THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	**:** Bachelor of Social Sciences (Honours) in Sociology and Community Studies
Programme QF Level	**:** 5
Course Title	**:** Introduction to Social Design: Theory and Praxis
Course Code	**:** SSC3355
Department/Unit	**:** Social Sciences and Policy Studies
Credit Points	**:** 3
Contact Hours	**:** 39
Pre-requisite(s)	**:** Nil
Medium of Instruction	**:** English
Course Level	**:** 3

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills

4a. Oral Communication Skills

4b. Written Communication Skills

5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. **Course Synopsis**

In recent years, design has expanded beyond its traditional domains to address systemic issues such as inequality, sustainability, and public policy, positioning it as a tool for meaningful social transformation. Social design prioritises creating positive change within society, encouraging designers to take proactive actions to tackle unjust or problematic social conditions and improve the lives of others. This course provides an introduction to the theories, principles, and methodologies of social design, with an emphasis on addressing complex societal challenges through collaborative and human-centred approaches. Students will explore the evolution of social design, its critique of traditional practices, and its focus on creating long-term social impact. By integrating systems thinking, co-creation methods, and design thinking frameworks, students will develop the tools and skills needed to analyse, define, and address social problems in a community context. Practical activities such as participatory observation, stakeholder mapping, and co-creation workshops will allow students to engage directly with communities and design innovative solutions that promote sustainability, equity, and collective well-being. Ultimately, this course prepares students to critically examine the role of design in shaping societal relationships and systems, fostering a mindset that is both creative and ethically responsible.

2. **Course Intended Learning Outcomes** ($CILO_s$)

Upon completion of this course, students will be able to:

$CILO_1$	Demonstrate an Understanding of the Core Concepts and Historical Development of Social Design
$CILO_2$	Apply Design Thinking and Methods to Analyse and Solve Social Problems
$CILO_3$	Critically Evaluate Ethical Issues and Challenges in Social Design
$CILO_4$	Collaboratively Develop a Social Design Project to Address a Real-World Problem

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	CILOs	Suggested Teaching & Learning Activities
Module 1: Core Concepts and Foundations of Social Design - Introduction to social design: definitions, principles, and objectives. - Historical evolution and critique of traditional design practices. - Case studies on social design's societal impact.	$CILO_1$	- **Lecture and Discussion**: Cover the foundations, principles, and historical evolution of social design. - **Case Study Analysis**: Students analyse real-world social design projects and discuss their societal relevance and impact.
Module 2: Systems Thinking and Complexity - Introduction to systems thinking. - Sociological Frameworks for Systems Thinking.	$CILO_{1,2}$	- **Lecture and Workshop**: Teach systems thinking and introduce mapping tools. - **Practical Exercise**: Students develop stakeholder maps and

- Application of systems thinking in social design.		causal loop diagrams for a selected societal issue. - **Group Discussion**: Present and critique system maps.
Module 3: Social Design Research and Problem Definition - Methods for understanding societal needs and analysing complex societal issues. - Co-creation in problem definition: working with communities.	$CILO_{2,4}$	- **Lecture**: Introduce research methods (e.g., observation, interviews) and problem definition frameworks. - **Fieldwork**: Students conduct observations or interviews to identify social issues. - **Simulated Co-Creation Workshop**: Role-play sessions to engage stakeholders.
Module 4: Design Thinking and Innovation - Design thinking frameworks. - Co-creation methods. - Evaluating the practicality and scalability of solutions.	$CILO_{2,4}$	- **Lecture**: Introduce design thinking frameworks and co-creation methods. - **In-Class Discussion**: Brainstorm and critique ideas for innovative solutions. - **Hands-On Workshop**: Students prototype solutions and test them for feedback.
Module 5: Design for Care - Principles of care design: empathy, inclusivity, and long-term responsibility. - Addressing the needs of vulnerable or marginalised groups through design. - Case studies of care-focused social design projects.	$CILO_{3,4}$	- **Lecture**: Explore key principles of care design and examples of care-focused projects. - **In-Class Discussion**: Debate ethical responsibilities of designers in addressing care-related challenges. - **Group Work**: Teams integrate care principles into their projects.
Module 6: Social Innovation and Sustainability - Social innovation: creating systems and solutions for long-term impact. - Designing for sustainability: environmental, economic, and social dimensions. - Future-oriented design for systemic change.	$CILO_{3,4}$	- **Lecture**: Teach sustainability and social innovation frameworks. - **In-Class Discussion**: Discuss the role of designers in creating sustainable systemic change.

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) In-Class Discussion and Participation Grades on this component of the assessment will be based on students' continuous engagement, preparation and active participation. In this regard, quality as well as quantity of students' contributions will be equally important.	30%	$CILO_{1, 3,4}$
(b) Individual Reflection on Social Design Concepts Students write a short reflective essay (800 – 1000 words) analysing the core principles of social design and its historical development. They must also critically evaluate a real-world social design case study and reflect on its ethical challenges and societal impact.	20%	$CILO_{1, 3}$
(c) Group Project Working in groups of 3–4, students will select a district in Hong Kong, identify a specific social issue and develop a practical and creative design solution. The project culminates in a comprehensive report (3000 – 4000 words) and a final presentation, where students showcase their findings, proposed solutions, and the potential social impact of their work.	50%	$CILO_{2,3,4}$

5. Required Text(s)

Manzini, E. (2015). *Design, when everybody designs: An introduction to design for social innovation*. The MIT Press.

Resnick, E. (Ed.). (2019). *The social design reader*. Bloomsbury Publishing.

6. Recommended Readings

Books

Blossom, E. (2011). *Material change: Design thinking and the social entrepreneurship movement*. New York: Metropolis Books.

Bornstein, D. (2007). *How to change the world: Social entrepreneurs and the power of new ideas*. Oxford University Press.

Gitlin, L. N., & Lyons, K. J. (2013). *Successful grant writing: Strategies for health and human service professionals*. Springer Publishing Company.

Manzini, E. (2019). *Politics of the everyday*. Bloomsbury.

Rosenberger, R. (2017). *Callous objects: Designs against the homeless*. University of Minnesota Press.
Saul, J. (2011). *Social innovation, Inc.: 5 strategies for driving business growth through social change*. Jossey-Bass.
Sanoff, H. (1978). *Designing with community participation*. New York: McGraw-Hill.
Sanoff, H. (1999). *Community participation methods in design and planning*. John Wiley & Sons.
Sanoff, H. (2000). *Community participation methods in design and planning*. New York: Wiley.
山崎亮. (2015). *社區設計: 重新思考「社區」定義, 不只設計空間, 更要設計「人與人之間的連結」= Community design* (1 版). 臺北市: 臉譜出版.
山崎亮. (2018). *社區設計的時代: 用「不造物的設計」概念打造二十一世紀理想社會, 全面探究社區設計的工作奧義, 設計總體方針, 以及如何與社群團體培養合作默契 = Community design* (譯 莊雅琇, 1 版). 臺北市: 臉譜出版, 城邦文化事業股份有限公司.
山崎亮. (2019). *打造所有人的理想歸宿: 在地整體照顧的社區設計* (譯 曾鈺珮, 初版). 臺北市: 行人文化實驗室.
PIE BOOKS 編輯部 (原著). 陳芬芳 (譯). (2016). *好設計, 讓地方重燃元氣！19 個激發日本在地特色的創新企劃實例*. 臺北: 城邦、麥浩斯.
Lunenfeld, P. (2003). *Design research: Methods and perspectives*. MIT Press.

Journal articles

Binder, T., & Brandt, E. (2008). The design: Lab as platform in participatory design research. *Co-Design, 4*(2), 115–129.
Chen, D. S., Cheng, L. L., Hummels, C. C. M., & Koskinen, I. (2016). Social design: An introduction. *International Journal of Design, 10*(1), 1–5.
Donetto, S., Tsianakas, V., & Robert, G. (2014). Using Experience-based Co-design (EBCD) to improve the quality of healthcare: Mapping where we are now and establishing future directions. London: King's College London.
Kankainen, A., Vaajakallio, K., Kantola, V., & Mattelmäki, T. (2012). Storytelling Group–A co-design method for service design. *Behaviour & Information Technology, 31*(3), 221–230.
Lee, Y. (2008). Design participation tactics: The challenges and new roles for designers in the co-design process. *Co-Design, 4*(1), 31–50.
Sanders, E. B. N., & Stappers, P. J. (2008). Co-creation and the new landscapes of design. *Co-Design, 4*(1), 5–18.
Sung, H., & Phillips, R. (2016). Conceptualizing a community well-being and theory construct. In *Social factors and community well-being* (pp. 1–12). Springer, Cham.
Tromp, N., & Vial, S. (2023). Five components of social design: A unified framework to support research and practice. *The Design Journal, 26*(2), 210–228.

Methodology:

Cross, N., & Cross, A. C. (1995). Observations of teamwork and social processes in design. *Design Studies, 16*(2), 143–170.
Manzini, E., & Rizzo, F. (2011). Small projects/large changes: Participatory design as an open participated process. *Co-Design, 7*(3–4), 199–215. https://doi.org/10.1080/15710882.2011.630472
Spinuzzi, C. (2005). The methodology of participatory design. *Technical Communication,*

52(2), 163–174.
Thorpe, A., & Gamman, L. (2011). Design with society: Why socially responsive design is good enough. *Co-Design, 7*(3–4), 217–230.

7. Related Web Resources

http://socialdesign.ac.at/
https://makeiterate.com/category/design-thinking/
https://currystonefoundation.org/social-design-insights/
https://www.mad.asia/
https://www.playright.org.hk/

8. Related Journals

The Design Journal
Design Studies
Design Issues
CoDesign
Journal of Social Policy
Cities
Habitat International
Local Environment
International Journal of Design
Design and Culture

9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/00000000001633679892454 8BbN5). Students should familiarize themselves with the Policy.

10. Others

Responsible and Ethical Use of Generative AI in Academic Writing

This course allows students to use AI, with proper declaration for improving English and for brainstorming research issues.

Moreover, students should understand well that using generative AI in a careless and lazy manner would not improve a poorly designed and/or inadequately researched paper. Therefore, student should not have the unrealistic expectation of delegating their own responsibility of learning to the AI tools and still be able to achieve a good grade for the course.

1. Students must declare in Turnitin whether they have used any AI-generated content in their assignments and take full responsibility for the content they submit.
   a) The University has stated clearly that using AI-generated contents without proper declaration is considered plagiarism, which is a form of academic dishonesty (See Student Handbook 2024/25, Chapter 8, Section 4) and will result in disciplinary measures.
   b) Please note that students are also required to declare any use of language improvement tools such as Grammarly, Google Translate and DeepL.

2. If the assignments have such materials, students must explain in an appendix to the paper how they used or integrated AI-generated materials for the assignment.
3. When they declare and describe how they use generative AI, students are required to adhere to the guidelines that the University has given
4. The declaration must include these 4 components:
   a) **AI Tools**: Specify which AI tools were used in the assessment.
   b) **Purpose**: Describe the intended use of these AI tools in the assessment.
   c) **Prompts Used**: Detail the prompts entered into the AI tools.
   d) **Integration of Outputs**: Explain how the AI-generated outputs were integrated into the submitted work.
5. Here are the examples from the guidelines of the University:

Example 1: Enhancing Academic Language with AI

I acknowledge using EDUHK's ChatGPT (https://chatgpt.eduhk.hk) to enhance the academic language of my own work. I submitted my entire report to the AI tool with the following prompt: 'Check the accuracy of language use in the report.' The output generated by the AI tool was then utilized to correct my grammatical mistakes and improve my style of writing in the report.

Example 2: Brainstorming Project Ideas with AI

I acknowledge using Poe (https://poe.com/) to serve as a brainstorming aid for generating initial project ideas. I sent the following prompt to the AI tool: 'Generate 5 good project ideas on using technology to support SEN students'. The ideas generated by the AI tool was then critically evaluated for their feasibility, potential for enhancing learning outcomes, and alignment with the current educational needs of SEN students. The best idea, after refinement, was further developed into an actionable project proposal.

Creating an AI portfolio for the assignment

- Students should create a portfolio and purposely collect in it **evidence and sample materials** of how they applied generative AI for their assignments.
- **Some of the evidence and sample materials** that should be collected are (but not limited to) draft versions of the assignments before AI tools improved the language, screenshots or records of prompts given to AI and responses received, refinements or corrections on content materials produced by AI, and sources or readings used for summarizing or answering specific questions.
- The AI portfolio aims to help the teacher evaluate how effectively (or ineffectively) students had employed generative AI tools in completing their assignment tasks. In accordance with the University's policy, students are expected to interact with AI tools in ways that can improve their learning abilities rather than giving up their own duties for study. They should, for example, carefully examine the outputs produced by AI and critically judge their trustworthiness and quality. Hence, the AI portfolio will be **considered by the teacher when grading the assignments**.
- Students must submit their AI portfolios to the designated site in Moodle on the same day when they submit their assignments. The portfolio contents should be preserved as PDF files if possible.

November 2024