts a multi-disciplinary approach by combining humanities, public sector management, business management, design, information and communication technology, and technology management.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify the differences between commercial enterprise and social enterprise, the meaning of social entrepreneurship and innovation, the key features and different types of social enterprises and social entrepreneurship opportunities in Hong Kong and internationally.	10	x	x	x
2	Discover why and what innovative solutions have been created by social entrepreneurs and innovators both at home and abroad to solve societal problems.	20		x	x
3	Explore how social entrepreneurs and innovators draw on business models and market-based mechanisms to create positive and innovative change.	20		x	x
4	Analyse some of the best practices, business strategies and resources management, successes and failures, opportunities and pitfalls in the field of social entrepreneurship and innovation.	20		x	x

5	Develop effective communication skills and multimedia skills to bring about positive change and societal improvements by narrating the issues, challenges, examples, new perspectives of social entrepreneurs.	20	x		
6	Relate the spirit of social entrepreneurship to community building and develop a sense of civic responsibility.	10	x		

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Lay out the main ideas of social entrepreneurship and enterprise and their key concepts, characteristic features; how they are related to social innovation; different types of social enterprises; opportunities and constraints faced by social entrepreneurs in Hong Kong and other parts of the globe.	1, 2, 3, 4, 5
2	Readings	Facilitate students to have in-depth understanding of the key concepts, ideas, models, and practices of social entrepreneurship and enterprise in the local and international settings.	1, 2, 3, 4, 5
3	Guest Lectures by Practitioners	Provide real life examples of best practices, business strategies and resources management, successes and failures in the field of social entrepreneurship and enterprise.	2, 3, 4

4	Case Studies & Class Discussion	Equip students with insightful cases and examples to understand, explain and communicate the challenges and best practices of social entrepreneurship and enterprise at home and abroad.	2, 3, 4, 5, 6	
5	Site Visit	Enable students to experience the spirit of social entrepreneurship by seeing and visiting real life practices of social enterprises in town.	2, 3, 4, 6	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Class Participation: Student' s class participation includes actively participation in class activities, class discussions, asking useful questions, and volunteering in class activities.	1, 2, 3, 4, 5	10	

2	<p>\$100 Challenge: Each student will contribute his/her own HK\$100 and is asked to creatively use the HK\$100 fund to create social and economic value larger than the original amount. This requires students to think deeply and creatively what social problem he/she wishes to tackle, what ideas to "invest/lend/spend" the money on and report the actual outcomes of the use of the fund. This aims to give students practical experience and reveal the subtleties, complexities, and intricacies of social entrepreneurship.</p> <p>The Challenge will be submitted as a Word File or PDF file to showcase students' experience in the \$100 Challenge, demonstrate the use of creativity and multimedia skills, and written English skills.</p>	2, 3, 6	25	<p>This is an individual work. To be submitted near the middle of the semester.</p> <p>The use of AI (e.g. ChatGPT or other AI tools) to write, amend, edit textual content is prohibited in this assignment. Failure to disclose any use of AI tools will be subject to severe penalty or even a Failure grade.</p> <p>However, the use of visual AI (e.g. Midjourney, DALL-E) is encouraged to make attractive blog post, however all images must give credit to their original source and include the original prompts.</p>
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3	Poster Pitching: Students will conduct an in-depth investigation of a societal problem of interest and designing a new social business plan to address the problem. There is no geographical limit to the problems of interest. Students in groups will design a poster and do "3-minute pitch" of their social business plan using A2 or A1 size printed poster that captures key details of their investigation and social business plan. Teachers will make oral assessment in class during the poster pitching.	1, 2, 3, 4, 5, 6	40	<p>This is a group work, with the group size to be determined by the course leader depending on the class size. To be submitted near the end of the semester.</p> <p>The use of AI to write, amend, revise textual content is strictly prohibited in this assessment. Failure to disclose any use of AI tools will be subject to severe penalty or even an F grade.</p> <p>However, the use of visual AI (e.g. Midjourney, DALL-E) is encouraged for use in the poster but all images must give credit to their original source and include the original prompts.</p>
4	Final Quiz: Students will take a final quiz, which will be multiple choice questions that test what they have learned, solving cases, applying knowledge into a problem, etc.	1, 2, 3, 4, 5	25	This is an individual work and to be administered in near the end or the last class of the course.

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Class Participation

Criterion

This assesses active participation throughout the semester. It includes participating actively in class activities, class discussion or debate, asking for clarifications, volunteering in the class; avoid creating troubles that could hamper other students' learning experience or the smooth operations of the course.

Excellent (A+, A, A-)

Demonstrating very positive and proactive attitudes in class discussions; showing superior preparation of the readings before coming to class; and very active interaction in class with unique ideas and insightful questions

Good (B+, B, B-)

Demonstrating good & positive attitudes in class discussions; showing good preparation of the readings before coming to class; and active interaction in class with some stimulating ideas and insightful questions.

Fair (C+, C, C-)

Demonstrating good attitudes in class discussions; showing adequate preparation of the readings before coming to class; and some interaction in class but no stimulating ideas and little insightful questions.

Marginal (D)

Demonstrating non-positive attitudes class discussions; showing inadequate preparation of the readings before coming to class; and little interaction in class with no stimulating ideas or insightful questions.

Failure (F)

Demonstrating negative attitude in class discussions; showing poor preparation of the readings before coming to class; and no interaction in class at all.

Assessment Task

2. \$100 Challenge

Criterion

This assesses students' creativity to deploy HK\$100 fund of their own to create social and economic value larger than the original amount and its meaning to students.

Excellent (A+, A, A-)

Demonstrating outstanding ideas and very innovative practice to make a difference in real-life issues that concern us; outstanding creativity in communicating the practice in a written document; and strong evidence that the suggested actions would or have created societal value.

Good (B+, B, B-)

Demonstrating good ideas and fairly innovative practice to make a difference in real-life issues that concern us; good dose of creativity in communicating the practice in a written document; and substantial evidence that the suggested actions would or have created societal value.

Fair (C+, C, C-)

Demonstrating some original ideas and sensible practice to make a difference in real-life issues that concern us; fair amount of creativity in communicating the practice in a written document; and reasonable evidence that the suggested actions would or have created societal value.

Marginal (D)

Demonstrating limited ideas or relevant practice to make a difference in real-life issues that concern us; limited amount of creativity in communicating the practice in a written document; and limited evidence that the suggested actions would or have created societal value.

Failure (F)

Poor demonstration of ideas and no relevant practice to make a difference in real-life issues that concern us; no evidence of creativity in communicating the practice in a written document; and no evidence that the suggested actions would or have created societal value.

Assessment Task

3. Poster Pitching

Criterion

This assesses students, in groups, ability (creativity, analytical thinking, communication) to create solutions to societal problems using social entrepreneurship approach in a poster format and in pitching style.

Excellent (A+, A, A-)

Demonstration of outstanding ability in doing in-depth investigation independently and systematically to tackle a societal problem of interest ; creative and stimulating application of materials to establish a very convincing solution for the problem; clear evidence of good team work; highly effective in communicating the ideas and defending the group’ s position after pitching; clear evidence of superior critical analysis and synthesis; excellent grasp of the subject matter.

Good (B+, B, B-)

Demonstration of good ability in doing in-depth investigation independently and systematically to tackle a societal problem of interest; competent application of materials to establish a good solution for the problem; evidence of good team work; effective in communicating the ideas and defending the group’ s position after pitching; evidence of good critical analysis and synthesis; good grasp of the subject matter.

Fair (C+, C, C-)

Demonstration of adequate ability in doing in-depth investigation independently and systematically to tackle a societal problem; adequate application of materials to establish a reasonable solution to the problem; evidence of team work; somewhat effective in conducting communicating ideas and defending the group’ s position after pitching; evidence of some critical analysis and synthesis; adequate grasp of the subject matter.

Marginal (D)

Demonstration of limited ability in doing in-depth investigation independently and systematically to tackle a societal problem; limited application of materials to establish a case for the presentation; barely effective in communicating ideas and defending the group’ s position after pitching; evidence of some critical analysis and synthesis; some grasp of the subject matter.

Failure (F)

Demonstration of poor ability in doing in-depth investigation to tackle a societal problem; inability to apply relevant materials to establish a solution for the problem; ineffective in communicating ideas and defending the group’ s position after pitching; little evidence of critical analysis and synthesis; little grasp of the subject matter.

Assessment Task

4. Final Quiz

Criterion

Students will take a final quiz near or at the end of the semester. This will consist of multiple-choice questions that tests what they have learned, and solving a case study, that tests how they apply the knowledge into a real life situation.

Excellent (A+, A, A-)

Outstanding performance in the quiz; evidence of extensive knowledge base in the subject matter; demonstration of excellent, critical and analytical thinking, rigorous analysis of materials and evaluation of issues.

Good (B+, B, B-)

Good performance in the quiz; evidence of good knowledge base in the subject matter; demonstration of good analytical thinking, good analysis of materials and evaluation of issues.

Fair (C+, C, C-)

Fair performance in the quiz, evidence of adequate knowledge base in the subject matter; demonstration of some critical and analytical thinking, fairly adequate analysis of materials and evaluation of issues.

Marginal (D)

Weak performance in the quiz, evidence of weak knowledge base in the subject matter; limited critical and analytical thinking, insufficient analysis of materials and evaluation of issues.

Failure (F)

Poor performance in the quiz, evidence of some knowledge base in the subject matter; poor critical and analytical thinking, poor analysis of materials and evaluation of issues.

Part III Other Information**Keyword Syllabus**

Social entrepreneurship; social innovation; social enterprise; tackling grand challenges; solving societal problems; United Nations Sustainable Development Goals; concepts of social entrepreneurship and social innovation; motives for social entrepreneurship; promises of social business; social problems as business opportunities; partnership between the state, business and civil society; business strategies and sustainability; qualities and traits of social entrepreneurs; doing well by doing good; pitching ideas; communicating new ideas; \$100 Challenge.

Reading List**Compulsory Readings**

	Title
1	Bornstein, David (2004) <i>How to Change the World: Social Entrepreneurs and the Power of New Ideas</i> , Oxford: OUP.
2	Mair, J., & Rathert, N. (2021). Alternative organizing with social purpose: Revisiting institutional analysis of market-based activity. <i>Socio-Economic Review</i> , 19(2), 817-836.
3	Chandra, Y., & Wong, L. 2016. <i>Social Entrepreneurship in the Greater China: Policy and Cases</i> . Routledge (in print).
4	Nicholls, Alex ed. (2006) <i>Social Entrepreneurship: New Models of Sustainable Social Change</i> , Oxford University Press.
5	Yunus, M., Moingeon, B., & Lehmann-Ortega, L. 2010. Building Social Business Models: Lessons from the Grameen Experience. <i>Long Range Planning</i> , 43: 308-325.
6	Ashoka: Innovators for the Public: profiles of Ashoka Fellows: https://www.ashoka.org/
7	Skoll Foundation (Skoll entrepreneurs). http://www.skollfoundation.org/skoll-entrepreneurs/
8	Schwab Foundation for Social Entrepreneurship. http://www.schwabfound.org/sf/index.htm
9	Kiva: a platform to match social investors and the needy. http://www.kiva.org/
10	Social Enterprise UK: a platform of social enterprises in UK: http://www.socialenterprise.org.uk/
11	Community Interest Company (CIC): UK' s legal pathway to social enterprise: https://www.gov.uk/government/organisations/office-of-the-regulator-of-community-interest-companies
12	BCorporation: a certification of business for good: https://www.bcorporation.net/en-us/
13	Social Enterprise Summit (Hong Kong). http://www.social-enterprise.org.hk/
14	Directory of Social Enterprise in Hong Kong: https://socialenterprise.org.hk/en/sedb
15	Social Enterprise Endorsement Mark (Hong Kong): https://sechamber.hk/en_gb/home/

Additional Readings

	Title
1	Nil

Annex (for GE courses only)

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)

PILO 1: Demonstrate the capacity for self-directed learning

2, 3, 4

PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology

1, 2, 3, 4, 5

PILO 3: Demonstrate critical thinking skills

2, 3, 4, 5

PILO 4: Interpret information and numerical data

2, 3, 4

PILO 5: Produce structured, well-organised and fluent text

2, 3, 4, 5

PILO 6: Demonstrate effective oral communication skills

2, 3, 4, 5

PILO 7: Demonstrate an ability to work effectively in a team

2, 3, 4, 5

PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues

2, 3, 4, 5

PILO 9: Value ethical and socially responsible actions

4, 5, 6

PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation

2, 3, 4, 6

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task

Students -- in groups -- conduct a poster pitching of a social entrepreneurship solution to tackle a societal problems. The poster will be collected for quality assurance audit.