Course Outline & Study Guide

Faculty	Economics and Management		
Department	Business and Public Administration		
Course Title	Summer School		
Course Type	Elective		
Instructor's Name	Staff from all 3 Departments		
ECTS	4		
Course Code	DSI	Semester	Y2/S2
Prerequisites	All core courses	Required	
Level of Studies	Master		
Language of Instruction και Examination	English		
Teaching Methodology	Distance ☒		Hybrid ☐
Evaluation	Project (90%) Presentation (10%)		
This study guide has been developed by the instructor of the course and it has been approved by the program coordinator	Name of instructor: Staff from all 3 Departments – Coordinated by the Department of Business and Public Administration		

Brief Course Summary & Course Purpose	The Summer School is part of the final milestone for the MA Design for Social Innovation (in combination with the Diploma project). It's an elective course as students can choose the alternative final milestone route is the Master's Thesis. This course has as a prerequisite attendance and completion of a Summer School in Cyprus during the summer prior taking this course. The difference being that the Master's Thesis is a more theoretical approach to research in relation to Design for Social Innovation while the Summer School and Diploma Project takes a more practical approach. Both routes meet and align to the overall programme requirements albeit having a different emphasis on the balance between research and practice.
	The purpose of the Summer School is for students to be exposed through hands-on activities to everything about social innovation and human centered design in the city context. The SS offers a hands-on learning process that gives students first-hand experience in identifying urban challenges, in identifying opportunities and in proposing creative solutions to meet local stakeholders' specific interests and needs, through a community-engaged process. Students will identify one or more societal challenges framed in an urban context in their project (people, communities, environments, organisations, structures and processes identifiable within cities and their surroundings) and will define societal impact on a short, mid or longer term with relevance for one or more stakeholders' groups in the urban context.

	As such the Summer School will include both lectures and theoretical discussion as well as hands-on workshops with local stakeholders. Students will research, participate, design, present, etc. their work (different themes). There will be a form of permanent (forming) evaluation grade and curative grading at the end with a comprehensive retrospect on the summer school topics, lessons learned and how it affects their future work.
Course Content (list of subjects to be delivered per week)	Topics include: • Social Innovation in Design: Definitions, Conceptual Frameworks, Local Case Studies • Introduction, Local Case Studies in Human-Centered Design • Community Engagement methods and research dissemination to non-academic stakeholders • Monitoring and Evaluating Social Innovation • Crowdfunding and other financial models for Social Innovation in Design
Learning Outcomes (please develop the learning outcomes of the course considering the EQF guide as indicated in the next column)	The learning outcomes for the Diploma Project align with the European Qualification Framework (EQF) guide for Level 7. Upon completion of the course, students will be able to: • Design a team design project that puts social innovation literature into practice. • Articulate clearly design objectives and aims within an academic and scholarly context, build arguments through engagement with stakeholders and design outcomes and results supported by evidence. • Narrate the design process in the form of a short design project according to the summer school objectives. • Describe the design project in written and oral form to faculty and mentors. • Identify urban societal challenges and define societal impact. • Develop, implement, and lead innovation strategies. • Implement skills to recognise key drivers of innovation in the urban context.

Keywords
Design thinking, Social innovation, Critical thinking. Collaborative design practices, Community engagement

Teaching Schedule: synchronous teaching & learning, organized in seven week sessions			
Number of Lectures (Sessions)	Total: 7	Face to Face: 7	Distance:

Evaluation Schedule:

Supervisors engage in a series of synchronous meetings with students which include both lectures, presentations, and hands-on workshops. by the student. Students learn by identifying and engaging with problems of their interests, taking the main responsibility within the research process. They direct their own lines of inquiry — which often means identifying their own problems — and identify appropriate methods and resources with which to address or resolve them with the help of resources and supervisor's guidance. The supervisors act as a 'walking resource', guiding the students' problem-solving without undermining the students' autonomy, which is crucial in active learning approaches. Teaching and learning are thus integrated such that supervisors and students become 'partners in the learning process'.

During this process there will be 2 interim presentations to evaluate the development of the team design project

[1x research project (90%); 1x thesis presentation (10%)] [around 100hours]

	Teaching and Learning Tools
F2f lectures, seminars, hands-on workshops	

Contact Information (office Hours, method of contact etc)
Best way to get in touch with the instructor is via the dsi.education email (ncharalambous@dsi.education), a second way is through posting in the google classroom environment or via the chat on hangouts. Special online "office hours" can be set up for group or individual mentoring if needed through google hangout/chat.

Study Guide	
	Supervisors engage in a series of synchronous meetings with students which will include lectures, seminars, and hands-on workshops. The themes of the activities will vary each year depending on stakeholders' engagement.