

CURRICULUM PLAN
SOCIAL & IMPACT ENTREPRENEURSHIP IN AN INTERNATIONAL
PERSPECTIVE 2021 – 10 ECTS

Name course	Social & Impact Entrepreneurship in an international perspective
Responsible	<p>Higher Education Institutions partners in the the SW-VirCamp Consortium.</p> <p>Leading institutions coordinating the pilot course together are:</p> <ul style="list-style-type: none"> • Prof. Dr. Winfried Weber (head teacher) University of Applied Sciences Mannheim, Germany • Prof. Dr. Harald Bolsinger (head teacher) FHWS University of Applied Sciences Würzburg-Schweinfurt, Germany • Prof. Dr. Inge Vervoort Thomas More University of Applied Sciences, Belgium • Prof. Dr. Liv Marit Kleppe, Western Norway University of Applied Sciences, Norway • Prof. Dr. Andrés Arias Astray, Universidad Complutense Madrid, Spain • Prof. Dr. Tokie Anme, Tsukuba University, Japan • Dr. Ndidi Nnoli-Edozien, Club of Rome Ghana <p>Each of the SW-VirCamp partner institutions sending applicants to the course has a local contact person responsible for the intake procedure and accreditation of the ECTS credits. For more information go to www.vircamp.net</p> <p><i>Students of institutions, that are not partners of VirCamp, can apply for the pilot course without any cost. They have to make sure, that they get credit points in their institution by a learning agreement with their university. University of Applied Sciences Mannheim will grade and give a transcript of records to non-VirCamp-Partner-Students. Application deadline is December 15th , 2020 and has to go to Winfried W. Weber w.weber@hs-mannheim.de</i></p>
Language	English
Period	Not offered in the academic year of 2022/23, next start September 2023
Credits and level	10 ECTS European qualification structure: level 6

<p>Introduction</p>	<p>Social & Impact entrepreneurship is an online course that allows students from social sciences and entrepreneurship in various countries to learn from each other and to share information, knowledge, skills and values about social innovation. The course brings together diverse professional and cultural backgrounds of students, who will cooperate and learn from each other and together.</p> <p>Social entrepreneurship is defined by doing business for a social purpose. Social entrepreneurs combine social and economic actions in a way that improves the lives of people connected to the cause. They don't measure their success in terms of profit alone or dominantly. They measure their economic performance just on a slightly positive breakeven. Whereas, success to social entrepreneurs is measured outside the social start-up whether they have improved the world and have had a positive impact on society based on the common good.</p> <p>Impact entrepreneurship focuses on developing new types of purpose-driven businesses and organizations, which measurably create sustainable impact in various ways. When social and impact entrepreneurship go together, they create potential to scale up for the sake of improving lives of as many people as possible. The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, is pointing out a broad perspective for social innovation and global human centered development.</p> <p>Social workers as well as academics of other future oriented fields of work are well prepared professionals to respond to the emerging complex social and ecological problems in any country and could contribute to solutions for all of the seventeen UN goals. Social work professionals can explore and engage in social and impact entrepreneurship (SIE). Social entrepreneurs balance organizational economic and social goals and find solutions in an entrepreneurial and innovative way, that work on its own in the long run – without grants after the starting phase.</p> <p>VirCamp is an excellent platform to offer an academic program with an entrepreneurial approach and from the beginning with a global perspective. In this study program, we offer a practical orientated curriculum where students work in teams to create ideas for social innovations and develop them in the course of one semester until they are ready to be worked out finally in detail for implementation. The students gain a deeper understanding of the potential of SIE to deal with social problems and beyond. Lecturers support the students as mentors and coaches during the program. At the end of the seminar, students pitch their ideas at the final exam.</p>
<p>Learning Outcomes</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • The students have basic knowledge about entrepreneurship, the relevance of innovation in the social economy and entrepreneurial ways of social inclusion methods. • The students have knowledge about research on social innovation and useful methods for reflection on social impact.

	<ul style="list-style-type: none"> • The students can describe social innovation models in different countries and continents. • The students know where to find sources of information on social innovation and social entrepreneurship in an international context of social policy and welfare systems. • The students have basic knowledge on the structure of a social enterprise business plan. <p><u>Skills</u></p> <ul style="list-style-type: none"> • The students are open for critical thinking, problem solving and develop intercultural competence. • The students are able to explore and verbalize their intrinsic motivation and values. • The students are able to identify social problems (“wicked problems”) and recognize unjust social and other issues. • The students are able to identify opportunities to apply social and impact entrepreneurship (problems as chances). • The students are able to explore potential regional, national and international collaboration partners to build up networks. • The students can search for and find data about commonalities and differences related to social exclusion issues in an international context. <p><u>General Competences</u></p> <ul style="list-style-type: none"> • The students can cooperate respectfully with fellow students in an international and multidisciplinary context. • The students can consider the intercultural differences that may influence group processes while developing solutions for social challenges. • The students can reflect properly upon their own learning process during the course. • The students can relate their reflections on learning to their professional development
Content	<p>In this course, VirCamp supports students as potential innovative social and impact entrepreneurs by inviting them to an intensive one-semester workshop. Students in social science faculties often have a high intrinsic motivation and ask questions like: How can we change the world? How can we tackle the severe global problems on social exclusion we are confronted with? In this module VirCamp provides Social entrepreneurs with competences for developing new business models to find entrepreneurial answers to these questions. As an option there is another one-semester workshop planned as follow up course (“Founders for future: Start the change.”), to work out promising solutions in detail for real-world implementation.</p> <p>The participants will be introduced to new methods of innovation education that are based on two key components: Ikigai (searching for individual answers on the meaning of life) and functioning business models with impact on social cohesion and beyond. “Ikigai” is Japanese and means “meaning of life” where</p>

	<p>students ask themselves and share with other students 'Who am I?' 'What is really important to me?' 'What do I really like to do?' The second component has the focus on a process that every social start-up has to deliver. 'What kind of social innovation does the world need?' The course is using here tools like 'design thinking', 'business model generation' and other inspiring methods.</p> <p>Throughout the course, students will cooperate on cases that illustrate the phenomenon of social innovation and social and impact entrepreneurship. Students are assigned to work with challenges related to social cohesion and to compare the living conditions with other countries than their own to find starting points for social innovation. During the course, the students explore various activities in a virtual classroom together with students from different countries. These activities aim to enhance the students' communication skills and give a unique experience of working with students from all over the world.</p>
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Admission Requirements	<ul style="list-style-type: none"> • First year Bachelor and upward students in social work and other disciplines • English language skills B2 • Internet access • Motivation statement of max. 150 words about willingness for self-reflection, personal development and respect for different worldviews and life plans
Learning and teaching approach	<p>Throughout the study program, students will work on cases, both individually and together in project groups with a solution oriented focus. By working on assignments, they will reflect on social and sustainability challenges, compare them with the situation in different countries and develop entrepreneurial solutions for one of the challenges.</p> <p>The course will start with an introduction to the e-learning platform and the virtual classroom and the participants will be acquainted with the international group of students and teachers they will be working with. The course is divided in time periods of one, two or more weeks. Each period, students will receive new learning material such as literature, lectures, triggers, discussions and assignments to work on, both individually and in the group. The assignments are related to the objectives of the course.</p> <p>Students who deliver their tasks on time during the program receive feedback and guidance from the teachers. Students have to enter the classroom at least three times a week and they are supposed to work for 12 to 15 hours/week. Online conferences among students and teachers are arranged during the study period. All elements in the course will be organized and administrated through a common learning management system.</p>

<p>Examination</p>	<p>The final assignment in this course exists of course requirements and a portfolio.</p> <p><u>Course requirements</u> Before students can deliver their portfolio, they need to deliver the required assignments as shown in the actual course itself.</p> <p><u>Portfolio assessment</u> There will be a check on all the required assignments before the students can deliver their portfolio.</p> <p>This portfolio consists of:</p> <ul style="list-style-type: none"> • A number of assignments that students worked on during the course and that are compulsory to get access to the final pitch presentation. • A reflection on the learning process. ca. 1.000 words (10%) • A group presentation (final pitch presentation) of the developed entrepreneurial solution consisting of <ul style="list-style-type: none"> a. The attractive application of the Social Business Model Canvas on the social challenge in depth (50%) – live and with individual presentation parts b. Joint Production of a crowd-funding pitch video (40%) – recording as a group assignment <p>Some of the presented tasks are delivered as group tasks. The group mark counts 40% of the total mark.</p> <p>Final marks from A+ / F</p> <p><u>Re-examination</u> The deadline for the re-examination will be 31/08/2021 Students need to fulfill the course requirements and have to deliver an improved portfolio.</p>
<p>Literature</p>	<p>Current final and additional readings will be announced and provided electronically in the course.</p> <p>James E. Austin, M. May Seitanidi, 'Creating value in nonprofit-business collaborations: New Thinking and Practice', 2014.</p> <p>Abu-Saifan, S., Social Entrepreneurship: Definition and Boundaries. Technology Innovation Management Review. February 2012: 22-27</p> <p>Leslie R. Crutcherfiel and Heather McLeod Grant, Forces for Good: The Six Practices of High-Impact Nonprofits, 2012 by John Wiley & Sons, Inc.</p> <p>Drucker, Peter F., The Five Most Important Questions, New York, 2015</p>

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- Faltin, Günter, Brains versus Capital - Entrepreneurship for Everyone – Lean, Smart, Simple, 2013, ISBN-13: 978-3000409042
- Joanna Mair, Jeffrey Robinson, Kai Hockerts, Social Entrepreneurship. Palgrave Macmillan, 2006
- Osterwalder, A. & Pigneur, Y. (2010) Business Model Generation. A Handbook for Visionaries, Game Changers, and Challengers <https://canvanizer.com/new/business-model-canvas>
- Peter Singer, The Most Good You Can Do: How Effective Altruism Is Changing Ideas About Living Ethically. Castle lectures in ethics, politics, and economics. New Haven: Yale University Press. 2015
- John Stepper, Working Out Loud: For a better career and life, Ikigai Press, 2015
- Benjamin Todd, 80,000 Hours: Find a fulfilling career that does good. CreateSpace Independent Publishing Platform, Oxford 2016
- Weber, Winfried: Murat, we are forced to do something! in: Weber, W.: Complicate your life, Göttingen, 2007, p. 155-159
- Westley, F., McGowan, K., Tjornbo, O., The Evolution of Social Innovation. London, 2017, Edward Elgar Press
- Bolsinger, Harald; Hanheiser, Bernd (2020): FOUNDERS 4 FUTURE. Start up with deep impact! Würzburg: Hochschule für Angewandte Wissenschaften Würzburg-Schweinfurt.
- Blank, Steven C. (2013): Why the lean start-up changes everything. In: Harvard business review : HBR 91 (5), S. 64–72.
- Miller, R. A.; Collier, E. W. (2010): Redefining Entrepreneurship: A Virtues and Values Perspective. In: Journal of Leadership, Accountability and Ethics 8 (2), S. 80–89.