

CSPL 341B-01 –Social Entrepreneurship in Education

Spring 2016 – Tuesday & Thursday – 10:20 - 11:40 – ALLB004

Dr. Bernard Bull, *Jonathan D. Harber Fellow in Education & Entrepreneurship*

bbull@wesleyan.edu

262-751-4912 (call or text)

Office Location: ALLB 211

Office Hours: 1:00 – 3:00 on Tuesday & Thursdays

(available by appointment at other times)

Course Description:

This seminar focuses upon educational innovation and entrepreneurship as a way of addressing some of society's greatest challenges in education. Learners will survey critical issues in contemporary education and explore innovative and entrepreneurial efforts to address these issues. Learners will explore how diverse education startups, non-profit organizations and NGOs, individuals and grassroots groups, K-12 schools, Universities, foundations, professional associations and others are responding to these issues in innovative ways. As part of this course, learners will work individually or in groups to research solutions to a pressing contemporary educational challenge and propose/pitch a means of addressing that challenge through social entrepreneurship.

Course Goals:

1. Analyze the affordances and limitations of current and emerging forms of social entrepreneurship in education.
2. Clarify and cultivate compassion, personal convictions, and a sense of calling to one or more critical issues in contemporary education.
3. Expand awareness of the breadth of possibilities for addressing critical issues in education.
4. Create connections with content, people, organizations, and other resources that further equip for social entrepreneurship in education.
5. Devise a strategic course of action for addressing a personally meaningful need in education.

Course Texts:

1. Keohane, G. L. (2013). *Social Entrepreneurship for the 21st Century*. McGraw Hill.
2. Egan, K. (2008). *The Future of Education: Reimagining Our Schools from the Ground Up*. Yale University Press.
3. Goyal, N. (2012). *One Size Does Not Fit All*. Alternative Education Research Organization.
4. Freire, P. (2006). *Pedagogy of the Oppressed (30th Anniversary Edition)*. Bloomsbury.
5. Tough, P. (2016). *Helping Children Succeed: What Works and Why*. Houghton Mifflin.
6. McGonigal, J. (2016). *SuperBetter: The Power of Living Gamefully*. Penguin.
7. Robinson, K. (2015). *Creative Schools: The Grassroots Revolution That's Transforming Education*. Penguin.
8. Hess, F. (2015). *The New Education Philanthropy*. Harvard Education Press.
9. Hess, F. and Horn, M. (2013). *Private Enterprise and Public Education*. Columbia Teachers Press.
10. Links or access to other readings, videos and content resources will be

provided in class.

Graded Assignments:

Weekly Learning Journal/ Peer Feedback (40%): Learners will produce a 500 to 1000-word weekly learning journal. The purpose of this journal is to further synthesize and analyze key ideas from readings, course discussions, and course activities from the prior week. Personal reflections are encouraged, but weekly journal entries should also include substantive reflection on key readings and resources from the prior week. Learners are welcome, even encouraged, to supplement (or substitute in consultation with the professor) their 500 to 1000-word journal entry with media, illustrations, mind maps, visuals, or other creative expressions and reflections on key ideas.

- Journal entries are due by Sunday at midnight on the dates listed in the course schedule.
- The entries should be provided in a digital format that is readily available to the instructor and at least two classmates. Learners may choose to create a private or public blog, share reflections via Google Drive, submit the entry via Moodle, or propose another option to the instructor.
- Each student is also expected to give narrative feedback to at least two classmates each week.
- The instructor may choose to read excerpts or select journal entries to the class each week, so learners should write entries with this in mind.

Social Innovation Critiques (30% - 15% for each): Throughout the course, learners will have opportunities to learn about a wide variety of social innovations in education. Learners will provide two 1000 to 1500 word critiques of different education startups or social innovation programs in education, examining the affordances and limitations of each effort.

Social Startup Business Model Canvas & Pitch (30% - 20% for the written proposal and 10% for the pitch): As part of the course, learners have the opportunity to work alone or in groups of up to three to identify a critical need in education, to research existing and potential solutions, and to propose and pitch a social startup or other effort to address this need.

- This can be a proposal for a non-profit, for-profit, or grassroots informal endeavor.
- The proposal should be carefully and thoroughly researched.
- At minimum, it should address the 9 elements of the Business Model Canvas or the 10 elements of the Social Business Model Canvas.
- A written proposal is due at least one week prior to the scheduled day of the oral presentation / pitch.
- Each individual or team will have 5 minutes to pitch the solution to the class, invited guests, and a panel of guest experts. The panel will have 5 minutes to ask questions. The panel will provide written feedback to the participants.

Participation & Attendance (0% with a caveat): The grade in this course is based upon the quality of work that a learner produces through the graded assessments described in the rest of this syllabus. There are no points assigned for participation or attendance. However, inclusion of reflections from each class session is a required part of the weekly learning journals. As such, missing class will impact one's ability to earn full credit for weekly learning journal entries. In addition, by signing up for this class, learners are committing to the following:

- Learners commit to attending all classes. In the rare instance of a necessary absence (typically no more than 2 in a semester), the student is expected to make a one-hour appointment with the professor. This should be conducted within one week of the course. If it is a planned absence, learners are expected to contact the instructor at least a week in advance of the planned absence.
- Learners commit to consistent, positive, and active participation in this course learning community. This includes taking shared ownership in making each course discussion and activity a deep, vibrant and mutually beneficial learning experience.
- Learners commit to nurturing the learning of classmates by providing quality feedback and constructive criticism, encouragement, participating in class discussions, and collaborating on group activities and projects.
- In summary, the instructor expects attendance at all classes, a consistent commitment to deep and substantive thought, writing, and effort; and a commitment to being an active contributor to course discussions and activities.
- Learners who are not willing or able to commit to these expectations are encouraged to reconsider enrollment in the course.

Request for Accommodations:

In accordance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Vocational Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and assured services and accommodations that provide equal access to the activities and programs of the university. Learners with a documented disability who require accommodation in order to obtain equal access to this course should inform the instructor, and must also contact Student Disability Services. -

<http://www.wesleyan.edu/studentaffairs/disabilities/>

Academic Integrity Policy

I expect all learners to display honest, ethical behavior at all times and under all circumstances.

Academic dishonesty is defined as follows:

Cheating includes, but is not limited to: a) the use of unauthorized assistance in completing any type of classroom assignment; b) assisting another student in cheating on a class assignment, including impersonation of another student.

Plagiarism includes, but is not limited to: a) failure to give full and clear acknowledgement of the source of any idea that is not your own; b) handing in the same assignment for two different courses without the consent of the instructors.

Fabrication is the forgery, alteration, or misuse of any University academic document, record, or instrument of identification.

Academic Misconduct is intentionally or recklessly interfering with teaching, research, and/or other academic functions.

Sanctions: Failing to comply with one or more of these may result in a failing grade in the course, or removal from the course.

Course Schedule:

Other readings (or other content) may be added in advance of a given session. In consultation with the learners in this course, the instructor may make adjustments to the schedule in order to accommodate guest presenters, maximize student learning, and/or improve the quality of the learning experience.

Thursday, 1/26 – Course Overview

Tuesday, 1/31 - What is Social Entrepreneurship?, Keohane's *Social Entrepreneurship* (pp. 1-81)

Thursday, 2/2 - What is Social Entrepreneurship?, Keohane's *Social Entrepreneurship* (pp. 183-233)

Sunday, 2/5 – Learning journal entry due.

Tuesday, 2/7 – Survey of Critical Issues & Creative Solutions, Egan's *Future of Education* (pp. 1-88)

Thursday, 2/9 – Survey of Critical Issues & Creative Solutions, Egan's *Future of Education* (89-182)

Sunday, 2/12 – Learning journal entry due.

Tuesday, 2/14 – Personalized & Adaptive learning

Thursday, 2/16 – Personalized & Adaptive learning, Goyal's *One Size Does Not Fit All* (pp. 16-190)

Tuesday, 2/21 – Access & Opportunity / **First Social Innovation Critique Due** (Friere 11-40)

Thursday, 2/23 – Access & Opportunity - Freire's *Pedagogy of the Oppressed* (pp. 43-124)

Sunday, 2/26 – Learning journal entry due.

Tuesday, 2/28 – Access & Opportunity - Freire's *Pedagogy of the Oppressed* (pp. 125-183)

Thursday, 3/2 - Self-Directed Learning & Learner Agency (Tough pp. 91-99, Robinson pp.73-96)

Sunday, 3/5 – Learning journal entry due.

Tuesday, 3/7 - Non-Cognitive & 21st Century Skills, Tough's *Helping Children Succeed* (pp. 1-64)

Thursday, 3/9 Non-Cognitive & 21st Century Skills, Tough's *Helping Children Succeed* (pp. 65-90, 100-114)

Tuesday, 3/14 – Midsemester Recess

Thursday, 3/16 – Midsemester Recess

Tuesday, 3/21 – Midsemester Recess

Thursday, 3/23 – Midsemester Recess

Tuesday, 3/28 – Games & Gamification, McGonigal's *SuperBetter* (pp. 1-129)
Thursday, 3/30 - Games & Gamification, McGonigal's *SuperBetter* (pp. 130+)
Sunday, 4/2 – Learning journal entry due.
Tuesday, 4/4 – Blended & Online Learning – **Second Social Innovation Critique Due**
Thursday, 4/6 – Blended & Online Learning
Sunday, 4/9 – Learning journal entry due.
Tuesday, 4/11 – Alternative Learning Pathways & Unbundled Education
Thursday, 4/13 – Alternative Learning Pathways & Unbundled Education
Sunday, 4/16 – Learning journal entry due.
Tuesday, 4/18 – Emerging & Experimental Models of K-12 & Higher Education, *Robinson's Creative School's* (pp. xv-72)
Thursday, 4/20 – Emerging & Experimental Models of K-12 & Higher Education (Robinson pp. 97-157, suggested - 226-251)
Sunday, 4/23 – Learning journal entry due.
Tuesday, 4/25 – Philanthropy & Educational Innovation, Hess's *The New Education Philanthropy* (pp. 11-28, 55-78, 143-162, 163-180)
Thursday, 4/27 – Private Enterprise & Education (*Hess PE pp. 11-32 & 121-139, Keohane pp. 83-128*)
Tuesday, 5/2 – Private Enterprise & Education, Hess's *Private Enterprise & Public Education* / **Social Startup Proposal Due** (pp. 33-56, 100-120, 192-203)
Thursday, 5/4 – Regulations & Policies, Muzzles & Megaphones (Keohane pp. 129-182)
Sunday, 5/7 – Learning journal entry due.
Tuesday, 5/9 – Social Startup Pitches
Tuesday, 5/11 – Social Startup Pitches
Sunday, 5/14 – Learning journal entry due.