In-Class Problem-Based Learning with Industry Partners

October 17, 2018
11:00am – 12:00pm

Waterloo ExL Symposium

Presenter 1:
Sean Geobey
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Presenter 2:
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Part 1: Bringing participatory decision making into the classroom [multiple stakeholders]

Presented by:
Sean Geobey, Assistant Professor, School of Environment, Enterprise and Development (SEED)

Faculty of Environment, University of Waterloo

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Overview

- Course Overview

- Integrating Community
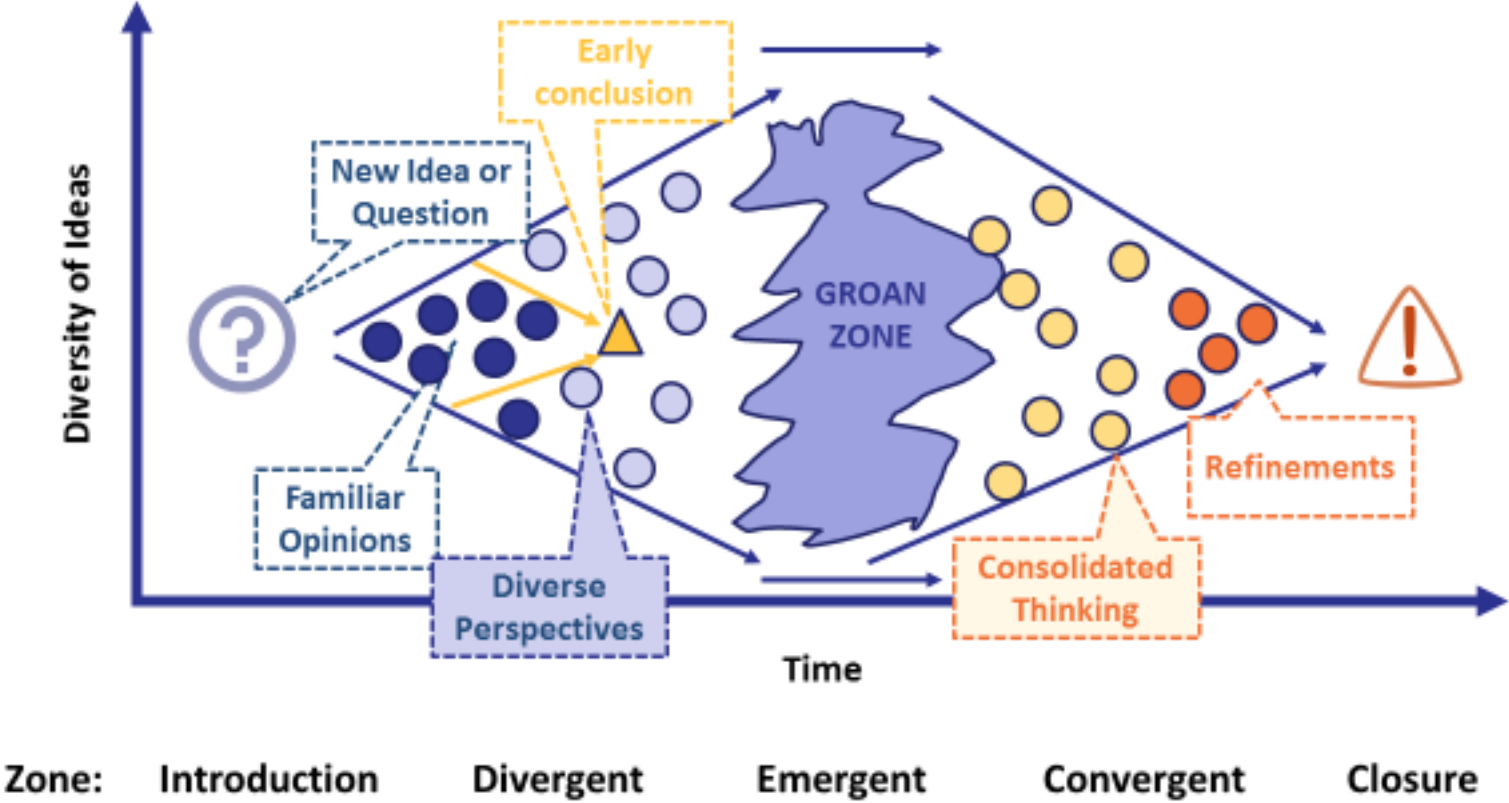
- Outcomes

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Course Overview

- INDEV308

- Introduction to Social Entrepreneurship

- 35-70 undergraduate students

  - ~2/3 International Development

    - 2 terms before 8-month international placement

  - ~1/3 Environment and Business

- 3 hours * 12 weeks

Pedagogical Philosophy (1st slide, 1st class)

- Philosophically
  - Experiential
  - Constructivist
  - Peer-Based
- Practical application
  - Problem-based learning
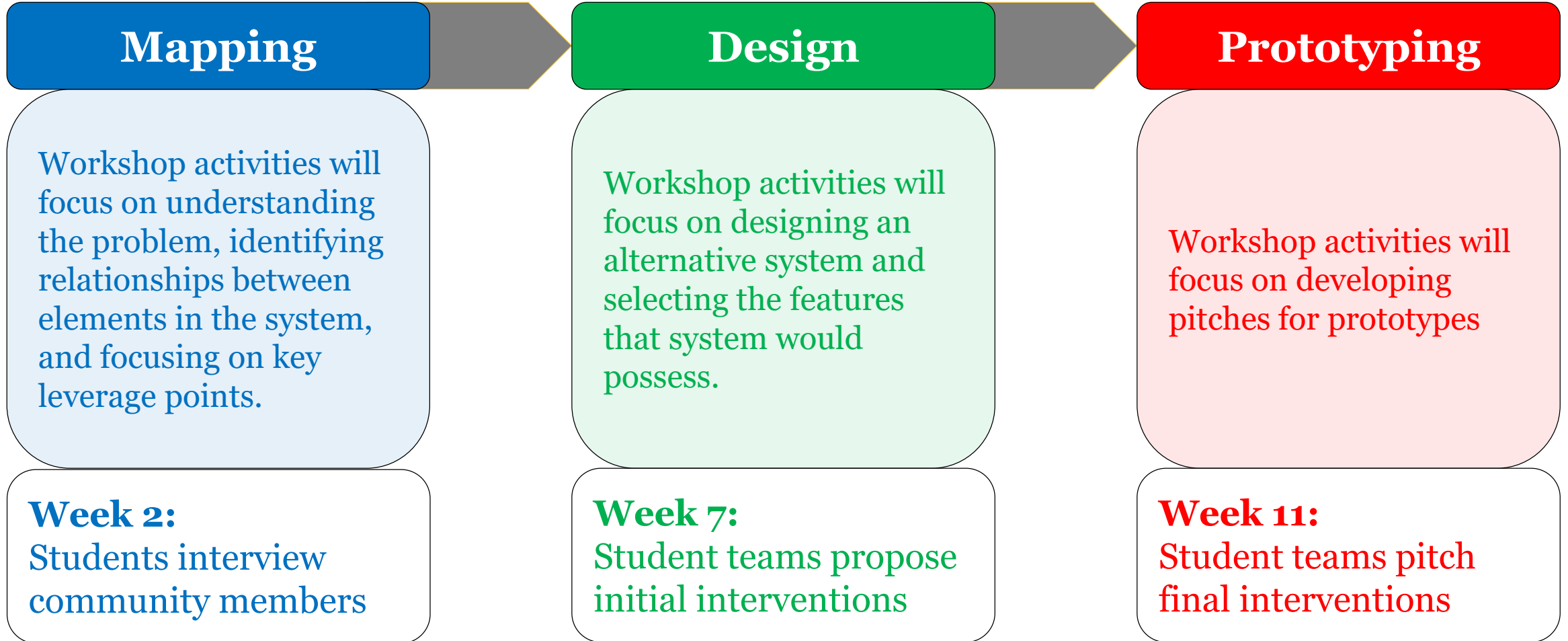 - Colleague-to-colleague feedback
  - Public by default
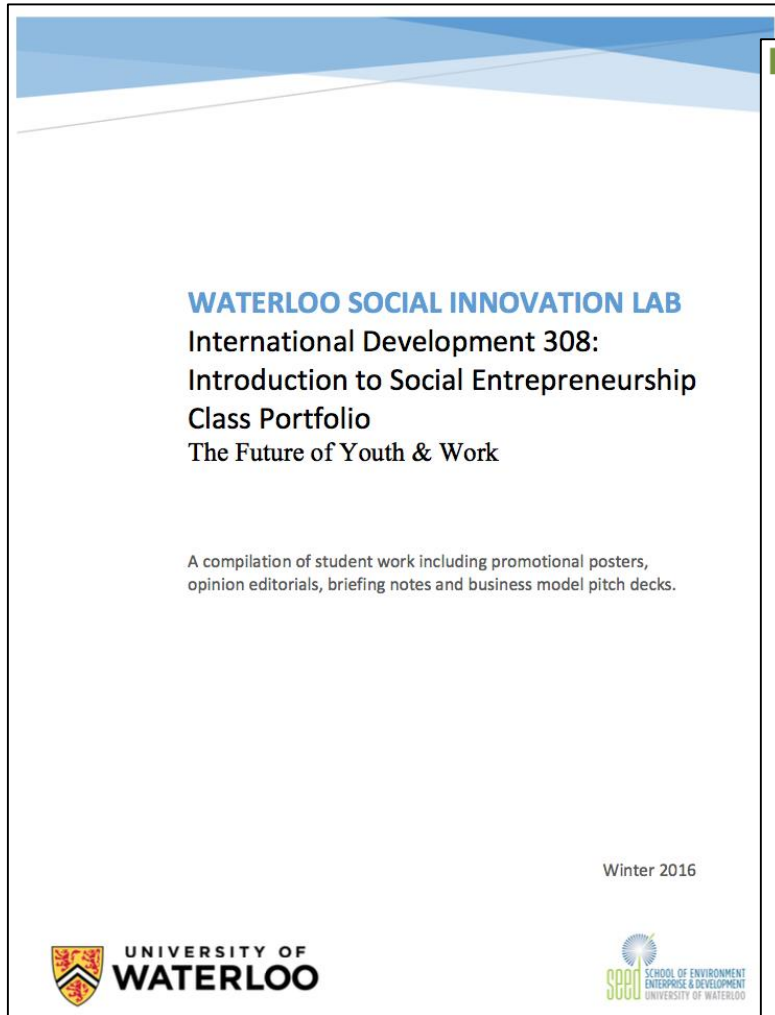
Diamond of Participatory Decision-Making

Source: Kaner et al. (2014)

Social Innovation Lab model

Mapping → **Design** → **Prototyping**

Mapping	Design	Prototyping
Workshop activities will focus on understanding the problem, identifying relationships between elements in the system, and focusing on key leverage points.	Workshop activities will focus on designing an alternative system and selecting the features that system would possess.	Workshop activities will focus on developing pitches for prototypes

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Bringing in Community

Mapping → **Design** → **Prototyping**

Workshop activities will focus on understanding the problem, identifying relationships between elements in the system, and focusing on key leverage points.

Workshop activities will focus on designing an alternative system and selecting the features that system would possess.

Workshop activities will focus on developing pitches for prototypes

Week 2:
Students interview community members

Week 7:
Student teams propose initial interventions

Week 11:
Student teams pitch final interventions

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Community Members

- Domain-Specific Industry Partners

  - Steckle Farms, Unifor, Miovision,

- Domain-Specific Researchers

  - ENV, AHS, ENG

- Repeat Partners

  - Kindred Credit Union, Sustainable Waterloo Region, St. Paul's GreenHouse, Region of Waterloo
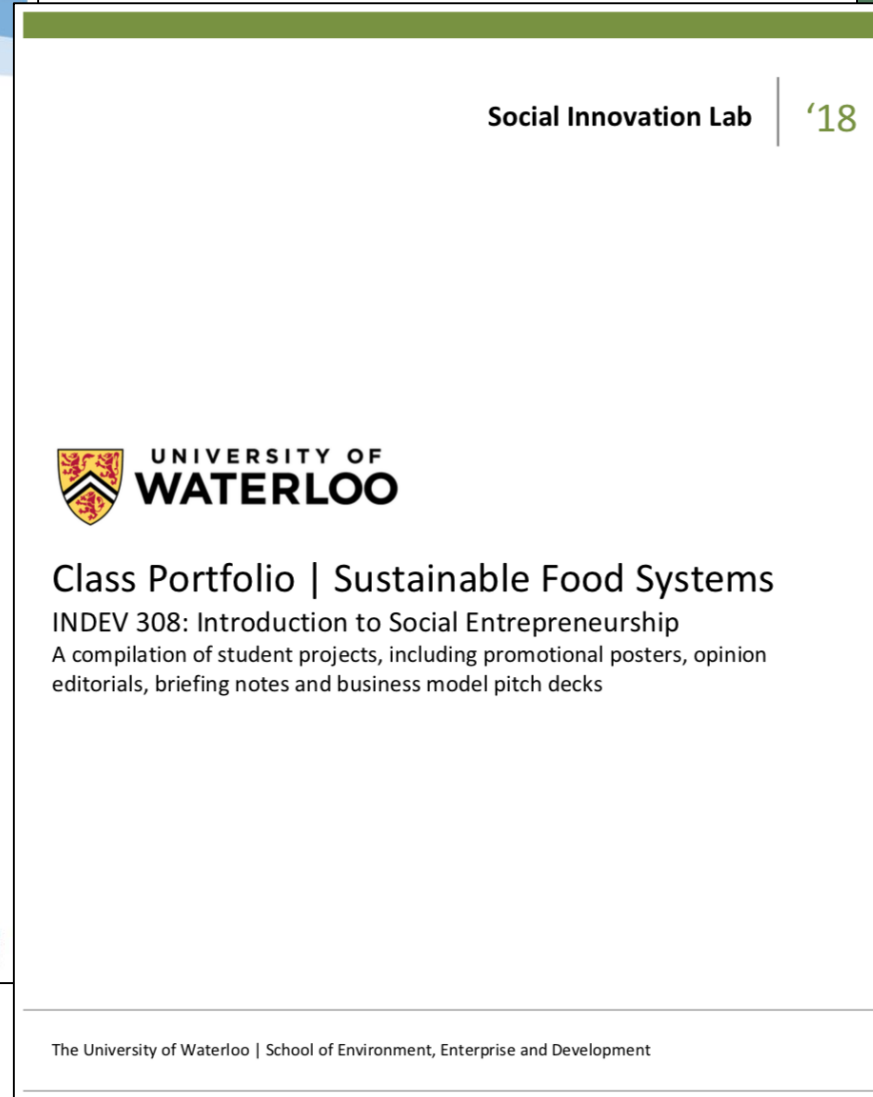
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Class Portfolios

WATERLOO SOCIAL INNOVATION LAB
International Development 308:
Introduction to Social Entrepreneurship
Class Portfolio
The Future of Youth & Work

A compilation of student work including promotional posters, opinion editorials, briefing notes and business model pitch decks.
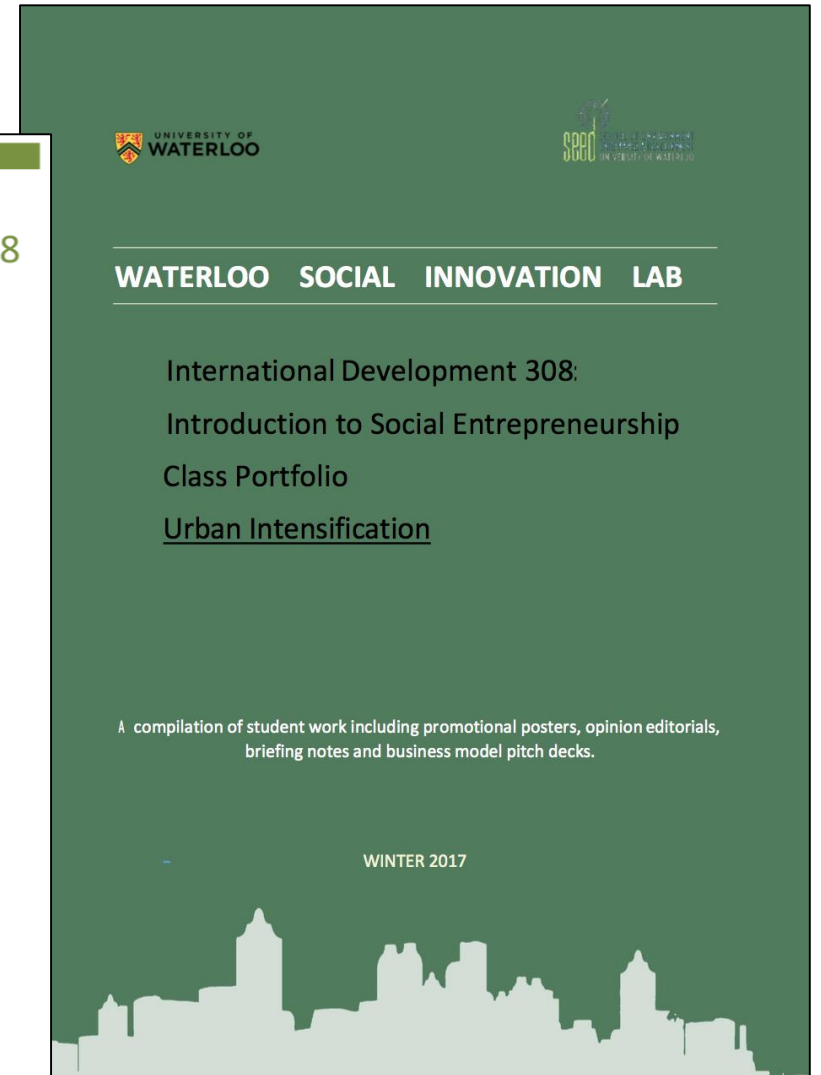
Winter 2016

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SCHOOL OF ENVIRONMENT ENTERPRISE & DEVELOPMENT UNIVERSITY OF WATERLOO

Social Innovation Lab | '18

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Class Portfolio | Sustainable Food Systems

INDEV 308: Introduction to Social Entrepreneurship
A compilation of student projects, including promotional posters, opinion editorials, briefing notes and business model pitch decks

The University of Waterloo | School of Environment, Enterprise and Development

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WATERLOO SOCIAL INNOVATION LAB

International Development 308:
Introduction to Social Entrepreneurship
Class Portfolio
Urban Intensification

A compilation of student work including promotional posters, opinion editorials, briefing notes and business model pitch decks.

WINTER 2017

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Outcomes

- Students have used assignment formats in placements

- Student interventions form basis of theses/directed studies

- Students have pitched interventions through Velocity

- Students have pivoted from interventions to others in the domain space

- Community members have hired students (and a TA)

- Community members have piloted interventions

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Part 2: Bringing a specific organizational challenge into the classroom (single stakeholder)

Presented by:
Jennifer Lynes, Associate Professor, School of Environment, Enterprise and Development (SEED)

Faculty of Environment, University of Waterloo

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ENBUS 211: Marketing Principles for Sustainability Professionals

Second-year course

Theme elective for Env & Business students

Open to all students

Limited to 50 students

Class time: 2 x 1.5 hours per week, limited 'lectures'

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Assessment items

Greenwashing awards	Participation & e-portfolio	Marketing Strategy	Anything Assignment
Group	Individual	Pairs	Individual
Video and written 2 pager	Written reflection and blog	Weekly worksheets (6 weeks)	Choice of topic covered in course
25%	25%	Report of recommendations	Choice of medium
		25%	25%

Industry Partner:

Sustainable Thinking

Living sustainably made easier

Toilet Paper

Cascades   24 rolls

Double rolls made from 100% post consumer
recycled paper

Learn More   **Buy**

Regular Price: $19.20

Care Package: $17.76
Service fee required   ($0.74 per roll)

Foaming Hand Soap

method   300 ml

Sweet Water scent, naturally derived,
mechanically foaming hand soap.

Learn More   **Buy**

Regular Price: $5.20

Care Package: $4.15
Service fee required

Bloom Warm Light Bulb

Nanoleaf   1 bulb

LED, E26, 75W equiv.using just 10W, upto 1200
lumens, warm white 3000K and self dimming!
Designed...

Learn More   **Buy**

Regular Price: $38.00

Care Package: $32.50
Service fee required

Integrating Avocado Co-op into the course content

Weeks 1-4

Introduce concepts; discuss 'big picture'

Week 5a

Let students explore publicly available material on the organization (Worksheet 1a)

Week 5b

Have one or more members of the organization come into the classroom to talk to students about their business and the challenge(s) they are facing (Worksheet 1b)

Weeks 6-10

Continue with weekly worksheets (giving qualitative written feedback)

(Worksheets 2-6)

Week 12

Students put together report of recommendations and written 'pitch' to organization

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Example of Weekly Worksheet

Avocado Worksheet 4- Green Marketing Strategies

This week, describe the brand of the product(s) or service(s) the organization offers consumers by answering the following questions. You will want to refer to Martin & Schouten's Five principles of sustainable branding. Refer to notes on Martin & Schouten's Five Principles of Sustainable Branding (separate attachment). They can also be found in Jenn's Marketing Notes (along with other information on branding)

Question/Task	What we know (the facts)	Insight/Analysis
What is the story Avocado is trying to tell and what tools does it use to achieve this?	Avocado is working towards bringing sustainability home. They want sustainability to be more attainable and a goal for households. The story they are trying to tell is the story of community and how important customer loyalty is to the success of the brand. To achieve their story, Avocado uses eco-friendly, member-tested products that will satisfy their customers, highlighting how enjoyable sustainable products can be. Memberships are used as well that allow customers to have voting power and a share in the company demonstrating Avocado's commitment to their customer community/loyalty.	Sustainable development is an industry that is rapidly growing and Avocado is making the most of this trend. They know that many consumers have a growing awareness and appreciation of sustainability and Avocado is trying to focus in on this awareness and build it into their company's story.

Final step of each worksheet: "Synthesize the information presented in 3-5 bullet points"

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Example of final report

Avocado Co-op
Marketing Strategy

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Considerations

Selecting industry partner based on relevance to the course content and assessment item(s)

Developing clear expectations with industry partner   (i.e. what is their role? How should students communicate with them?)

Determining how much of the 'problem' or 'focus' is defined for the students prior to starting the project

Deciding to what extent industry partner is presented with ideas/recommendations that are developed by the students

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Other ways I have integrated industry issues into the classroom

Blended course:

Pre-taped interview with industry partner paired with case study

Online course:

Students watch a series of video clips then participate in an online discussion with an industry partner

Online course:

Each student selects an organization and writes a weekly discussion post about the org. in the context of the weekly theme of the course material/readings.

Capstone course:

Students work in teams with a 'real' client on a specific problem the client has identified

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