ASHOKA U

PREPARING STUDENTS
FOR A RAPIDLY CHANGING WORLD

Learning Outcomes for Social Innovation,
Social Entrepreneurship,
and Changemaker Education

About Ashoka U

Ashoka U catalyzes social innovation in higher education through a global network of entrepreneurial students, faculty, staff, and community leaders.

Ashoka U is an initiative of Ashoka, the world's largest network of social entrepreneurs. Building on Ashoka's vision for a world where Everyone is a Changemaker, Ashoka U takes an institutional change approach to impact the education of millions of students. We collaborate with colleges and universities to break down barriers to institutional change and foster a campus-wide culture of social innovation and changemaking.

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Foreword

> " *Do not mistake the learning outcomes process as one more box to check. Embrace the... process with enthusiasm, there is a great deal of life in it. Not everything we do has that, but this does. There is actually something vital here that is really worth touching and getting involved with in a heartfelt way.*"

Paul Rogers, Associate Professor,
George Mason University

(P. Rogers, personal commuication, May 24, 2018)

While educators have been asking us to create this resource for almost a decade, we never imagined just how far-reaching this work would be.

Through the process of creating this guide we have discovered that learning outcomes are a lot more than a step in the evaluation process. Ashoka U sees the learning outcomes design process as a key mechanism for building a culture of changemaking across institutions and their broader communities. Within a specific institution, the design process for developing learning outcomes can contribute to building a common language across disciplines, programs, and institutions. The process can also foster the involvement of practitioners, employers, and community members in changemaker education.

We have found learning outcomes to be a valuable frame for articulating the change we are hoping to create in the world.

This resource is designed to support the process of creating social impact learning outcomes. However, we recognize that this process may require you to have additional conversations that touch on the

many different parts of the educational process. We encourage you to consider the following questions, create the space for engaging current and new allies, and lean into difficult conversations that may arise:

- Who should be involved in the design of changemaker outcomes and educational opportunities?

- How can educators invite students into conversations about learning outcomes as active collaborators?

- How can educators take outcomes from words on a page to tools for learning and impact?

- Which educational approaches truly ignite and effectively prepare sophisticated changemakers?

As a team, and as individuals, the process of creating this guide has been extremely valuable. For our team, it has enabled us to articulate a critical building block of the changemaker education movement we are fostering. As individuals, it has helped us reconnect with the reasons why we do this work in the first place.

We have found a great deal of life in this conversation - one that is about learning outcomes, but also so much more. We hope this guide sparks a similar journey for readers.

Yours in changemaking,

The Ashoka U Team

Introduction

WHY LEARNING OUTCOMES

Simply put, learning outcomes are goal statements for a learning experience. In these statements, educators articulate what they aim to help students experience and learn. However, articulating learning outcomes is not a simple process. It challenges educators to consider what is most important in the education they offer and to take a stand on what they aim to accomplish (Banta & Palomba, 2015).

In the still-evolving space of changemaker education, it can be hard to know what is most important for students to master. That ambiguity makes the process of articulating and applying outcomes even more important. High-quality learning outcomes can be powerful tools for designing intentional educational offerings, engaging students, and aligning education offerings across campus.

RESOURCE OVERVIEW

Preparing Students for a Rapidly Changing World: Social Entrepreneurship, Social Innovation, and Changemaker Learning Outcomes offers educators a path for developing their own social impact learning outcomes. Ashoka U has developed this resource, with the help of over 200 changemakers across higher education, to spark ideas for the learning outcomes development process. It includes stories and sample learning outcomes frameworks to guide educators as they create their own learning outcomes.

This resource is organized in three parts. Section I, *Why Changemaker Education*, explores why social entrepreneurship, social innovation, and changemaker education matter and how learning outcomes can be a tool for extending this education to all students. Section II, *Social Entrepreneurship, Social Innovation, and Changemaker Learning Outcomes*, explores common outcomes across this space and outlines practices for taking those outcomes from words on a page to impact in the classroom and beyond.

Section III, *Learning Outcomes in Action*, highlights five educators who share their experiences developing and using learning outcomes on their campuses.

Each section includes several chapters that delve more deeply into content. It is recommended that readers engage with this publication chronologically from start to finish, rather than jumping around.

READER MINDSET

Though filled with models and examples, it is important to remember that this resource is not designed as a step-by-step how-to or an off-the-shelf set of outcomes to plug into programs. Rather, the decisions around what students need to learn must be contextualized to be useful. Learning outcomes need to reflect the needs of students, the realities at institutions, and the community context.

In order to keep unique institutional contexts in mind, Ashoka U offers the following strategic questions to consider before diving into this resource. These questions address important factors to take into account when designing relevant outcomes such as student needs, scope of work, and intended uses for the outcomes. Clarity on these strategic questions can also help educators determine which chapters in this guide will be most relevant to their own work.

STRATEGIC QUESTIONS

The questions and answers represented in the figure above illustrate institutional considerations that will be referenced throughout this guide, but they are not meant to be comprehensive. There are many additional factors that might also relate to this work based on an institution's unique context.

Ashoka U encourages educators to explore *Preparing Students for a Rapidly Changing World* with an innovator mindset, considering what about changemaking across higher education resonates, what is still problematic, and how to continue strengthening changemaker education.

Ashoka U welcomes contributions that build on and improve upon what is shared in this resource.

Why Changemaker Education

Section I of this resource explores why changemaker education is critical for preparing students to thrive in a rapidly changing world and how learning outcomes can be a powerful tool for extending this education to all students.

Chapters 1 through 3 explore the foundational concepts for developing social impact learning outcomes, highlight key terminology, and set forth Ashoka U's perspective on learning outcomes.

We Need More Changemakers

> " *The central challenge of our time... is to make everyone a changemaker.*"

> Bill Drayton, Founder and CEO,
> Ashoka: Innovators for the Public
> (Brooks, 2018, para. 9)

THE NEED FOR CHANGEMAKER EDUCATION

Today, higher education must prepare students for a world that is changing more rapidly than ever before (Dobbs, Manyika, & Woetzel, 2015). And the stakes are high. Evidence shows that those who can adapt to and shape change are in high demand, while those unprepared for the fast-changing, uncertain world are struggling to thrive (Davidson, 2017).

> " *Compared with the Industrial Revolution, we estimate that... change is happening ten times faster and at 300 times the scale, or roughly 3,000 times the impact.*"

> Richard Dobbs, James Manyika, & Jonathan Woetzel, Directors,
> McKinsey Global Institute
> (2015, para. 2)

As higher education works to prepare students for this increasingly complex world, the sector is simultaneously grappling with its own changes. Changing demographics of students, decreases in funding for

public institutions, and technological innovation are challenging long-standing practices at colleges and universities around the world (Davidson, 2017). In this new reality, a critical juncture for higher education is fast approaching – a unique opportunity to engage and empower all stakeholders (including students, faculty, administrators, and community members) with the skillsets and mindsets for grappling with change.

"EVERYONE A CHANGEMAKER" WORLD

Ashoka has put forth a vision for an "Everyone a Changemaker" world, where everyone has the opportunity and the skill to be a changemaker (Ashoka, n.d.).

Ashoka defines a changemaker as anyone who takes action to address a problem, activates others, and works towards solutions for the good of all. Changemakers continuously notice challenges and cultivate solutions in their family, community, workplace, sector, or country. They observe, act, and galvanize others to collaborate (Rahman, Herbst, & Mobley, 2016).

In Ashoka's "Everyone a Changemaker" vision, every person must have the opportunity, confidence, and skills to respond to the social challenges they see (Drayton, 2017). An "Everyone a Changemaker" world is both more resilient and more inclusive because each person, regardless of age or background, plays a role in shaping the future.

To achieve this vision, Ashoka works with diverse stakeholders and institutions. Ashoka's network includes social entrepreneurs, community leaders, educators, business leaders, policy-makers, philanthropists, K-12 institutions, citizen sector organizations, and colleges and universities across 90 countries that are advancing cultures and communities of changemaking (Ashoka, n.d.).

This new paradigm has significant implications for how people learn, how companies and organizations think about talent, and how societies define success and development.

> " *The key factor of success for any society going forward is* <u>*what percentage of its people are changemakers*</u>. *It's the new literacy. And empathy is the foundation of that new way of being.*"

> Arne Duncan, US Secretary of Education (2009-2015),
> Department of Education
> (as cited in Wise, 2015, para. 12)

PREPARING FUTURE CHANGEMAKERS

Practicing changemaking is something that anyone can do. However, in order to achieve an "Everyone a Changemaker" world, the time young people spend in classrooms must also become the years in which

they build the muscles for changemaking. According to recent research, "Between 15 and 25 years of age adolescents and emerging adults possess traits of successful innovators…When young people are meaningfully engaged, society is more likely to find solutions needed to tackle social, environmental, and economic challenges" (Dougherty & Clarke, 2018, p. 358). In order for this to occur, young people must be both engaged as leaders and offered support as they develop new abilities (Doughery & Clark, 2018). Just like playing a sport or learning a language, the more someone practices changemaking the more confident and skilled they will become.

> " *...people who solve problems must somehow first arrive at the belief that they can solve problems. This belief does not emerge suddenly. The capacity to cause change grows in an individual over time as small-scale efforts lead gradually to larger ones. But the process needs a beginning - a story, an example, an early taste of success - something along the way that helps a person form the belief that it is possible to make the world a better place."*
>
> David Bornstein, Author,
> How to Change the World: Social Entrepreneurs & the Power of New Ideas
> (2004, p. 282)

At a classroom level, practicing changemaking might begin with something as simple as including a classmate who is being left out. This preliminary act can then be built on. For example, the student might seek to increase the awareness of their peers around how certain students are being excluded. As their changemaking abilities grow, a student may then look to change the way a classroom is structured, challenge an institutional policy, or create a community campaign (Drayton, 2017). While it is not necessary that a student work on the same issue over the course of this practice, the practice of repeatedly taking action allows them to become more confident. Those behaviors then help to crystalize an identity as a changemaker.

Changemaking can also be embedded more systematically as an educational priority across an institution. For instance, the University of San Diego (USD) has prioritized "Practicing Changemaking" as one of six strategic pathways in their Envisioning 2024 strategic plan (University of San Diego, n.d.). USD aims to "infuse the entire university with a spirit and practice of changemaking, where innovation and entrepreneurship lead to positive change" (University of San Diego, n.d., para. 1).

A changemaker education creates intentional space for the practice of changemaking. It builds a student's self-awareness, community understanding, and collaboration skills, encouraging them to see their own potential to contribute toward meaningful change in the world.

ASHOKA U'S CHANGEMAKER LEARNING OUTCOMES

Ashoka U, Ashoka's higher education initiative, supports innovative colleges and universities as they pioneer changemaker education at campuses around the world. Since 2008, Ashoka U has been enabling the development of changemaker education initiatives through our global network of over 500 colleges and universities across 50 countries.

Curious about Ashoka U's work? See page 78 for an overview of our offerings.

To further accelerate these efforts, Ashoka U has been working to articulate changemaker learning outcomes. To develop these learning outcomes, we partnered with Ashoka Fellows, Ashoka colleagues, educators, higher education thought leaders, and college and university students. 30 people contributed to Ashoka U's outcomes framework and more than 200 others have shared insights throughout the process of writing this guide.

The following changemaker learning outcomes framework offers high-level learning goals to illustrate Ashoka U's perspective on changemaking and the qualities we have come to see as core to this work.

This framework is designed as a starting point for educators, to spark ideas as they consider what changemaker qualities to prioritize in their courses, co-curricular programs, majors or certificate programs, or when aligning efforts across their institutions. Given that learning outcomes need to be adapted according to institutional contexts, educators are encouraged to modify these outcomes in accordance with institutional realities, strengths, and constraints.

Ashoka U Changemaker Learning Outcomes

MINDSETS	KNOWLEDGE	SKILLS
1. Changemaker Identity: Changemakers believe deeply that positive change is possible & that every individual is a critical contributor toward that change. They model changemaking themselves & seek to create space for others to take action & lead change.	**1. Ethics of Social Change:** Changemakers understand the potential negative consequences that changemaking can have. They work hard to consider & understand the potential implications of any action. They take seriously the responsibility to do no harm. Understanding of responsible community engagement & environmental responsibility shape their decision-making.	**1. Building Relationships of Trust:** Changemakers practice deep listening & engage people with the intention of moving beyond transactional relationships to create deep connections. They approach each person & partnership with respect & interest. They aim to cultivate shared understanding.
2. Self-Awareness: Changemakers recognize that self-awareness is critical to creating intentional, effective, & sustainable change efforts. Changemakers cultivate a deep understanding of their own experiences & intentions, strengths & limitations, insights & biases. They act on this personal awareness, investing in continued growth & in wellness practices critical to their sustainability.	**2. Multiple Approaches for Social Change:** Changemakers understand a variety of approaches for affecting social change. Different methodologies include, but are not limited to: advocacy, civic engagement, design thinking, social entrepreneurship, social innovation, social justice, & philanthropy. Changemakers understand the strengths & weaknesses of each approach & can determine which to pursue according to issue & context.	**2. Systems Thinking:** Changemakers apply systems thinking to understand challenges & work toward long-term, systemic solutions. They map the elements at play in a system in order to consider potential actions. Changemakers understand that any action they take affects other parts of the system & seek to apply this insight to intentionally pursue positive change.
3. Empathy: Changemakers seek to cultivate a deep understanding of others' feelings & experiences. They draw on this understanding to build relationships of trust, collaborate, engage others in action, & create change.	**3. Working Knowledge of System, Context, & Challenge:** Changemakers gain understanding through real-world experience. They value & pursue knowledge through immersion in the system(s) they focus on. Kinds of knowledge include, but are not limited to: deep understanding of the issue(s), cultural context, & community experience & insights.	**3. Creative Problem Solving:** Changemakers are not constrained by the status quo. They use critical thinking to identify challenges, understand the root cause of a problem, & draw on different perspectives to generate & test novel solutions.

MINDSETS	KNOWLEDGE	SKILLS
4. Inclusivity: Changemakers actively seek to involve all stakeholders in changemaking, value diverse perspectives, & pursue equitable impact.		**4. Adaptive Communication:** Changemakers are able to communicate effectively with a variety of stakeholders by articulating why an issue matters for each stakeholder. They articulate their idea for social change, the need & urgency to act, & use communication to connect with & mobilize people around their vision.
5. Perseverance: Changemakers recognize that they will face challenges & at times feel uncertain of the next step. Driven by the commitment to achieve their mission, changemakers work to become comfortable with ambiguity & persevere through challenges.		**5. Empowering Leadership:** Changemakers recognize that true leadership is about unlocking the leadership potential of others. In the design & implementation of initiatives, they intentionally invite people to contribute toward solutions & to step into new positions of influence.

Ashoka U identified the above learning goals based on our own experience, both working with social entrepreneurs from Ashoka's network and working with social impact educators across higher education. For each goal in the framework above, Ashoka U offers illustrative language as a starting point for developing objectives and designing educational offerings. In these descriptions we see an opportunity to continue exploring and clarifying the many underlying qualities that are critical to achieving any one of these goals.

The above framework cannot encompass all the outcomes that educators and innovators feel are important for students to work toward. Some contributors called for an increased focus on reflection, personal insight, and relationship-building. Others suggested an increased focus on technical skills, like management, financial acumen, and impact measurement. Reviewers highlighted additional educational priorities, from self-care, curiosity, and the ability to seek feedback to risk-taking, action-orientation, and humility. Depending on context, additional learning outcomes will also be important for students.

Ashoka U sees learning outcomes as a particularly powerful tool to increase the rigor and effectiveness of changemaker education. By articulating which qualities are important for changemakers to practice, it then becomes possible to make those qualities an educational priority for all students. Ashoka U offers the above learning goals as a starting place for doing so.

KEY TAKE-AWAYS

- Those who do not have the new skills required in a fast-changing, uncertain world will be unprepared to contribute and to lead.

- Ashoka envisions a society in which everyone has the confidence and skillsets to be a changemaker - an 'Everyone A Changemaker' world.

- Ashoka defines a changemaker as anyone who steps up to address a problem, activate others, and takes action for the good of all.

- Time spent in the classroom must now become the time that young people practice changemaking.

- Ashoka U has a learning outcomes framework detailing changemaker qualities drawn from Ashoka's work across many sectors and refined with significant input from our network.

- Ashoka U's vision is for all students to have the opportunity to develop these changemaker qualities.

CHAPTER 2

Foundations: Scope and Terminology

Learning outcomes articulate what educators aim for their students to achieve over the course of a learning experience (Banta & Palomba, 2015). The process of developing the learning outcomes often catalyzes deep reflection and can transform the educational experience.

Learning outcomes can be developed for a whole institution, for co-curricular programs, or in the context of a single course or course sequence. They can also be designed for and used across different disciplines and contexts in higher education.

There are several different kinds of learning outcomes, ranging from high-level learning goals to concrete and measurable objectives (Banta & Palomba, 2015). Educators will likely develop different kinds of learning outcomes depending on their purpose and intended use.

Before diving deep into social impact learning outcomes, it is important to clarify how we aim to add to the learning outcomes conversation with this resource and our approach to learning outcomes terminology.

LEARNING OUTCOMES TERMINOLOGY

There are a wide range of terms used on campuses to describe educational goals for students - competencies, learning outcomes, learning objects, standards, and more. From one campus to the next, the same term is often used to refer to different kinds of different kinds of goal statements. And sometimes these terms are used interchangeably.

For the purposes of this resource, we draw on Banta and Palomba's definitions for outcomes terminology in *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education.*

- **Learning Outcome:** an overarching term referring to any statement that describes an intention for student learning (Banta & Palomba, 2015, p. 66).

  › **Learning outcome** is used in this resource as a catch-all term to refer generally to different kinds of outcomes statements, including learning goals, learning objectives, competencies, and so forth.

- **Learning Goal:** statements expressing "intended (educational) results in general terms and consist of broad learning concepts such as clear communication, problem-solving, and ethical awareness" (Banta & Palomba, 2015, p. 66).

  › This resource uses the term **learning goal** to refer to statements articulating high-level aims.

- **Learning Objective:** statements describing "expected learning and behavior in precise terms, providing guidance for what needs to be assessed. For example, graduates… should be able to interpret nonverbal behavior and support arguments with credible evidence" (Banta & Palomba, 2015, 66).

  › To refer to specific, observable, and measurable educational goal statements, this resource uses the term **learning objective**.

- **Quality:** the piece of knowledge, the mindset, or the ability that a learning outcome describes.

  › Though not a technical term, this resource uses the term **quality** when referring to the knowledge, mindset, or ability that a learning outcome is drafted to focus on.

Ashoka U offers these definitions for the purpose of shared understanding as readers review this resource. As Banta and Palomba put it, "as long as…(conceptual) consensus exists, the exact language that faculty (and staff) use is not important. What is important is that…(they) reach an agreement about expectations for their graduates" (2015, p. 66) Ashoka U encourages uses of the terms in whatever way makes sense in different institutional contexts.

STEPS FOR DEVELOPING LEARNING OUTCOMES

In the process of creating learning outcomes, educators generally move from developing high-level learning goals to more specific, measurable objectives. This process often involves:

1. Articulating high-level learning goals,

2. Breaking those learning goals down into concrete, specific, and measurable objectives,

3. Organizing objectives in an order that scaffolds toward mastery of learning goals (Banta & Palomba, 2015, p. 67-73).

Depending on why educators are developing outcomes and how the outcomes will be used, they may decide only to develop high-level learning goals. This is more common when developing outcomes to guide and coordinate a number of offerings or across an institution. Other educators may work through each of these steps, which is more common when developing learning outcomes to guide educational design and outcomes measurement.

LEARNING OUTCOMES IN THE CYCLE FOR DESIGN AND EVALUATION

Learning outcomes, and more specifically learning objectives, can drive a cycle for educational design and evaluation. Learning outcomes are the aims that educators and students align around in the beginning of this cycle, as seen below, and serve as goals that stakeholders design and work toward in each subsequent step in the cycle. Though the steps in the cycle can vary, some of the most common steps can be found below (Suskie, 2018, p. 9).

1. Align around educational intentions or, in other words, learning outcomes,

2. Design and facilitate educational offerings,

3. Collect evidence of student learning and evaluate educational efficacy,

4. Iterate and improve offerings (Suskie, 2018, p. 9).

Once educators determine their educational intentions, they can navigate through the remainder of the process to bring outcomes to life.

SCOPE

This resource deliberately focuses on the first step of creating learning outcomes: determining which educational qualities to prioritize in high-level learning goals. In doing so, Ashoka U is able to lean more deeply into the "what" of social entrepreneurship, social innovation, and changemaking education. That is where Ashoka U's expertise lies and that is also where the gap in existing resources has been.

Since the process to develop and utilize learning outcomes is the same when applied to any discipline, whether engineering or sociology, changemaker educators can draw on a wealth of existing resources to learn more about the technical "how-to's" in learning outcomes work.

For guidance on how to write learning goals, draft measurable learning objectives, or align educational design with desired outcomes, we recommend the following resources:

- *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education* by Trudy W. Banta & Catherine A. Palomba (2015),
- "Student Learning Outcomes Statement Resources" by the National Institute for Learning Outcomes Assessment (2012),
- *Changemaker Outcomes for Graduate Success (COGS) Toolkit for Writing Learning Outcomes,* by The University of Northampton (2017),
- Centers for teaching and learning on campuses.

- Learning outcomes terminology is used differently across different institutions. For the purposes of this resource, we use the following terms:

  › Learning Outcomes: general term referring to the many different kinds of learning goal statements,

  › Learning Goals: higher-level goal statements for education,

  › Learning Objectives: specific, observable, and measurable learning goal statements (Banta & Palomba, 2015, p. 66).

- The term learning outcome is primarily used in this resource.

- Developing learning outcomes generally involves:

  1. Articulating high-level learning goals,

  2. Breaking those learning goals down into concrete, specific, and measurable objectives,

  3. Organizing objectives in an order that scaffolds toward mastery of learning goals (Banta & Palomba, 2015, p. 67-73).

- The learning outcomes, and more specifically learning objectives, can drive a cycle for educational design and evaluation

  1. Align around educational intentions or, in other words, learning outcomes,

  2. Design and facilitate educational offerings,

  3. Collect evidence of student learning and evaluate educational efficacy,

  4. Iterate and improve offerings (Suskie, 2018, p. 9).

- This resource focuses on the first step of this process to create useful learning outcomes - how educators identify and articulate critical qualities as high-level learning goals.

CHAPTER 3

Navigating Evolving Terminology

Given the many ways social impact education is defined across higher education, determining educational priorities for this space can feel particularly tricky. Over the years, Ashoka U has oscillated between the terms social entrepreneurship, social innovation, and changemaking to describe our work. From our experience, trying to agree upon specific definitions for these terms can spark contention, and on-campus stakeholders frequently find themselves mired in debates over definitions.

The reality is that there are numerous ways to interpret social entrepreneurship, social innovation, and changemaking (Fairbanks, 2016). Rather than step into the debate, this chapter aims to explore what it means to move forward in learning outcomes work given this ambiguity.

> To explore some of the ways that social entrepreneurship, social innovation, and changemaking are commonly defined, see the Glossary on page 110.

ASHOKA U'S PERSPECTIVE ON TERMS

Ashoka U has come to believe that the *meaning* people intend to communicate with a term is more important than the specific term they use. When educators move past the debate over definitions, they often find more similarities than differences in what they aim to achieve. It has shown to be true that regardless of the term used, many educators share the overarching goal of preparing students to engage in thoughtful, sophisticated, effective, and ethical social change.

For campuses that are ready to consider what terms most resonate with their work, Ashoka U has

developed the concept map below. The map offers an interpretation of the relationship between social entrepreneurship, social innovation, and changemaker terminology based on common usage. It aims to illustrate the nested relationship Ashoka U sees between these terms, while still acknowledging some of the common distinctions between them.

Concept Map for Changemaker Terminology

ASHOKA U

CHANGEMAKING

Broad term for taking action to effect positive change

SOCIAL INNOVATION

Methodology to create social impact at the systems change level

SOCIAL ENTREPRENEURSHIP

Venture-based approach to social impact
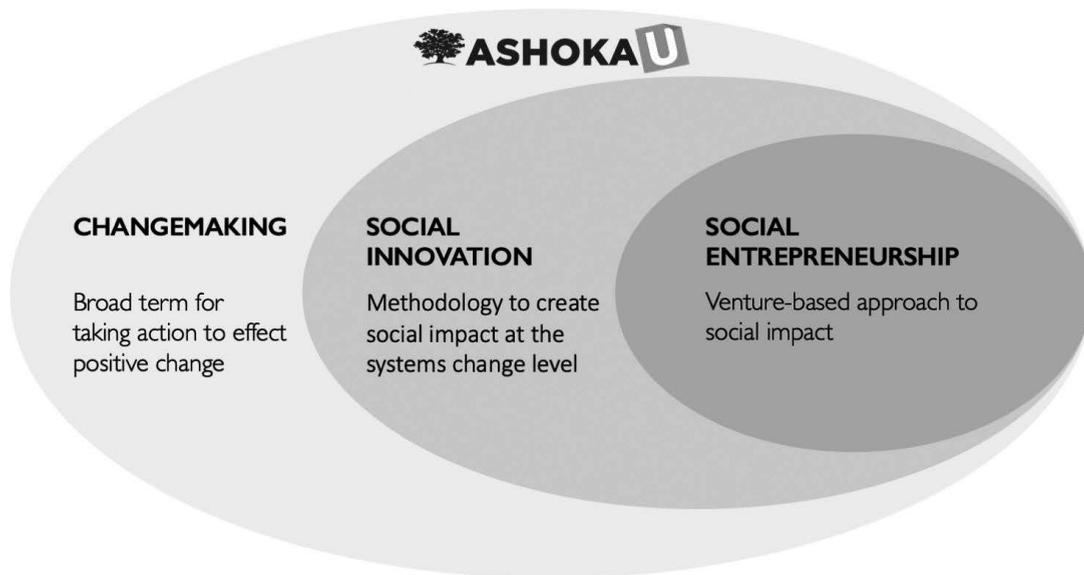
(Fairbanks, 2016, para. 5)

The map depicts a nested relationship between changemaking, social innovation, and social entrepreneurship. Changemaking is conceptualized most broadly, social innovation as a more specific approach, and social entrepreneurship as the most specific of the three approaches to social impact.

An institution's unique history and culture will affect how the above terms are received on campus. For instance, work that aligns with the above definition for social entrepreneurship might actually be most powerfully communicated as changemaking on a campus. The nested nature of the terms, depicting social entrepreneurship as a part of broader changemaking, makes space for different interpretations of terminology depending on context.

TRENDS IN TERMINOLOGY

Social entrepreneurship education first emerged across business schools in the 1990s (Ashoka U, 2014). Ashoka U has found that the term social entrepreneurship still most often resonates with business-oriented students, faculty, and staff, especially when associated with social venture creation.

However, on some campuses, social entrepreneurship's venture-creation approach might meet resistance outside of business schools. In these instances, a broader definition of social entrepreneurship as a tool for systemic change more often finds support. Systems-changing social entrepreneurship refers to the broad change that occurs in a sector when innovations offer an improved approach to meeting a social need or addressing a challenge (Kim, 2015). As people, institutions, or governments adopt that solution broadly, systemic change occurs.

Despite the initial prevalence of social entrepreneurship, Ashoka U has seen a shift away from the term in the last decade in part due to criticism of hero-preneurship and the potential harm student-driven venture-creation can have (Papi-Thornton, 2016). As the term social entrepreneurship has become less common, the use of social innovation has been on the rise. Given its association with concepts like ideation, problem-solving, and systems change, social innovation tends to resonate broadly across many disciplines and is still well-received in business schools.

In Ashoka U's experience, the term changemaking resonates across the largest number of disciplines, student demographics, and geographies. Changemaker learning outcomes, as outlined in Chapter 1, align with many of the key 21st century skills cited across educational institutions, governments, and business entities around the world (The Chronicle of Higher Education, 2017; World Economic Form, 2016). Changemaking is also a term that can apply to everyone. It is unlikely, and even undesirable, for all graduates to see themselves as social entrepreneurs or social innovators. On the other hand, for every graduate to identify as a changemaker is possible and incredibly powerful.

Of course, the above observations are generalizations. There are liberal arts schools that embrace social entrepreneurship. Social innovation education can include a focus on entrepreneurship. Changemaker education can have its detractors, especially where change is seen as threatening.

Examples of how different campuses are using this terminology can be found in Section III:

Chapter 8 explores learning outcomes for a Certificate in Social Innovation and Social Entrepreneurship, which is based in Portland State University's School of Business Administration.

This chapter shows how the certificate program broadly conceptualizes social innovation and social entrepreneurship. The certificate explores venture development as one in a range of approaches for considering social challenges and pursuing social impact.

Chapter 9 explores a Master's in Social Entrepreneurship based in George Mason University's College of Humanities and Social Sciences.

Chapter 10 explores how the University of Northampton developed institution-wide learning outcomes focused on preparing changemakers across disciplines.

What these illustrations ultimately offer are a glimpse into how institutions can conceptualize their work according to their own social impact aims, institutional context, and community of stakeholders. Keeping common reactions to terminology in mind can be helpful when working to find the term that best represents the social impact work taking place a campus, but there is no need to be constrained by these trends.

CHOOSING TERMS ON CAMPUS

For campuses considering terminology, Ashoka U recommends reviewing the use of terms outlined in this chapter. First, consider which description most resonates with the aims of stakeholders, then whether the associated term feels representative of the work taking place on campus.

Anchoring the terms conversation around the goal of the institution and the community can often create synergy in a way that a debate over terms cannot. And given that the learning outcomes are goal statements, the process to develop learning outcomes offers a powerful catalyst for these alignment conversations.

Once key stakeholders have agreed on learning outcomes, it can actually become easier to find terminology that resonates with everyone and can best represent the educational experience. Since these definitions are not "cast in stone" there is a strategic opportunity to align language with institutional mission and culture. Just as with learning outcomes themselves, conversations with stakeholders about terminology can help to unearth the core values and goals in a community.

KEY TAKE-AWAYS

- There are numerous ways that people define social entrepreneurship, social innovation, and changemaking. The definitions are evolving and contextual.

- Ashoka U believes that the meaning attributed to a term is more important than the specific term that is used.

- To help create clarity, Ashoka U has developed a relational concept map depicting changemaking as the broadest term, with social innovation and social entrepreneurship nested within.

- The term social entrepreneurship resonates most often with business faculty and students but is declining in use due, in part, to criticism focused on hero-preneurship and the potential harm student venture creation can have.

- Social innovation tends to resonate both within and beyond business schools, given its association with concepts like ideation, problem solving, and systems change.

- The term changemaking tends to have broad appeal with educators, students, and employers.

- Consider an institution's context and culture and take a collaborative approach to find meaningful working definitions.

Social Entrepreneurship, Social Innovation, and Changemaker Learning Outcomes

In creating this resource, Ashoka U set out to make learning about and creating social impact learning outcomes easier. In the fall of 2018, we conducted 42 qualitative interviews with social impact educators and reviewed 29 learning outcomes frameworks. This happened in addition to nearly 200 informal conversations about social entrepreneurship, social innovation, and changemaker learning outcomes.

Ashoka U specifically reached out across our community to better understand:

- How do educators use learning outcomes as a tool for learning and impact?

- What are social entrepreneurship, social innovation, and changemaker educators aiming to help their students master? What student outcomes are they prioritizing and working toward in their offerings?

In Section II of this resource, Chapter 4 explores our community's response to the question of how educators are bringing their outcomes to life and using them for impact. Chapter 5 explores the second question of what changemaker qualities educators are prioritizing in their learning outcomes.

* For the list of those who contributed learning outcomes frameworks for this review, please see Appendix A.

Promising Practices and Opportunities for Growth

Learning outcomes can function to support a broad variety of efforts. Before educators consider what qualities their learning outcomes will focus on, it is critical to determine why they are developing a learning outcomes framework and how they hope to use it. Getting clear on the "why" and the "how" behind the learning outcomes process will help ensure that the resulting learning outcomes are powerful tools for their intended uses.

In developing this resource, Ashoka U tasked a group of experienced changemaker educators to articulate what makes a learning outcomes framework impactful. The panel reviewed a collection of top frameworks, representing a diverse set of institutional types, disciplines, and programs, and identified promising practices as well as areas of growth for learning outcomes frameworks across social impact education.

> All of the top frameworks referenced in Chapters 4-5, and highlighted in Chapters 6-10, are used in support of design for academic offerings. However, insights from these frameworks are also transferable to co-curricular and extra-curricular programs.

This chapter will explore the insights and key takeaways from the reviewers, which have been grouped according to some of the underlying intentions in learning outcomes development (Panel of Reviewers, discussion, March 14-15, 2018):

- Aligning stakeholders,
- Guiding design, implementation, and evaluation of educational offerings,
- Engaging students in reflection on their learning.

A complete list of reviewers can be found in Appendix B. The frameworks highlighted in this section can be seen in full in Appendix D.

Within each of the following sections in this chapter, Ashoka U highlights the top framework(s) that best supports each goal.

Section III of this resource dives more deeply into each exemplary framework and share how they are used by the educators who created them.

1) Promising Practice: Using Learning Outcomes to Align Stakeholders

The process to develop a learning outcomes framework can serve as a catalyst for aligning stakeholders around what constitutes a social impact education and why it is an important part of the educational experience. Whether these stakeholders are other faculty members, potential employers, community members, or the students themselves, the learning outcomes design process can, and should, give stakeholders a voice. While the result may initially be no more than a pile of sticky notes, this process will ultimately increase the level of ownership across the stakeholders and fuel the design of stronger outcomes (R. Maxwell, personal communication, June 7, 2018).

Learning outcomes can also streamline the process of engaging others in educational design and delivery. Whether engaging with one guest lecturer or a group of faculty, discussing learning outcomes can make collaboration more efficient and effective (Rogers, 2018).

> " *If you look at the terms: entrepreneur, innovator, changemaker, social movement leader, these are all different roles. If we are going to be effective at this, we have to grapple with the complexity and get a little more systematized. Is this the course where you're going to learn about social movements and advocacy? Or are you going to use design thinking to develop a new product?"*
>
> David Castro, Founder,
> I-LEAD; Ashoka Fellow,
> (Personal communication, March 15, 2018)

Reviewer Insights on Using Learning Outcomes to Align Stakeholders (2018):

- The openness and flexibility of terminology in this space, as referenced in Chapter 3, should be used to draw stakeholders into the conversation rather than leaving them out. Embedding such flexibility in changemaker outcomes can accelerate alignment across an institution and make definitions more concrete while still maintaining their broad nature.

- Learning outcomes can help articulate the value of different approaches or strategies for social change. Outcomes help stakeholders map which competencies are of greatest value to all students and which might only be applicable to students with specific goals (i.e. starting a venture).

- It is important to model agility in how learning outcomes are applied and empower stakeholders to adapt them when needed. If they are too prescriptive, they can thwart creativity and undermine alignment.

To see the exemplary frameworks demonstrating how educators are using learning outcomes to align stakeholders on campus, see the following chapters:

CHAPTER 9: ALIGNMENT AND COLLABORATION

DESIGNED FOR:
Course sequence

DISCIPLINARY CONTEXT:
Social entrepreneurship

SEE PAGE 65–70

Paul Rogers – George Mason University

Rogers and colleagues at George Mason are preparing students in a master's level program to pursue social entrepreneurship. Their learning outcomes are designed for aligning and scaffolding education across a course sequence.

CHAPTER 10: INSTITUTIONAL TRANSFORMATION

DESIGNED FOR:
Institution-wide

DISCIPLINARY CONTEXT:
Across disciplines

SEE PAGES 71–76

Rachel Maxwell – The University of Northampton

Maxwell and her colleagues at Northampton are preparing students to be changemakers now and in the future. Northampton's learning outcomes toolkit is designed to be used across the institution to enable embedding of changemaking within all academic programs, influencing course design, course implementation and assessment practices, and ultimately improving students' preparation for the future.

2) Promising Practice: Using Learning Outcomes to Design, Evaluate, and Iterate Educational Offerings

Articulating concrete and measurable learning outcomes supports the design, evaluation, and iteration of high-quality educational experiences that guide students towards specific learning objectives.

Robust and intentional learning outcomes can help to focus curriculum development and pedagogical practices on meeting students' educational needs (R. Riccio, personal communication, June 8, 2018). Learning outcomes can also help integrate existing educational opportunities by providing clarity on how they fit into the changemaker education framework and keep stakeholders from feeling alienated. Well-articulated outcomes can also support the scaffolding of multiple changemaker outcomes across different courses to create meaningful learning pathways for students (Rogers, 2018).

Beyond educational design, learning outcomes are an important part of the evaluation process. Measuring student learning against intended learning outcomes can help to clarify what progress students are making, where they need support, and even what they are mastering beyond what was intended. It is important to ensure that evaluation practices are designed intentionally and focus on all key qualities. Only measuring what is most easily observable, like skillsets, can result in the neglect of equally critical mindsets and knowledge.

Finally, it is critical that educators funnel any insights gleaned from evaluation into future design processes and iterations of the educational experience. Effective evaluation does not end after data gathering. Data offers insight that helps educators to more intentionally iterate learning outcomes and strengthen offerings to better address students' needs (J. Greene, personal communication, May 29, 2018).

Committing to using learning outcomes for design, evaluation, and iteration can require a mindset shift for educators. As a result of this process, an educator might realize that students are not learning what, or as much as, is intended. Educators must embrace their own learning process, surrender to not always knowing what works, and be open to opportunities for growth.

> " *Are we closing the loop? If a student learning outcome isn't being realized, then what do you do? …What conversations go on when you are achieving an outcome or you're not?"*
>
> Craig Dunn, Wilder Distinguished Professor of Business and Sustainability, Western Washington University,
> (Personal communication, March 14, 2018)

Reviewer Insights on Using Learning Outcomes to Design, Evaluate, and Iterate Education Offerings (2018):

- Having specific learning outcomes brings clarity to what educators are focusing on in the education they design and facilitate. It is easy for critical knowledge, skillsets, and mindsets to get jumbled for educators and for their students. Articulating and distinguishing them helps educators to be more intentional and strategic in their teaching.

- It is important to keep the limitations of measurement in mind when designing measurement practices. For example, the desired outcome might not always materialize by the end of a course. Sometimes what students learn in a class will not manifest until well into their future.
- Learning outcomes and evaluation should be part of a system that facilitates ongoing iteration.

For a real-world example demonstrating how educators are using learning outcomes to guide educational design and iteration, see the following chapter:

CHAPTER 8: BUILDING A CHANGEMAKER COMMUNITY

DESIGNED FOR:	*DISCIPLINARY CONTEXT:*	*SEE PAGES 60–64*
Course sequence	Social innovation & social entrepreneurship	

Jacen Greene – Portland State University

Greene and colleagues at Portland State are preparing students through their certificate program to engage in social innovation and social entrepreneurship. Their learning outcomes are developed to guide educational design and evaluation.

3) Promising Practice: Using Learning Outcomes to Engage Students in their Learning Process

Helping someone uncover their personal potential to contribute to positive change is a fundamental goal of changemaker education. One of the promising practices that emerged through the learning outcomes review process involved using learning outcome frameworks as pedagogical tools.

Reviewers found that many educators are:

- Engaging students in the design and evaluation of their learning outcomes,
- Using outcomes to help students reflect on or assess their own learning,
- Mapping educational design to desired learning outcomes and sharing mappings with students.

Using learning outcomes in this way helps to increase a student's sense of agency over their learning.

Educators are also designing evaluation processes with student learning in mind, involving students in evaluation practices in order to help them to better understand their own learning experiences. Changemaking often stems from a sense of personal responsibility. Changemaker students should have the opportunity to exhibit this agency over their educational experience (M. Ware, personal communication, May 17, 2018).

Some educators not only use learning outcomes to guide students through their educational experience, but also as guiding principles for themselves. They see the learning outcomes as qualities they are attempting to model in their teaching and program design. This practice of intentionally and authentically modelling the changemaker qualities for students is a key part of changemaker education (Riccio, 2018).

" Changemaking isn't just for social entrepreneurs, but for everyday citizens. There is a unique blend of these attributes that will help prepare students to be active and publicly-engaged citizens, employees, and professionals. I ask educators, 'How can we embed these outcomes and sprinkle in some special sauce to help students, help everyone, understand why changemaking matters for them?"

Sandra Louk LaFleur, Director of Social Change Initiatives,
Miami Dade College,
(Personal communication, March 14, 2018)

Reviewer insights on engaging students in their learning process (2018):

- Sharing learning outcomes with students and inviting them to be a part of developing learning outcomes gives students more ownership over their learning.

- Changing the role of the educator from expert imparting knowledge to facilitator of a learning journey is important for changemaker education. This can feel chaotic and uncomfortable but learning outcomes can be a tool for communicating the intended journey to students and navigating the process in collaboration with students.

- By building student learning experiences based on intended learning outcomes, educators can find more freedom to design education in student-centered ways. An example of this is flipping a course on its head, putting real-world exposure as the starting point. Contextualizing real-world engagement with reading, reflection, and knowledge-development brings together experiences both inside and outside the classroom (Riccio, 2018).

For real-world examples demonstrating how educators are using learning outcomes to clarify and actively engage students in the educational experience, see the following chapters.

CHAPTER 6: FACILITATING MINDSET SHIFT

DESIGNED FOR:
Undergraduate course

DISCIPLINARY CONTEXT:
Education

SEE PAGES 46–52

Molly Ware – Western Washington University

Ware is preparing students to be changemakers within the education system. Her learning outcomes are designed at the course level with the primary goal of engaging students in their learning process.

DESIGNED FOR:
Course

DISCIPLINARY CONTEXT:
Nonprofit sector

SEE PAGE 53–59

Rebecca Riccio – Northeastern University

Riccio is preparing students to be changemakers in the social impact arena. Her learning outcomes are designed at a course level both to guide educational design and to engage students in their own learning.

OPPORTUNITIES FOR GROWTH

While there are many promising practices that emerged from the frameworks, Ashoka U and the reviewers also recognized opportunities for growth in learning outcomes work. This section outlines key opportunities to strengthen current learning outcomes practices.

1) Growth Area: Valuing Deep Expertise

Sector-specific knowledge is important to reflect in learning outcomes. However, this knowledge is often overlooked in social impact education. Deep expertise and experience with a specific discipline or system is a prerequisite for understanding problems and evaluating solutions. Cross-cultural and cross-disciplinary understanding helps students to communicate and work across silos to achieve and improve upon existing solutions (Panel of Reviewers, 2018).

2) Growth Area: Focus on Diversity and Inclusion

A focus on inclusion appears in some frameworks but is left out of many others. Beyond including this focus as an educational priority, it is important for changemakers to help students to understand how power and privilege affects their perspective and influences their actions. It is important to provide intentional opportunities for them to consider how their learning experiences, decision-making processes, and ways of being differ from others. Educators themselves should also actively participate in these conversations and model what it means to creative inclusive spaces (Panel of Reviewers, 2018).

> *" These larger issues of diversity and who faculty are, who the administration is, and who the students see are critical... you have to be genuine at all levels. They have to see that the school and leadership are modeling inclusion, that everyone has a voice, and participation is vital."*

Ann Higgins-D'Alessandro, Professor of Psychology,
Fordham University
(Personal communication, March 14, 2018)

3) Growth Area: Seeing the Whole Rather Than Trying to Do It All in One Course

Outcomes for scoped offerings, like a course, fall into the trap of trying to cover too much. It is important to prioritize depth of learning. Rather than try to achieve a long list of outcomes in a single course, each individual offering must be a part of a collective effort. If offerings build on one another, students will gain the collective experience they need to effect change (Panel of Reviewers, 2018).

4) Growth Area: Providing Capacity, Training, and Incentives for Changing Teaching Practices

For educators to be able to utilize learning outcomes successfully, it is important to increase the amount of time, training, and support they are provided. Radically different results using learning outcomes are not possible without also supporting effective educational delivery (Panel of Reviewers, 2018).

CONCLUSION

Developing learning outcomes for changemaker education is no easy feat. The challenge is compounded by the fact that social impact education is at a relatively early stage of maturity. However, as demonstrated in this chapter, there are many promising areas of practice that can be built upon and expanded to create even stronger educational opportunities for future changemakers. And, as with even the most mature disciplines, there is always room for iteration and improvement. Educators have the opportunity to build upon what is working, reflect on what is not, and continue iterating to strengthen changemaker education.

KEY TAKE-AWAYS

- Promising approaches in how educators are using learning outcomes include:

    › Aligning stakeholders,

    › Guiding design, implementation, and evaluation of educational offerings,

    › Engaging students in reflection on their learning.

- Areas for growth in learning outcomes work include:

    › Focusing on building deep expertise in systems or disciplines, and how that is relevant to social impact approaches.

    › Modeling inclusion in both learning outcomes and pedagogy.

    › Seeing a single course as part of a collective effort so that students can build depth, as well as breadth, of knowledge.

    › Increasing the amount of time, training, and incentives to support educators developing and utilizing learning outcomes.

Analyzing Learning Outcomes

Across higher education, social entrepreneurship, social innovation, and changemaker educators are developing and utilizing learning outcomes to guide their work. While doing this work, it is important to consider not only common outcomes across social impact education, but also the distinctions educators are making between social entrepreneurship, social innovation, and changemaking education. These distinctions can depict a broader array of educational priorities and paint an even more nuanced picture of social impact education.

This chapter looks across learning outcome frameworks and shares an analysis of the social impact qualities (defined as knowledge, skillsets, and mindsets) that educators are prioritizing in their offerings. Then, the chapter explores the distinctions between qualities articulated in social entrepreneurship, social innovation, and changemaking outcomes.

> **Remember, this resource uses the term quality to refer to the knowledge, mindsets, or skillsets that learning outcomes focus on. The term quality is used often in this chapter!**
>
> For more information about how educators take the qualities addressed in this chapter and develop high-level learning goals, concrete learning objectives, and use them to drive educational design, please revisit Chapter 2 in this resource.

DATA COLLECTION AND METHODOLOGY:

In the fall of 2017, Ashoka U began formally exploring the learning outcomes guiding social entrepreneurship, social innovation, and changemaker education across higher education. Ashoka U conducted two phases of information-gathering.

In the initial phase, Ashoka U began an open conversation about learning outcomes across our network. In the November 2017 blog article "3 Critical Questions Changemaker Learning Outcomes Can Help Us Answer," we invited anyone involved in social entrepreneurship, social innovation, or changemaker outcomes work to connect with us (Duplechain, 2017). We conducted semi-structured, qualitative interviews with 42 respondents from 11 countries. Participants represented 28 colleges and universities, 12 nonprofit institutions, one for-profit institution, and one K-12 school.

These interviews provided a high-level understanding of how individuals are developing and utilizing learning outcomes in their work.

In the following spring Ashoka U launched the second phase of information collection, making a call for educators to share their learning outcomes frameworks, in order to understand commonalities across changemaking, social innovation, and social entrepreneurship outcomes (Duplechain, 2018).

In response, Ashoka U received 23 learning outcome frameworks. We also identified an additional six publicly-available frameworks. The combined 29 learning outcomes frameworks are from 10 countries, 21 colleges and universities, seven nonprofit organizations, and one K-12 school. Along with the frameworks, submitters were asked to share how each framework was developed and is used.

The following section highlights common qualities across frameworks, identified through thematic textual analysis. To be included in the analysis, the frameworks were evaluated for compatibility with Ashoka U's definition of learning outcomes (as stated in Chapter 2). Through this process, 21 frameworks were identified as aligned. These 21 are included in the following review.

To analyze outcomes specific to social entrepreneurship, social innovation, or changemaking education, frameworks are grouped according to how the creator titled and categorized their work.

Given that this review includes only a sample of all the learning outcomes work taking place, the results are not comprehensive or generalizable. When reviewing these trends, Ashoka U encourages educators to consider what resonates, where they see challenges, and how to take insights from this birds-eye perspective as a starting point for on-campus contextualization.

TOP LEARNING OUTCOMES ACROSS SOCIAL IMPACT EDUCATION

Across all 21 learning outcomes frameworks that Ashoka reviewed, regardless of focus area (social entrepreneurship, social innovation, or changemaking), the following qualities are the most cited in the learning outcomes. The percentage of frameworks highlighting each quality is in parentheses:

- Purpose aligned with social values (76% of frameworks)

- Relationship-building skills (76% of frameworks)

- Team-building skills (67% of frameworks)

- Communication, messaging, and persuasion (62% of frameworks)

- Empathy (62% of frameworks)

- Reflection and Self-Awareness (62%)

BEYOND THE TOP OUTCOMES

Beyond the six most common qualities, the qualities that frameworks focused on varied widely. Ashoka U identified 48 additional qualities included as outcomes across the frameworks.

Of all these qualities (including the six most common), only 18 are cited in at least 25 percent of frameworks. The chart below highlights these 18 qualities, including the percentage of frameworks each is represented in.

OUTCOME TYPE	OUTCOME TOPIC/QUALITY
Values & Mindset	• Purpose aligned with social values (76%) • Empathy (62%) • Reflection & self-awareness (62%) • Resilience & perseverance (33%) • Social awareness & inclusivity (29%)
Knowledge	• Social entrepreneurship (29%)
Skills	• Relationship-building skills (76%) • Team-building skills (67%) • Communication, messaging, & persuasion (62%) • Leadership (52%) • Problem-solving/solutions development (48%) • Creativity & innovation (43%) • Strategic thinking (43%) • Impact evaluation (38%) • Design thinking (29%) • Identifying a challenge (29%) • Planning & operations (29%) • Systems-thinking (29%)

* Percentages are rounded to the nearest whole number.

It should be no surprise that qualities such as "social awareness," "empathy," and "leadership" are common topics of focus across social impact education. Relationships are foundational for creating change. It makes sense that qualities critical to understanding, relating to, and galvanizing others are prioritized.

It is important to keep in mind that these are the top qualities across three kinds of social impact education – social entrepreneurship, social innovation, and changemaking. The above outcomes are not necessarily representative of all three spaces, however. For instance the only knowledge-focused outcome to emerge across more than 25 percent of frameworks focused on knowledge of social entrepreneurship. It is represented across almost all social entrepreneurship frameworks but in none of the social innovation or changemaking focused frameworks.

The analysis that follows offers a characterization of social entrepreneurship, social innovation, and changemaker education learning outcomes separately.

COMPARING APPROACHES TO SOCIAL IMPACT EDUCATION

The following section further parses out how educational priorities manifest distinctly in social entrepreneurship versus social innovation versus changemaker outcomes.

For this review, 11 frameworks are included in analysis for social entrepreneurship outcomes; six are included in analysis for social innovation outcomes; and eight are included in analysis for changemaker outcomes.

Ashoka U categorized the frameworks across social entrepreneurship, social innovation, and changemaker learning outcomes based on the term educators ascribed to their work. In three instances educators used two of the terms to describe their framework. In these cases, the frameworks are included in the analysis of both terms.

SOCIAL ENTREPRENEURSHIP LEARNING OUTCOMES

Educators often draw on social entrepreneurship outcomes to help students:

- Develop ventures as a specific approach to addressing challenges and changing systems.
- Cultivate abilities to ethically launch and collaboratively lead social ventures.
- Cultivate and apply entrepreneurial mindset and abilities for social impact.

Social entrepreneurship education emerged across graduate-level business schools in the early 1990's and while offerings are no longer housed exclusively in business departments, many can still be found there (Ashoka U, 2014). When looking closely at the learning outcomes driving social entrepreneurship, it becomes clear how deeply the business sector has influenced this space.

Outcomes across social entrepreneurship education often draw on language and concrete learning goals associated with established business and entrepreneurship practices. However, the prioritization of purpose-driven impact differentiates social entrepreneurship outcomes from traditional entrepreneurship. These outcomes also show a focus on devising a purpose-driven vision and the ability to harness entrepreneurial knowledge and skills to catalyze social change.

Across the social entrepreneurship outcomes frameworks Ashoka U reviewed, the most commonly cited qualities are:

- Purpose aligned with social values (73%) ↓

- Communication, messaging, and persuasion (55%) ↓

- Empathy (55%) ↓

- Social entrepreneurship knowledge (55%) ↑

- Impact evaluation (55%) ↑

Arrows indicate how common the quality was in social entrepreneurship outcomes as compared to the outcomes across all terms.

It is clear there are parallels between the priority qualities in social entrepreneurship frameworks and in others. For instance, a focus on "Purpose Aligned with Social Values" and "Empathy" are common across most frameworks reviewed.

The table on the following page provides more detail about the kind of language educators are using to describe each of the most commonly cited qualities in social entrepreneurship learning outcomes.

Social Entrepreneurship Qualities

QUALITIES	EXAMPLES OF LANGUAGE BEING USED BY EDUCATORS		
Purpose Aligned with Social Values	Clarity of purpose	Solutions/goals orientation	Ability to identify a challenge & an opportunity for change
Communication, Messaging, & Persuasion	Communication skills (collaboration, gaining buy-in, sharing results)	Communication & persuasion	Ability to sell &/ or market the organization
Empathy	Empathy*		
Social Entrepreneurship Knowledge	Understand the field of social entrepreneurship	Expose students to the concept of social innovation, changemaking, & how social entrepreneurs are transforming society to deliver social impact in their home communities & abroad	Social entrepreneurship business models, how they manifest, & how they are applied to respond to societal challenges
Impact Evaluation	Assess & evaluate impact of enterprise	Impact measurement, including analysis & reporting skills	Understand the role of measuring social impact & how measurement tools are important to (stakeholders)

Language above is drawn anonymously from learning outcomes frameworks submitted for review.

*There is only one example of language for "Empathy" because that language represents the only way the concept of empathy was reflected in frameworks.

In the above table, the influence of the business sector on social entrepreneurship education is clear. It manifests in outcomes language like: "the ability to sell and market an organization" and "social entrepreneurship business models."

To see an overview of additional qualities represented across more than 25% of social entrepreneurship outcomes frameworks, see Appendix C.

SOCIAL INNOVATION OUTCOMES

Educators often draw on social innovation outcomes to help students:

- Understand a societal system.
- Identify and understand challenges within that system.
- Cultivate and apply abilities for collaborative and community-driven problem-solving.

Social innovation outcome frameworks share a focus on identifying and pursuing a solution to a social problem. Across the social innovation outcomes frameworks Ashoka U reviewed, the most commonly cited qualities are:

- Problem-solving/solutions development (100%) ↑
- Communication, messaging, and persuasion (83%) ↑
- Empathy (83%) ↑
- Leadership (83%) ↑
- Relationship-building (83%) ↑
- Team-building (83%) ↑

Arrows indicate how common the quality was in social innovation outcomes as compared to the outcomes across all terms.

On the following page are examples of the language different institutions are using to describe some of the most commonly cited qualities for social innovation learning outcomes.

Social Innovation Qualities

QUALITIES	EXAMPLES OF LANGUAGE BEING USED BY EDUCATORS		
Problem-Solving/ Solutions Development	Create/develop a proposed solution to a social or environmental problem using best practices in design	Engage complex problems in new ways, including observing & mapping systems with greater clarity, diagnosing problems, experimenting, & iterating	Explore social problems & take action to build a more just & sustainable society
Communication, Messaging, & Persuasion	Inspire & influence the thinking, attitudes, & behavior of others	Persuasive communication	Students will be able to … present ideas orally & in writing… to peers & external audiences
Empathy	Empathy	Practice empathy & systems sensing	Exercise empathy, resilience, & professionalism
Leadership	Empathetic leadership	Responsible leadership	Practice the leadership & relationship skills necessary for creating transformative impact
Relationship-Building	Build communities through the development of trust	Able to understand, respect, & engage with a diverse range of audiences & stakeholders	Understand how to create a safe container with groups that allows for trust, risk-taking, creativity, & new forms of collective action
Team-Building	Build effective teams	Team-building & team management	Work collaboratively towards a common vision & common goal

Language above is drawn anonymously from learning outcome frameworks submitted for review

The above social innovation outcomes focus on the practical knowledge and skills for solving problems. Beyond these top trends, outcomes focus on additional aspects of developing potential solutions to address identified challenges.

> To see an overview of additional qualities represented across more than 25% of social innovation focused outcomes frameworks, see Appendix C.

As with social entrepreneurship, an understanding of systems and ecosystems is also present across many social innovation frameworks. This focus reflects the systems-thinking, analytical approaches, and relational approaches emerging to ensure students deeply understand social challenges before jumping in to solve them. Additionally, understanding of self, others, and context emerge as a consistent priority.

CHANGEMAKER LEARNING OUTCOMES

Educators often draw on changemaker outcomes to help students:

- Understand themselves and others as agents of change.
- Identify their responsibility in and implications of creating change.
- Cultivate foundational abilities associated with taking action.

Given that changemaker frameworks shape education across the widest array of disciplines, it makes sense that the most common outcomes submitted focused less on specific knowledge or abilities.

Overall, changemaker education frameworks tend to offer fluid and flexible learning outcomes. They focus most heavily on the mindset and values critical to pursuing ethical and intentional social change. Across the changemaker outcomes frameworks Ashoka U reviewed, the most commonly cited qualities are:

- Relationship-building skills (100% of frameworks) ↑

- Purpose aligned with social values (75% of frameworks) ↓

- Reflection and self-awareness (75% of frameworks) ↑

- Team-building skills (63% of frameworks) ↓

Arrows indicate how common the quality was in social innovation outcomes as compared to the outcomes across all terms.

While there are some parallels in the qualities changemaking and other social impact spaces most consistently focus on, such as "Purpose Aligned with Social Values," changemaker abilities tend to be broad and allow for diverse applications across many contexts.

Below are examples of the language different institutions are using to describe the most commonly cited qualities for changemaker learning outcomes.

Changemaking Qualities

QUALITIES	EXAMPLES OF LANGUAGE BEING USED BY EDUCATORS		
Relationship-building Skills	Effective social interaction & community/network building	Meaningful dialogue	Collaboration & alliance building
Purpose Aligned with Social Values	Taking responsibility for creating a healthier system	Clarity of purpose	Civic-mindedness
Reflection & Self-Awareness	Reflection & introspection	Learning from past mistakes	Self-care
Team-building Skills	Cultivating healthy teams	Collaboration & teamwork	Team-building

Language above is drawn anonymously from learning outcome frameworks submitted for review

_____

From communications outcomes regarding "meaningful dialogue" to team-building outcomes focused on "cultivating healthy teams," the emphasis on understanding individuals and working collaboratively with community is embedded across changemaker frameworks.

Beyond the top qualities cited above, language about understanding oneself, understanding others, and collaboratively working toward solutions can be found embedded across changemaker knowledge, ability, and mindset outcomes.

To see an overview of additional qualities represented across more than 25% of changemaker-focused outcomes frameworks, see Appendix C.

OUTCOMES FOR INCLUSIVE IMPACT

A common and important criticism of social entrepreneurship in particular, but also social innovation and changemaking, has been the lack of focus on communities and context.

While the analysis of frameworks did show that outcomes around cultural awareness, the ethics of social change, and inclusion are slowly emerging in frameworks, they are still not prevalent enough. Additionally, focus on a greater understanding of the context in which a venture is formed along with increased self-awareness are both critical to responsible and effective venture development. It is essential to embed these priorities even more explicitly and consistently as a part of social impact education moving forward.

CONCLUSION

Ashoka U took on the review of learning outcomes frameworks to better understand the qualities social impact educators focus learning outcomes on and aim to help their students cultivate.

Across the social entrepreneurship, social innovation, and changemaker learning outcomes frameworks included in this review, some trends did emerge. Beyond these trends, however, educators developed outcomes focused on helping students cultivate over fifty different qualities. Descriptions of these areas of knowledge, mindsets, and abilities varied widely. And a larger sample of learning outcomes frameworks would likely reveal in even more variety.

There is variety because the learning outcomes that make sense in one classroom or across one institution are different than those that make sense for another. Exploring social impact learning outcomes from across higher education can help to spark ideas, but it cannot offer answers.

Section III of this resource focuses on how educators are creating and utilizing social impact learning outcomes in their own institutional contexts.

KEY TAKE-AWAYS

- Ashoka U reviewed 29 learning outcomes frameworks and interviewed 42 educators in the field of social entrepreneurship, social innovation, and changemaker education.

- Social entrepreneurship learning outcomes:

  › Focus on implementation - making things happen in alignment with a social purpose.

  › Draw language and learning goals from more established business and entrepreneurship practices.

  › Focus on venture creation and management skills.

- Social innovation learning outcomes:

  › Focus on understanding a challenge and designing potential solutions.

  › Focus on self-awareness and the understanding of systems and context.

- Changemaker learning outcomes:

  › Focus on the mindset and value for responsibly catalyzing change.

  › Drive education across the widest array of disciplines and are generally broad enough to allow for inclusive applications across many contexts.

Learning Outcomes in Action

Faculty, staff, and administrators in higher education have the opportunity to create a global micro-cosm of thriving changemakers. Through their daily actions they can model, encourage, and reward changemaking. Section III of this resource explores different ways changemaker educators have developed and are using social entrepreneurship, social innovation, and changemaker learning outcomes to do just that. Each chapter offers the perspective of one educator on social impact learning outcomes, exploring how they developed the outcomes, the resulting framework, and how the framework has been put into action.

In the first two chapters of this section, educators share course-level learning outcomes:

In the next two chapters, educators share learning outcomes developed for course sequences:

The final chapter explores an approach to developing institution-wide changemaking outcomes.

The work that these educators take on is not easy. As these chapters detail, developing and launch-ing changemaker education initiatives means challenging entrenched norms in higher education. Ashoka U hopes educators will draw on the following chapters for inspiration as they create learn-ing outcomes for their own campuses and take on the role of changemaker educators themselves.

Using Learning Outcomes to Facilitate Mindset Shift

In this chapter Molly Ware, Professor of Secondary Education at at Western Washington University, shares learning outcomes she designed for undergraduate coursework. The chapter is based on an interview Ashoka U conducted with Ware in May of 2018.

Consider how she uses outcomes to engage students in reflection, cultivate self-awareness, and encourage mindset shift.

At Western Washington University, Professor of Education Molly Ware is working to prepare her undergraduate students for roles as changemaker educators in secondary level schools. Doing so means supporting her students through a mindset shift – from identifying as successful students in a system that rewards compliance to seeing themselves as transformative teachers.

Walking through such a shift in identity can feel fraught, however. "Part way through the quarter, students would mutiny," Molly Ware states. "My classroom would turn into this emotional quagmire" (2018).

Ware's lightbulb moment came in a conversation with one of her most engaged students. He explained, "Everything I knew (about school) you took away. You took away grades as an indicator of my success. You took away the teacher always having the answer. You took away tests. You took all the traditional frameworks away" (Ware, 2018). Ware realized that by asking students to reimagine education, "I was asking them to step into a foreign landscape. And they did not have a liaison to help them make sense of new systems or how to navigate them" (2018).

Ware has turned to learning outcomes as a tool not only to focus the educational experience she creates on transformative teaching, but also to help students navigate what it means to become systems-changers and intrapreneurial changemakers.

> *" This is all about ensuring students will be able to transform the systems they work in, as opposed to simply reproducing them."*

Molly Ware, Professor of Education,
Western Washington University (2018)

SOCIAL INTRAPRENEURSHIP LEARNING OUTCOMES FRAMEWORK

Over the course of five years, Ware has developed and iterated her learning outcomes framework to produce different tools that support student reflection and learning. For Ware, this framework is designed to help students understand and embrace the mindsets and values critical to being a changemaker.

An excerpt from the framework can be found below. While reviewing Ware's framework, keep the following in mind:

- The framework articulates learning outcomes that Ware has deemed critical to engaging effectively in systems-level change for social impact. While this framework is designed for courses in education, these mindsets and abilities are important across any changemaking context.

- The framework illustrates what growth may look along a path to mastering each of these competencies.

- The framework is designed to be accessible for students, with language in first person describing the student experience.

Depending on the course she is teaching and her students' educational needs, there are additional outcomes Ware considers including. To review a framework including all outcomes she selects from, please see Appendix D

Social Innovators & Changemakers	Mastering It	Solidly Practicing It	Becoming Comfortable	Beginning the Journey
Look for Root Causes	I consistently examined structures of the system not just surface level events. I was able to differentiate between solutions that address surface events vs root causes.	I practiced examining structures of the system not just surface level events. I could usually differentiate between solutions that address surface events vs. root causes.	I sometimes noticed structures of the system but often focused on surface level events. I was consistently challenged to differentiate between solutions that address surface events vs. root causes.	I mainly stayed at the surface.
Challenge Assumptions	I demonstrated evidence of adjusting my attitudes & beliefs because of working within & learning from the diversity of communities & cultures in class & my practicum. I encouraged others' engagement with diversity.	I reflected on how my own attitudes & beliefs are different from those of other cultures & communities. I exhibited curiosity about what can be learned from the diverse communities & cultures in class.	I have awareness that my own attitudes & beliefs are different from those of other cultures & communities but exhibit little curiosity about what can be learned from diversity of communities & cultures in class.	I express attitudes & beliefs as an individual, from a one-sided view. I was often indifferent or resistant to what can be learned from the diverse communities & cultures in class.
Open to Feedback	I consistently engaged with feedback from a place of empowerment. I used relevant feedback to get clearer about what I'm trying to accomplish & to improve what I'm doing.	I consistently engaged with feedback. Sometimes from a place of empowerment. Sometimes I just did what the feedback said or complied with it instead of using it to clarify my aims or improve my work in my own eyes not just the teacher's eyes.	I complied with suggested feedback most of the time. But I seldom used this feedback to clarify my purpose or aims as an educator.	I either complied with feedback or tended to be unable to hear & work with feedback without taking it personally or getting defensive.

Social Innovators & Changemakers	Mastering It	Solidly Practicing It	Becoming Comfortable	Beginning the Journey
Look at Ideas & Challenges from Many Perspectives	I actively looked at ideas from a variety of different perspectives. I sought out perspectives that diverged from my own & collaborated with my classmates who think differently rather than seeking out ideas that confirm what I already think.	I looked at ideas from different perspectives. I was open to perspectives that diverged from my own & was open to collaborating with classmates who thought differently than I did.	I periodically looked at ideas from different perspectives. I mainly worked with classmates who thought like I did.	I tried to convince others of particular ideas & ways of thinking. I shut out others with divergent perspectives.
Explore Their Role in What's Not Working & Find Their Power to Make a Difference (Nieto & Boyer, 2006)	I consistently reflected on myself & how I am contributing to the problems I see externally. I practiced transforming my judgments & using my intense emotions to find my power (my capacity to transform myself & the system into something I love). I found a way to honor my "yes."	I practiced reflecting on myself & how I may be contributing to the problems I see in the external world. I reflected on how my judgments & emotions might help me turn my "no" into my "yes."	I often reflected on problems "out there" & pointed fingers at others. But I also practiced finding my way back to myself by looking at my judgments & emotions. I mainly tried to change the system "out there." I often got stuck on my "no" & struggled to make it a "yes."	I mainly reflected on problems "out there" & pointed fingers at others who were to blame for the problems. I seldom saw how I might be part of the problem or solution & how I might find my power. I mainly focused on my "no" &/or felt like a victim.
Stay Engaged in the Midst of Ambiguity/ Uncertainty (Heifetz, Grashow, & Linsky, 2009a & b)	I was able to stay in the uncertainty & ambiguity of complex challenges. I employed strategies to reduce my stress in the midst of uncertainty. I did not blame others or external circumstances for my stress.	I was sometimes able to stay in the uncertainty & ambiguity of complex challenges. Other times I wanted answers right away. I practiced employing strategies to reduce my stress in the midst of uncertainty. I seldom blamed others or external circumstances for my stress.	I had trouble staying in the uncertainty & ambiguity of complex challenges. I often blamed others or external circumstances when I felt stressed & got caught trying to make the learning environment/ classroom more predictable or more familiar.	My own need for certainty made it difficult for others to stay in the gray area.

(Ware, 2018)

DEVELOPMENT PROCESS

In order to develop this framework, Ware initially worked to articulate what she would like to see students achieve over the course of the quarter. These outcomes began to evolve as she considered where her students struggled to balance between complying with rules and reimagining systems.

Then, based on experience with and early input from her students, Ware worked to operationalize each outcome by articulating what progress might look like from beginning to mastery. Ware would not describe this as the final framework, however. She sees the framework as fluid and adaptive. She continually iterates as she learns from her students, notices their needs change, and evolves her own perspective on changemaker education.

LEARNING OUTCOMES IN ACTION

Ware says, "For me, changemaking is never just about changing the external world. This changemaking tool is also about our own personal transformation." (2018).

Students first engage with this framework at the beginning of their quarter to become familiar with the learning outcomes and complete a self-assessment. Ware then asks students to formally consider their progress using the framework once during the semester and again at the end of the semester, when the students return to the framework to self-assess their progress and work with Ware to assign themselves a grade. Much of Ware's class design is based on formative assessment, so she draws on these responses as well as other activities to shape the course based on student needs.

> **Formative Assessment:** assessment that "is conducted during the life of a program…with the purpose of providing feedback that can be used to modify, shape, and improve the program" (Banta & Palomba, 2015, p. 19).

Ware also creates many informal opportunities for students to engage with these learning outcomes throughout the quarter. The outcomes are designed to help students be aware of, reflect on, and walk through a personal transformation process. Students regularly grapple with the outcomes during experiential activities they engage in at school sites. They also complete reflections in what Ware has dubbed the "Get Real Practicum Log" based on a series of sentence-starters that align closely with the outcomes framework. The Log helps to prompt students to reflect on challenges and their growth through experiential learning.

Ware explains that the framework and the reflection processes offer mooring as students walk through a transformation process that can be difficult. "Any time someone's identity is shifting, the process can feel painful and confusing. I use this framework as a resource and a reminder to students that what they are going through is normal. The developmental descriptors help the process of stepping into a changemaking identity feel more predictable. With this structure, students are more able to focus their energy on the work of changemaking" (Ware, 2018).

MAKING OUTCOMES EVALUATION MEANINGFUL

When learning outcomes are designed according to student needs, they can be a powerful way for students to understand, own, and even collaboratively create their educational experience.

Ware warns, however, that they can just as easily be used in a way that constrains the very outcomes changemaker educators aim to cultivate. When students feel as if they are being evaluated, that can lead to an exclusive focus on complying. Evaluation can, however, offer meaningful support to students when aligned with their genuine passions and when it helps them "find their place and… (understand) who they are in this system and the world" (Ware, 2018).

Ware believes that getting to know students is critical to designing education that is relevant for them. "I realized that I really have to figure out how to help students tap into who they are, what they want, what they love in the world. And as an instructor, if I did not start there in giving feedback – if I did not have a clear sense of their motivation and what animated them, then my feedback put them back in compliance mode very quickly" (Ware, 2018).

A TRANSFORMATIVE EXPERIENCE FOR ALL

Ware says that as students have grown as changemakers, "I was learning how to be a changemaker as well. I could relate on some level to where they were because I was learning the same thing in my work as a faculty member working for change in my department and college. My students' struggles and frustrations were my own. They were just much easier to see in my students than in myself. Over time, we learned this new way of operating…together. More creative, innovative, and improvisational" (Ware, 2018).

As with any teaching experience, student engagement ebbs and flows. Sometimes students are more invested in considering learning outcomes than others. And sometimes they engage more openly with the reflection process. In other instances, students may be more willing to incorporate these learnings into their own lives. But ultimately, the process still results in a shared learning experience for both the educator and the student, advancing them both on their changemaking journey.

KEY TAKE-AWAYS

- Learning outcomes can provide structure to help students understand and navigate their own sometimes difficult journeys toward becoming systems-changers and changemakers.

- A rubric that is designed to be accessible for students, with language in first person, helps students understand what mastery looks like and more accurately self-assess their progress. This ownership promotes student agency, taking responsibility for their own learning, and prioritizing where they focus their growth.

- To effectively use learning outcomes as a tool for reflection and learning, it is critical to get to know the students and create space for authentic, shared reflection.

Using Learning Outcomes to Support Real-World Learning

In this chapter Rebecca Riccio, Director of the Social Impact Lab at Northeastern University, shares learning outcomes for undergraduate coursework in the nonprofit sector and social impact space. The chapter is based on an interview Ashoka U conducted with Riccio in June of 2018.

Consider how she uses learning outcomes to shape educational design and to engage students in the learning experience.

> *" I'm not just thinking about what I'm supposed to teach my students this semester. I'm trying to turn the semester into a meaningful step on their path to lives of purpose and social change engagement... That's my social change agency."*
>
> Rebecca Riccio, Director of the Social Impact Lab,
> Northeastern University (2018)

"Liberating" is not a term educators commonly use to describe their experiences with learning outcomes. As Professor and Director of the Social Impact Lab at Northeastern University, Rebecca Riccio is working to prepare her students as changemakers across the nonprofit and social impact sector. And she is emphatic that freedom has followed her learning outcomes work.

For Riccio, learning is a process of self-authorship and education that equips students to make meaning of the knowledge and experiences they encounter. Agency for educators comes from walking this

path toward self-authorship with students, offering support as they find their way to "lives of purpose and social change engagement" (Riccio, 2018).

Through the process of defining her changemaker learning outcomes and designing changemaker pedagogy, Riccio says she has felt liberated to facilitate education that is truest to her own values. "More and more, I am erasing the line between who I am and what I teach. It is about being my truest self in the classroom – and modeling that for my students" (2018).

By authentically defining and modeling changemaking, Riccio is creating space for her students to make their own meaning and to build their own paths as social change agents.

CHANGEMAKER LEARNING OUTCOMES

The more than two years Riccio has dedicated to cultivating this learning outcomes work began as a reflection on what it means for students to be ethical change agents. To determine how to prepare students as ethical change agents, Riccio grappled with what ethics means within the context of changemaking.

Riccio designed these learning outcomes to focus the educational experience on the "Ways of Knowing," "Ways of Being," and "Ways of Doing" she believes most important for her student changemakers. The resulting framework, found below, informs her work at the Social Impact Lab and in the classroom, specifically in her course entitled "The Nonprofit Sector, Philanthropy, and Social Change."

FOUNDATIONAL CONCEPTS	WAYS OF THINKING ABOUT COMPLEXITY	WAYS OF BEING IN RELATION TO ONESELF & OTHERS	WAYS OF DOING TO ACHIEVE IMPACT
Framing Questions	How can systems-thinking enable us to become more effective complex social problem solvers?	What are the ethical implications of attempting to effect change in other people's lives & controlling scarce resources in the face of abundant need?	How can we identify & collaboratively utilize the full range of strategies, methods, tools, & resources necessary to effect durable social change?
Competencies, Literacies, Attributes	• Systems-thinking • Civic mindedness • Comfort with ambiguity • Complex problem-solving	• Ethical reasoning • Perspective taking • Introspection • Empathy • Humility • Respect • Active listening • Cultural agility • Patience • Inclusivity/inclusive action	• Strategic thinking • Planning • Time management • Communication • Negotiation • Organization • Collaboration/teamwork • Decision making • Networking
	Self-efficacy, Confidence, Leadership		

(Riccio, 2018)

As shown above, Riccio and the Social Impact Lab work intentionally to design experiences that cultivate "ways of thinking and ways of being first, and only then ways of doing." And though learning is never linear, this outcomes framework cleverly illustrates the changemaker journey Riccio and the Social Impact Lab aim to cultivate from left to right across the table.

- **Ways of Thinking:** For Riccio, the intention behind "Ways of Thinking" is to help students understand why humans are "really good at creating complex problems but are not so adept at solving them" (Riccio, 2018). The learning outcomes focus on helping students cultivate mindsets and practices that can illuminate complexity more fully. She frames this work with the question of "How can systems-thinking enable us to become more effective complex social problem solvers?"

- **Ways of Being:** The intention behind "Ways of Being" is to help students understand the human experience (both their own and others') within the context of these complex systems. Students are asked to grapple with ways the intractable challenges people face are fueled by systemic injustices. Then they are asked to cultivate a critical insight into what is at stake for others when changemakers intervene in these systems. Riccio frames these outcomes for students with the question – "What are the ethical implications of attempting to effect change in other people's lives and controlling scarce resources in the face of abundant need?"

- **Ways of Doing:** The intention behind "Ways of Doing" is to equip students to take action in response to the understanding they gain through "Ways of Knowing" and "Ways of Being." Learning outcomes focus on the skills and abilities necessary to make change happen. Riccio frames this path toward action with the question – "How can we identify and collaboratively utilize the full range of strategies, methods, tools, and resources necessary to effect durable social change?"

EMPHASIZING ETHICS

Drawing on the ethos of the Social Impact Lab, Riccio emphasizes the questions of "Who am I?" and "Who am I in relation to others?" in the framework.

- **Grappling with Power and Privilege:** Engaging as a changemaker means wielding power by taking action, making decisions, and allocating resources in ways that affect others. There is a hubris, Riccio acknowledges, in changemaking – stepping into "someone's life and community with the intention of effecting change" (2018). Understanding one's own privilege in society generally, and in the role of a changemaker specifically, is critical in order to engage ethically with others.

- **Doing No Harm:** Beyond engaging ethically, students must think critically and understand the risks of unintended consequences within complex and dynamic systems. To the fullest extent possible, changemakers must understand the range of potential effects any actions might cause. Changemakers are responsible for making decisions that will, at the very least, do no harm.

One of the reasons Riccio's framework is exceptional is that it intentionally focuses social impact education on the social-emotional understanding and systems-level insights necessary to engage in change work ethically.

To bring this learning outcomes framework to life within the context of her "The Nonprofit Sector, Philanthropy, and Social Change" classroom, Riccio has worked to:

- Design the educational experience according to learning outcomes,

- Make the learning outcomes accessible for students.

Design the Educational Experience According to Learning Outcomes

Riccio believes that educators owe it to students to identify the learning outcomes they can expect to take away from the course. To make those learning outcomes "stick," however, educators must be thoughtful about not just the content students are exposed to, but their experience in the course and ability to reflect on it.

To make her "Ways of Knowing, Ways of Being, and Ways of Doing" framework actionable, she drew on the framework to develop concrete learning outcomes specifically for her course (see below).

The overarching goal of this course is for you to examine & experience the complexities & practices associated with ethical & effective social change engagement. Course content & experiences will allow you to:	You will achieve these learning outcomes by:
• Understand the role of the nonprofit sector & philanthropy in U.S. society and our lives. • Navigate the complexity of persistent social problems in an effort to identify solutions. • Confront the ethical implications of controlling scarce resources in the face of abundant need. • Apply principles of social justice & sound nonprofit management & philanthropic giving to your decision making as Northeastern Students4Giving grantmakers responsible for selecting a local nonprofit organization to receive a $10,000 award.	• Reading about & vigorously discussing the social, economic, political, cultural, & legal contexts in which the nonprofit sector functions; its role in addressing complex social problems; & the theory & contemporary best practices of nonprofit management & philanthropy. • Visualizing (mapping) the complex systems within which social problems facing Boston communities emerge & must be addressed. • Synthesizing & reflecting on the lessons learned from each of these activities in an e-portfolio. • Participating in "micro-experiences" designed to get you thinking & learning in new ways.

(Riccio, 2018)

Then, Riccio worked to map each aspect of the course experience to the learning outcomes she isolated (see the map below).

HUSV 3570 Course Map *(Assignments are indicated in italics)*

FRAMING QUESTIONS

1. What is the role of the nonprofit sector & philanthropy in U.S. society & in our lives? (Classes 1-3)

2. How do we navigate the complexity of persistent social problems in an effort to identify solutions? (Classes 4-6, 18)

3. What are the ethical implications of controlling scarce resources in the face of abundant need? (Classes 14-20)

4. How can we apply principles of social justice & sound nonprofit management & philanthropic giving to the selection of a grantee? (Classes 7-13, 19-21)

Readings, In-class Work, e-Portfolio Reflections

PROCESS QUESTIONS

What can we learn from & about the communities in which we are making our grants?

Readings, In-class work (Review & discuss community scans, past rubrics, & past applications)

How do we understand our group assignment & how will we work together?

*Strategy statement
Work plan*

How can we visualize & understand the complexity & dynamism of the systems in which social problems emerge & must be addressed?

Systems map (Presentation & documentation)

DECISION-MAKING QUESTIONS

How can we identify a meaningful opportunity to effect change as grant makers?

*Fall: Selection of Funding Priority
Spring: Map Findings, Articulation of Grant Making Values*

How can we develop an effective & ethical process to award our grant to a local non-profit organization?

*Fall: Guidelines, Application (RFP)
Spring: Rubric, Site Visit*

IMPACT

GRANT

Personal & Professional Development

*E-Portfolio
Final Exam*

(Riccio, 2018)

Now, Riccio can point to how every aspect of her course, from reading assignments to pedagogical practices to experiential learning activities, is relevant to helping her students achieve the mindsets, knowledge, and abilities that she has scoped as important.

Make the Learning Outcomes Accessible for Students

Not only does Riccio draw upon the frameworks that she is developing, but she shares them with her class and asks her students to make use of them. All above frameworks are included in her syllabus. Students are regularly asked to draw upon the course map to understand how their work relates to the intended learning outcomes. And they utilize the "Ways of Knowing, Ways of Being, Ways of Doing" framework to self-assess their growth over the course of the academic experience.

Riccio reports that students respond positively to engaging with learning outcomes in class, especially in relation to a semester-long exercise in mapping a complex problem. Students have shared that the mapping helps them visually capture the new ways of thinking they are developing in real time. They can more readily see themselves as actors with the power to effect change within a complex system and imagine how their actions can affect other people – for better and for worse. Frequent, informal reflection allows students to synthesize their experiences and course content in relation to the stated learning outcomes and the attributes they aspire to embody as social change leaders. When self-assessment is used regularly and informally, alongside more formal assessments, students are more likely to engage sincerely and gain value.

During the two years Riccio invested in cultivating this framework, she has drawn inspiration from efforts and initiatives across Northeastern University. The ethos of the Social Impact Lab shaped how Riccio framed her learning outcomes work. Northeastern's institution-wide Self-Authored Integrated Learning (SAIL) outcomes provided both inspiration and validation as she developed the "Ways of Knowing," "Ways of Being," and "Ways of Doing" framework (Northeastern University, n.d.). Her time as a Fellow with the Center for Advancing Teaching and Learning Through Research was also pivotal in her process to translate outcomes into experience. But she is also candid about the challenges inherent in the process.

Such collaboration requires vulnerability – a willingness to open up about personal values, professional experiences, and intentions as a teacher. "It's like baring your mind and soul to your peers... it's scary. We are not asked to (share our work like this) very often in higher education" (Riccio, 2018). But embracing this vulnerability is worth it – because it can ultimately liberate both students and educators as agents of social change.

"IT IS AN ADVENTURE!"

Riccio is adamant about the positive effects this work has had in her teaching and for her students. "I feel like I'm able to optimize my contribution… by letting go of the conventional notion of teacher or professor as the conveyor of knowledge and arbiter of what is supposed to matter to students. Now I think of myself as a steward, creating a space that incubates the kinds of human beings I want to share the planet with. When they report personal growth at the end of the semester, it's not because I knew who they should become, but because they were able to grapple with who they want to become" (Riccio, 2018).

And not only is it effective, it's also exciting. For Riccio, the work has been an adventure. "It's an adventure of self-discovery, it's an adventure of opening your mind to new ways of thinking. Reimagining what your classroom can be. Reimagining the journey that you and your students can take together. It makes the classroom a much more dynamic and creative space. If you really want to make a difference, how can you not feel passionate about continuing to find better ways to do that?…And in so doing, you find yourself. You go through this process of blurring the lines between who you are, how you live, and how you teach. And that's a great place to be as a human being" (Riccio, 2018).

To hear more from Rebecca Riccio about her approach to teaching, view her compelling 2018 Ashoka U Exchange talk about Northeastern's Social Innovation Lab. To access the video, search online for: "Rebecca Riccio, Big Idea Talk, Ashoka U Exchange" (Ashoka U Exchange, 2018).

KEY TAKE-AWAYS

- It is important to build in the social-emotional understanding and systems-level insights necessary to help students engage ethically in social change.

- Sharing how each activity, assignment, or reading is designed to support a learning outcome helps students understand how they are progressing and why each activity they engage in matters to their learning.

- When used to make learning a collaborative experience between student and educator, learning outcomes become a means to reimagine the classroom and pursue changemaking together.

- Sharing learning outcomes publicly requires vulnerability, a willingness to open up about personal and professional intentions and efforts. This is also what makes sharing them a powerful experience.

Using Learning Outcomes to Engage Community and Drive Iteration

In this Chapter Jacen Greene, Director of the Impact Entrepreneurs program at Portland State University's School of Business, shares learning outcomes for PSU's Certificate in Social Innovation and Social Entrepreneurship. The chapter is based on an interview Ashoka U conducted with Greene in May of 2018.

Consider how Greene and colleagues use outcomes to build community, achieve alignment, and shape educational design and measurement.

As Director of Impact Entrepreneurs at Portland State University (PSU), Jacen Greene has used learning outcomes as a tool for preparing students to engage in social entrepreneurship and intrapreneurship effectively and ethically. He has also used them as a tool for broader engagement, creating an inclusive educational design and iteration process.

"It is important to remember that learning outcomes are one step in a larger feedback loop – one that must make space for students, community members, and other stakeholders," explains Greene (2018).

SOCIAL INNOVATION & SOCIAL ENTREPRENEURSHIP OUTCOMES

"PSU's Certificate in Social Innovation and Social Entrepreneurship is focused on... preparing students to pursue social change through venture development" Greene explains. "But for us, the definition of 'venture' is pretty expansive. We discuss social entrepreneurship and intrapreneurship in our courses.

And we see these learning outcomes as being applicable to running a stand-alone nonprofit or business as well as to working in internal programs at existing nonprofits, businesses, educational institutions, and government agencies'' (2018).

The coursework, which includes three online courses and a field study, takes place over one academic year. Each course is designed to prepare students for important aspects of venture development.

The learning outcomes that were developed to guide Portland State University's Certificate in Social Innovation and Social Entrepreneurship can be found below:

PORTLAND STATE UNIVERSITY:
Certificate in Social Innovation and Social Entrepreneurship Learning Outcomes

COURSE 1 – MGMT 421/521
Design Thinking for Social Innovation:

Outcomes for this course focus on (1) foundational knowledge of social innovation and (2) processes for engaging as a social innovator. Students develop research and systems-thinking skills as they work to understand the social challenge of their choice, then engage in design thinking skills as they develop potential solutions.

- ''Understand foundational definitions in social innovation and social entrepreneurship and how they relate to your concept.
- Analyze a social or environmental problem of your choice through expert interviews, secondary research, and stakeholder engagement.
- Create and evaluate a proposed solution to a social or environmental problem using best practices in design.
- Develop and demonstrate improved self-awareness, clarity of purpose, ability to seek and respond effectively to feedback, and empathic leadership skills'' (Portland State University, n.d. b, para. 9-12).

COURSE 2 – MGMT 422/522S
Money Matters for Social Innovation:

Outcomes in this course focus on business modeling and management skills necessary for launching a venture. Students cultivate skills in business design and management.

- ''Apply lean entrepreneurship tools, including the Business Model Canvas and Customer Development Process, to design a business model for your venture.
- Evaluate legal entities (nonprofit and for-profit) and develop a hypothesis as to which one you should adopt; develop a plan for managing your intellectual property.
- Estimate the market size and social opportunity size of your proposed social venture, incorporating risk analysis and the competitive landscape.

- Create forward-looking financial statements and understand which sources of social venture funding may be a fit for your model.
- Reflect on and apply self-awareness, social awareness, and ethical leadership skills'' (Portland State University, n.d. c, para. 8-11).

COURSE 3 - MGMT 423/523S
Storytelling and Impact Measurement for Social Innovation:

Outcomes in this course focus on cultivating knowledge and skills for communicating the aims and effects of social entrepreneurship efforts.

- ''Identify a leadership competency based on personal and career reflection; practice and improve that competency.
- Craft your personal story and organizational story into a pitch to communicate your venture's value proposition to a specific target audience.
- Develop an effective impact measurement outline using leading frameworks for social and environmental impact analysis and reporting.
- Adapt and deploy strategies to successfully scale or amplify the impact of social and environmental ventures'' (Portland State University, n.d. d, para. 7-10).

(Portland State University, n.d. a)

''Students begin with problem analysis and design thinking, including working to understand a challenge and work toward a solution. From there, students move into venture-focused skills, like understanding legal entities, setting up a budget, managing a start-up, and so forth'' (Greene, 2018). Concrete learning outcomes focus the curriculum and pedagogy for each experience.

The explicit learning outcomes for each course focus on more concrete knowledge and skills. A focus on the changemaker mindset, Greene explains, is infused across coursework through content selection and pedagogical design.

DEVELOPING LEARNING OUTCOMES

To develop the learning outcomes guiding the certificate program, Greene led a human-centered design process that convened stakeholders from across Portland's social entrepreneurship ecosystem.

Inspired by IDEO's Human-Centered Design practices (IDEO, n.d.), Greene and his colleagues at the School of Business convened faculty, staff, students, and community members, including social entrepreneurs, for a series of design charrettes held over the course of a semester. Design charrettes provide a format for fast-paced, collaborative design and iteration. Each design charrette brought a different group of stakeholders together to collaboratively map critical social innovation and social entrepreneurship learning outcomes.

" Inclusion must be a core aim of social entrepreneurship and social innovation. But it is also critical to the process. We cannot achieve a more equitable, a more just society unless the changemaking communities working toward this end are inclusive ones."

Jacen Greene, Director of Impact Entrepreneurs,
Portland State University (2018)

Stakeholders then whittled the outcomes identified through the design charrettes to a core set of outcomes through a facilitated aggregation and prioritization process. What resulted is a framework that draws across disciplines to equip future social entrepreneurs with a broad spectrum of critical knowledge and abilities.

"From coordinating charrettes to aggregating results, the process was challenging at times," Greene explains, "But absolutely worth it. Bringing our community together allowed us to learn from many, and account for a diversity of experiences in our outcomes" (2018).

PUTTING LEARNING OUTCOMES IN ACTION

Learning outcomes are a tool to strategically guide the educational experience. For the learning outcomes that Greene and his colleagues developed to be meaningful, they had to become more than words on a page. The outcomes had to be embedded in and become a driving force for a continual feedback loop in the certificate program.

The next step in this feedback loop, after developing the outcomes, involves educational design and facilitation. PSU's certificate program was designed with the intention of helping students achieve the learning outcomes that the stakeholder community had scoped. Decisions "from the number of courses in the certificate to specific course content, assignments, and pedagogical approaches" (Greene, 2018) were determined according to how they would help students progress toward these learning goals.

The third step in the loop focuses on feedback collection. Beyond reviewing assignments, Greene and colleagues built in several additional feedback collection mechanisms to better understand the effects of the certificate experience for students. Greene explains, "Embedded in the courses is an anonymous student survey halfway through each term that specifically asks about ways to improve delivery, content, and inclusion and representation… In addition, we have a standardized interview for every graduate of the certificate asking about recommendations for improvements…Finally, our student changemaker skills survey helps us evaluate student progress against changemaker skills embedded in the learning outcomes… in the same way that assignments help us track performance against (other) skills" (2018).

The final step in this process, integrating feedback, brings the cycle to a close. After collecting this data,

the team facilitating the certificate reviews and integrates feedback into the program design for future iterations. Sometimes feedback even catalyzes iteration of the learning outcomes themselves.

ITERATING FORWARD

Though the process to develop outcomes for the Certificate was extensive, Greene insists that continued iteration is critical. "One of the biggest challenges to making learning outcomes actionable is the lack of continuous feedback and improvement mechanisms" (Greene, 2018). This feedback loop is an opportunity to continue inviting and embedding a diversity of perspectives in the Certificate and improving upon the learning experience.

This iterative approach is critical because learning outcomes matter to student impact. "Students interact with learning outcomes as a part of the syllabi, in course reading, and course activities. They think and talk about outcomes in terms of the skills and abilities they are gaining" (Greene, 2018). That means, Greene emphasizes, that outcomes must also be central to how educators develop, facilitate, and improve upon the learning experience. "To help students grow as changemakers, and to cultivate a changemaking community, you have to be focusing on and embodying changemaking skills yourself. You need to constantly be asking yourself – 'How can I connect with others? Engage empathetically? Demonstrate critical thinking?" (Greene, 2018). In doing so, learning outcomes become a powerful tool for educators to grow alongside their students and the changemaker community they are cultivating.

KEY TAKE-AWAYS

- Feedback loops are critical to understand the progress students make and to support continual course iteration and improvement. Articulating educational goals through learning outcomes is the first step in this process.

- Bringing a diverse community of stakeholders together to determine learning outcomes offers an opportunity to strengthen relationships and ensure that resulting outcomes will be representative of many different perspectives and experiences.

- Articulating sometimes implicit outcomes offers a way to ensure that they are a visible priority in the educational space and for students.

- Designing learning experiences to help students achieve outcomes and measure progress over time illuminates educational efficacy and opportunities to iterate and improve.

Using Learning Outcomes for Alignment and Collaboration

In this chapter Paul Rogers, Associate Professor at George Mason University and Ashoka Strategic Advisor, shares learning outcomes for GMU's Master's in Social Entrepreneurship. The chapter is based on an interview Ashoka U conducted with Rogers in May of 2018.

Consider how Rogers and colleagues use learning outcomes to engage stakeholders, align around educational goals, and scaffold student learning.

> " *Learning outcomes are... really great for building cohesion within a program. They very effectively catalyze the faculty level conversations that can lead to educational clarity. And that clarity is always welcome.*"
>
> Paul Rogers, Associate Professor,
> George Mason University (2018)

Over 2012 and 2013 faculty at George Mason University (GMU) embarked on an ambitious plan to establish an interdisciplinary Master of Arts in Social Entrepreneurship. At that time, there were already many graduate level offerings in social entrepreneurship across departments, but not yet a clear way for students to meaningfully navigate through these opportunities.

Given the need for a cohesive student pathway through social entrepreneurship opportunities, it should be no surprise that the initial idea for the master's program was catalyzed by the students themselves. Paul Rogers, professor and Ashoka U Change Leader at George Mason University, explains that, "The basic vision (for the program) was… to create an interdisciplinary roadmap, requiring students to take classes across social entrepreneurship, policy, management, and public administration" (2018).

Learning outcomes proved powerful beyond program design or the approvals process. Rogers explains, "We needed outcomes not only in terms of guiding the program internally, but also ones that cut across… disciplines and allow faculty to see their work in social entrepreneurship. This helps us to gain buy-in from others" (2018).

In the development of GMU's Social Entrepreneurship Master's degree, learning outcomes became the foundation for garnering faculty investment and achieving alignment, ultimately making the degree program possible.

SOCIAL ENTREPRENEURSHIP OUTCOMES

The learning outcomes that guide GMU's Master's in Social Entrepreneurship focus across the knowledge, mindsets, and skillsets for social entrepreneurship.

- **Develop Knowledge of Social Entrepreneurship and Social Innovation:** These outcomes focus on acquiring knowledge about social entrepreneurship and understanding the practices associated with this work. Rogers explains "We tried to build a conceptual framework for students… that offered a holistic vision of what it means to be a social entrepreneur. Knowledge of social entrepreneurship is important here, but so is action" (2018).

- **Habits of Mind:** This area of focus balances mindsets and skillsets necessary for social entrepreneurship and social innovation. Each outcome of focus, from systems thinking to creativity, describe both a frame of mind from which to approach a problem and a practice for grappling with the challenge.

- **Communicative Competency:** Balancing communication streams across all internal and external stakeholders proves particularly complex but is pivotal to success as a social entrepreneur. The learning outcomes place a particular emphasis on understanding and building effective communication.

- **Ways of Being:** At the intersection between knowledge and mindset, these learning outcomes focus on cultivating an understanding of self and others in order to engage in social change work.

The learning outcomes that were developed to guide George Mason's Master's in Social Entrepreneurship are on pages 67–68:

GEORGE MASON UNIVERSITY:
Master of Arts in Social Entrepreneurship Learning Outcomes

Develop Knowledge of Social Innovation and Social Entrepreneurship

- *Understand the field of social entrepreneurship:* How it differs from traditional non-profit activity, social enterprise, corporate social responsibility, philanthropy, and service projects.

- *Identify historical and contemporary examples of social entrepreneurs:* the traits and qualities of social entrepreneurs and their organizations; the strategies and ideas they use address local, national, and global challenges; the nature of the organizations social entrepreneurs lead; the ways social entrepreneurs measure impact.

- *Develop deep understanding of the competencies associated with social innovation and social entrepreneurship:* especially empathy, teamwork, and leadership, which have been identified as the foundational attributes for making change.

- *Acquire robust frameworks and models for organizational leadership:* including clarifying vision, purpose, and mission; evaluating, managing, and improving organizational culture and structure; developing long term goals and key metrics; strategy; portfolio, program, and project management; increasing operational effectiveness and managing execution.

Habits of Mind

- *Use systems-thinking:* Possess the ability to analyze problems in context of systems, identify root causes of systemic failure, and search for critical leverage points in leading systemic change.

- *Identify problems and design strategic solutions:* Understand processes that lead to the clear identification of problems and which can lead to the design of strategies for the sustainable implementation of solutions.

- *Think creatively:* Cultivate methods of innovation and thinking that push beyond the status quo to envision achievable alternative futures.

- *Focus on impact:* Build a repertoire of strategies for deciding what to measure and how to measure it in the service of increasing impact and improving long-term organizational performance.

Communicative Competency

- Gain experience in creating and communicating new, complex, and audience appropriate messages in a wide variety of genres and media aimed at furthering entrepreneurial solutions to global challenges.

- *Building teams, networks, and platforms:* Gain experience in building strong coalitions and teams through effective vision setting, negotiation, and communication.

- *Acquire leadership and teamwork skills:* Understand, develop, and demonstrate the qualities associated with effective leadership. Work cooperatively with individuals from across disciplines/fields.

Ways of Being

- *Understand oneself:* Gain awareness of personal passions, motivations, aspirations, abilities, limitations, and a commitment to work on cultivating strengths and well-being over the course of one's professional and personal life.

- *Deepened sense of purpose:* Develop greater awareness of the change one wants to see in the world and the self-permission to take risks to pursue it.

(George Mason University, 2013 a)

With their focus at the intersection of knowledge, skillsets, and mindsets, these outcomes lend themselves to the interdisciplinarity of the program. They provide structure for clarifying how disciplines might intersect, while also leaving space for disciplinary specificity. This flexibility was intentionally designed.

DEVELOPING LEARNING OUTCOMES

As an exercise to clarify program intentions, but also facilitate engagement, GMU worked to make the outcomes development process very collaborative.

Building from an initial effort at GMU to develop university wide learning outcomes for undergraduates in social innovation, the team facilitated a series of working groups with both internal and external stakeholders. GMU participants included an interdisciplinary team of faculty, graduate students, and college deans. They also engaged other colleges and universities, as well as Ashoka and Ashoka U, in the development process.

> " *It seemed really important to think about (outcomes) from a first-person, student perspective - imagining someone on a journey as they're going to go through the program and what they're going to walk away with. We involved the stakeholders who would ultimately be experiencing the outcomes... We designed this with graduate students.*"

> Paul Rogers, Associate Professor,
> George Mason University (2018)

This process to develop outcomes allowed the core team to engage faculty from across disciplines, integrate their feedback, and encourage further investment in the degree program. Once the degree program had been approved by the Graduate Council and the Interdisciplinary Master's Degree Council, a core group of faculty was already eager to be involved in the program.

LEARNING OUTCOMES IN ACTION

Utilizing mapping techniques, the GMU team collaboratively built student pathways toward achieving the program's learning outcomes. Below is an example of a mapping tool that the program used to do so.

Learning Outcomes	MAIS 796	NCLC 595	NCLC 595 (20)	PUAD 658	PUBP 761	SPP Core	SOM Core	PUAD Core	Focus	Internship	Project or Thesis	CSE
Develop Knowledge of Social Innovation and Social Entrepreneurship												
Understand the field of social entrepreneurship		X		XX				505, 659			X	X
Identify historical & contemporary examples of social entrepreneurs		X		XX				X		X	X	X
Develop deep understanding of the competencies associated with social innovation & social entrepreneurship		X		X			X	X		XX	XX	X
Acquire robust frameworks & models for organizational leadership		X		X			X	659		X	X	X
Habits of Mind												
Use systems-thinking		X					X	520	SCAR 501	XX	XX	X
Identify problems & design strategic solutions		X		X			623	X		X	XX	XX
Think creatively		X					623		SCAR 690	X	XX	XX
Focus on impact		X		X				729	SCAR 660	COM 320	X	XX
Communicative Competency												
Gain experience in creating & communicating new, complex, & audience appropriate messages			X				X			COM 330	X	XX
Building teams, networks, & platforms			X				X		SCAR 657; 659; 690	COM 389	X	X
Acquire leadership & teamwork skills			X				X	652	SCAR 690; 713; 714; 715	X	X	SIP
Ways of Being												
Understand oneself		X	X				M		SCAR 690, 713, 714, 715	XX	X	
Deepened sense of purpose		X	X				M		SCAR 690, 713, 714, 715	XX	X	

(George Mason University, 2013 b)

Faculty were asked to report on how their coursework achieved different learning outcomes that had been scoped for the degree program. "We thought that there may be some gaps," says Rogers of the course mapping process. "But it was the opposite. Through the process, we found (that students would be working toward these outcomes) in seven, eight, or nine of the classes. We walked away from the mapping assured that students would be getting what they needed" (2018).

ITERATING INTO THE FUTURE

As one of the first universities to launch a master's degree in Social Entrepreneurship, it has been six years since the program has gone through this process to develop its learning outcomes. Rogers speaks of the importance of iteration.

> There's a balance between creating something that is going to really stand the test of time for your program and modifying it when you need to. I think you want to design outcomes in a way that is going to last, but you also need mechanisms for review -….the courses that are included, the faculty contributing, the pathway we are building together. (Rogers, 2018)

And while there will always be challenges in navigating siloes and working to spark change, Rogers insists that a focus on learning outcomes can be refreshing. "What is so beautiful about the outcomes is you are putting yourself in that place of the take away, what you want students to take away from the program. It is the right conversation, it is the student-centered conversation. It is the empathetic conversation. It is the one you actually want to have" (Rogers, 2018). Learning outcomes create the opportunity to focus on what all educators are working toward – meeting students' educational needs.

KEY TAKE-AWAYS

- The process of developing learning outcomes can be used to engage faculty and cultivate buy-in across departments, particularly when developing a multi-disciplinary program.

- Student interest is a powerful force for catalyzing new changemaking offerings. Student voice is also critical to the development process. It ensures that students' interests and perspectives are represented in learning outcomes. Their fresh perspectives can also challenge educators to imagine educational offerings in new and innovative ways.

- By using learning outcomes to represent the intentions of changemaker education, it becomes easier for educators to understand the purpose of changemaker education and see how their offerings align.

- Mapping changemaker offerings against learning outcomes for a course sequence can visualize and help to clarify a scaffolded student pathway through coursework, toward mastery of outcomes.

Using Learning Outcomes for Institutional Transformation

In this chapter Rachel Maxwell, the Head of Learning and Teaching Development at the University of Northampton, shares institution-wide changemaker learning outcomes. The chapter is based on an interview Ashoka U conducted with Maxwell in June of 2018.

Consider how learning outcomes are used to engage all stakeholders, support educational design, and as a tool for university-wide transformation.

> " *You have to explore for yourselves. You have to ask people (in your community), 'What do you understand by that phrase? What does that mean for you?' And then work out what your own outcomes are…. Take all the principles of how others have done it but then make it your own, what is right for your students.*"

Rachel Maxwell, Head of Learning and Teaching Development
University of Northampton (2018)

The University of Northampton is actively reimagining what it means for higher education to prepare workforce-ready changemakers. At the center of this effort are Rachel Maxwell and the Institution of Learning and Teaching in Higher Education (ILT), working across campus to develop a learning outcomes framework for the entire institution.

To create a learning outcomes framework that works for everyone means accounting for the extremely wide variety of intentions and outcomes driving education at Northampton. What this challenge has ensured, though, is that the resulting framework is uniquely suited to Northampton's student community and their needs. "Because (our learning outcomes toolkit) is so tailored to us as an institution, we can articulate (exactly) what it means to be a graduate of Northampton," Maxwell explains. "And we can support students in attaining that" (2018).

GRADUATING WORKFORCE-READY CHANGEMAKERS

Over the course of four years, the Institution of Learning and Teaching in Higher Education (ILT) brought together faculty, staff, students, institution leaders, and community members to define what it means to be a graduate of the University of Northampton and to be a workforce-ready changemaker. A graphic depiction of the Changemaker Attributes at Northampton for Graduate Employability (ChANGE) Framework that resulted from this process can be found below.

Changemaker Attributes for Graduate Employability Framework (Change)

Do the right things, in the right way, with the right people, for the right reasons
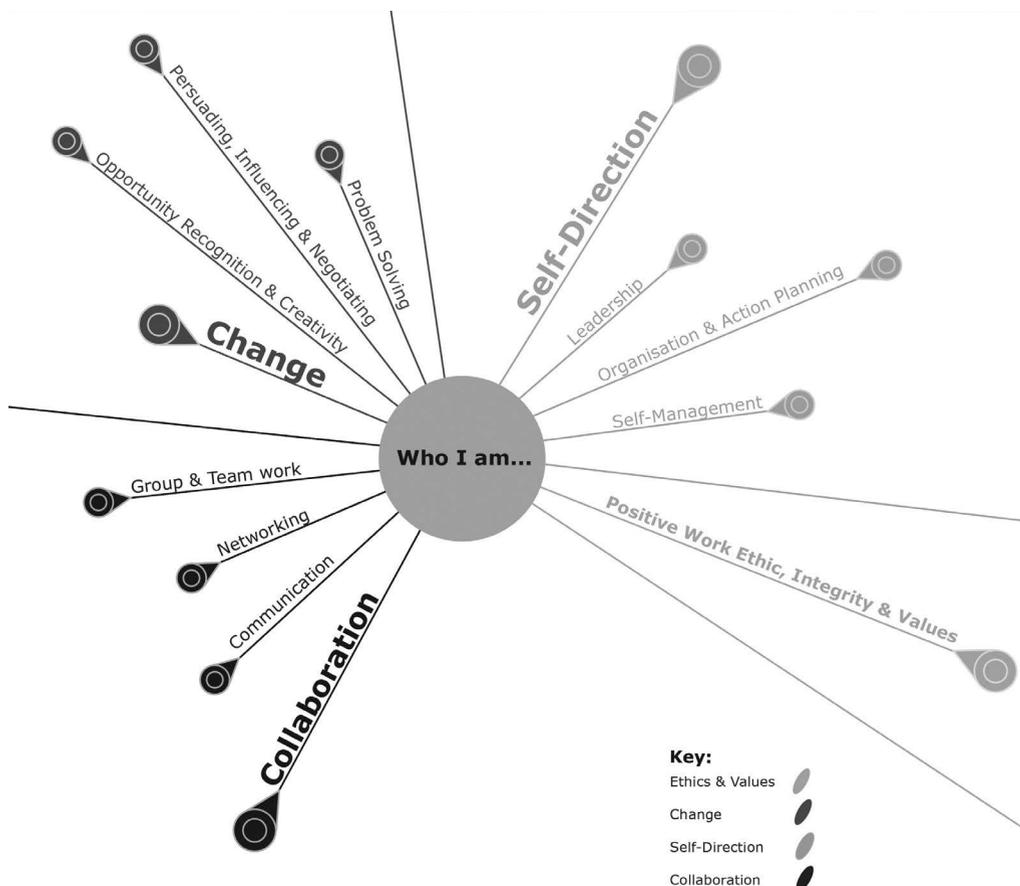
(University of Northampton, 2017, p. 5)

The ChANGE Framework depicts the priority learning outcomes for all students attending University of Northampton. Within the ChANGE Framework there are four areas of focus, (1) Ethics and Values, (2) Change, (3) Self-Direction, and (4) Collaboration, that delineate ten employability skills (University of Northampton, 2017).

At the time that efforts to develop the ChANGE Framework began, Northampton had identified 10 employability skills and 14 changemaker qualities of importance to them. In order to ensure they were preparing employment-ready changemakers, both sets of outcomes were important to incorporate into a set of institution-wide learning outcomes. And given parallels in both sets of outcomes, there was an opportunity to blend the two frameworks into one. The ChANGE Framework includes both the employability and the changemaker qualities.

Because the language of employability is more immediately familiar for their local community, Northampton prioritized employability language in articulating their priority attributes. But to ensure changemaking is infused across the student experience, changemaking was embedded in the language defining and operationalizing the ChANGE Framework. As an example, the definition of 'Leadership' under the ChANGE Framework clearly includes associated changemaker qualities.

> *"Leadership:* Students are responsible and accountable decision-makers, who apply strategies to inspire others and secure commitment to effect sustainable change. (University of Northampton, 2017, p. 5)"

EMBEDDING CHANGE ACROSS THE CURRICULUM

The Changemaker Outcomes for Graduate Success (COGS) Toolkit was then developed to guide faculty and staff through a process of embedding Changemaker Attributes in their educational offerings. For each attribute and sub-attribute in the Framework, COGS identifies a series of outcomes-starters, also called prefixes. Each prefix is operationalized in a rubric that defines progression toward mastery, from level 4 (entry-level) through level 7 (mastery) (University of Northampton, 2017).

Users of the Toolkit are encouraged to write changemaker learning outcomes that adapt or enhance the starter wording provided, making them appropriate to academic discipline and course context. The structure of the COGS Toolkit helps to ensure consistency across students' experience, while the flexibility ensures that the learning outcomes are relevant for educators across the institution.

A brief excerpt from the COGS Toolkit, focused on the Collaboration attribute, can be found on the following page. It shows how demands on students increase as they progress towards being independent learners. The complete Collaboration rubric can be found in Appendix D, and the the full COGS Toolkit is accessible online at www.northampton.ac.uk/ilt/current-projects/ change/cogs/ (University of Northampton, 2017).

Collaboration

On graduation (L6), our students add value to their work through creating and nurturing meaningful links with others.

	Level 4	Level 5	Level 6	Level 7
PREFIX …	With detailed guidance students will be able to:	With guidance students will be able to:	With limited guidance students will be able to:	In relation to the specialised area of study, students will, with minimal / no guidance be able to
Awareness and use of skills for collaborative working	demonstrate an understanding of a range of skills and capabilities necessary to work in different collaborative contexts	consider and apply different approaches, skills and/or abilities necessary for working effectively in changing collaborative contexts, demonstrate an understanding of the benefits and difficulties of collaborative working and select a workable solution from a range of suggested strategies	apply and analyse / evaluate different approaches necessary for working effectively in changing collaborative contexts, be able to reflect upon / analyse difficulties arising from collaborative working and successfully identify and implement a workable solution using an identified / adapted strategy	evaluate a complex range of skills and responsibilities in relation to ambiguous collaborative contexts collaborate with diverse roles in different hierarchical structures reflect on own impact within the collaborative context devise and justify use of workable and creative solutions in the light of evidence and appropriate literature
Negotiation within collaborative working	demonstrate an ability to negotiate ways of working within groups / teams, and to value, appreciate and experiment with different roles and approaches to problem-solving, including the skill of effective listening	create successful professional relationships (groups or teams) and engage through the provision of meaningful contributions that evidence the application of collaborative working skills, including that of effective listening and reaching a negotiated decision supported by theory, evidence or argument	create successful professional relationships (groups or teams) and actively / constructively engage through the provision of meaningful contributions that clearly apply collaborative working skills, including that of effective listening before reaching a considered, reflective / analytical decision substantially supported by theory, evidence or argument	support others to create effective networks / manage the networks created by others evaluate stakeholder / partner contributions to inform decisions / outcomes negotiate a workable compromise / consensus that demonstrates understanding and respect for others reflect on your own role / contributions / impact in the context of advanced scholarship / complex professional contexts.

For more detail in COGS rubrics about similarities and differences across academic levels 4 through 7, see the color version of the COGS toolkit online.

(University of Northampton, 2017, p. 10)

OUTCOMES IN ACTION

Of course, a framework to guide learning across the University of Northampton must account for more than employability and changemaker outcomes. Achieving disciplinary outcomes, professional standards, accreditation requirements, and national standards is critical to student success and to Northampton's efficacy as a university. Many other frameworks were already in place across curricular and co-curricular offerings to guide student learning according to existing standards. Any new institution-wide framework needed to make space for the complexity of education taking place across the university.

Maxwell stresses the importance of, "making sure that (all of this work) is reflected in ChANGE and that the Framework does not become prescriptive" (2018). In order to do so, Maxwell and colleagues turned to their community. Maxwell describes bringing together stakeholders at every step of the process to develop the ChANGE Framework and the COGS Toolkit. Faculty, staff, students, and community members, in particular employers, were pivotal to each step in the ChANGE Framework development process:

1. **Identifying Changemaking Outcomes:** The ChANGE Framework is built on a foundation of phenomenological research, led by Bethany Alden Rivers, to clarify how the Northampton community defines changemaking and changemaker outcomes. The research unearthed a series of changemaker attributes that institutional stakeholders valued (Alden Rivers, Armellini, & Nie, 2015).

2. **Defining Mastery and Progression Toward Mastery for ChANGE Attributes:** To determine how mastery and progression should be defined, stakeholders from across the institution were convened for a series of design, development, and feedback sessions.

3. **Embedding ChANGE Outcomes Across the Curriculum:** As a part of the curriculum reform focused on active blended learning pedagogy, ILT worked with faculty to embed ChANGE outcomes across all undergraduate offerings (University of Northampton, n.d.).

Clearly, Northampton has grounded each step in the Change Framework and COGS development process in research.

OVERCOMING CHALLENGES, ACHIEVING ALIGNMENT

The process to develop the ChANGE Framework and COGS, Maxwell says, has taken over four years "because we had to do all of these incremental research projects. We had to slowly build those up to bring the framework together, then work with other initiatives to embed the framework. Only in this way did we achieve buy-in and ownership." (2018).

Maxwell describes this collaborative approach as both, "the bit that has worked really well and the bit that has been really challenging." She jokes, "I can show you all the post-it notes we had to try to coordinate" (2018).

But because they took this collaborative approach, what has resulted from this four-year process is more than simply a learning outcomes framework.

> That COGS was co-developed and co-designed with staff, students, faculty, and career services has been crucial to its acceptance. There is a strong sense of ownership. And people really understand how what they are doing not only supports students in terms of employability and changemaking, but also students' progression over their academic experience. (Maxwell, 2018)

Through the process of developing COGS, the Northampton community was able to align the vast array of educational priorities every campus juggles in order to prepare their students for the future. By doing so, Maxwell explains, she feels that they are sending a message to students that, "your life matters, you can make a difference. We are going to help you do that in a way that is true to what you want to do." Seeing that intention come to life for students across the Northampton campus, Maxwell says, "is where a lot of my satisfaction comes from. It is really exciting" (2018).

- Developing institution-wide changemaker learning outcomes is challenging, but the result can be a powerful framework for aligning educational offerings and creating cohesive learning pathways for students.

- The development of a changemaker learning outcomes framework or toolkit needs to reflect the institutional mission and context, and be further tailored to academic disciplines.

- There are many parallels between learning outcomes driving changemaker education and the competencies that employers are currently looking for in their future employees.

- Collaborative design is critical for the adoption of institution-wide outcomes. Making space for educators to speak into and be a part of the process increases engagement and buy in.

- Putting learning outcomes into practice requires a lot of work. Providing resources and support is key as people move through the process of embedding outcomes in their offerings.

Looking Forward

Learning outcomes are a powerful tool for clarifying educational intentions, engaging students in their own learning, and building a community of support. In *Preparing Students for a Rapidly Changing World*, Ashoka U has worked to illustrate how leaders across higher education are also using learning outcomes to develop and grow changemaker education initiatives to support all students.

We hope educators will draw inspiration from this resource as they bring together their community, clarify their aims for social impact education, and work to turn learning outcomes into education that serves their students, institution, and community.

Remember that learning outcomes are only the beginning. As with any endeavor, articulating intended outcomes is only the first step of a process to design, build, and grow social impact education on your campus. The content, pedagogy, and ongoing program iteration are just as important to student learning as the learning outcomes themselves.

The aim with this resource was to aggregate and share a variety of social impact learning outcomes frameworks in order to solidify the foundation of social impact education today, challenge existing knowledge and assumptions, and help us all to continue improving. We hope this resource will open thoughtful conversations about today's social impact education and catalyze continued iteration toward even stronger and more sophisticated changemaker education initiatives in the future.

We invite you to send your feedback about this guide and information about your own work with learning outcomes in social impact education to ashokau@ashoka.org.

Ashoka U Offerings

This publication represents just one of the many ways to engage with Ashoka U. We hope it encourages you to join our learning community of changemaker educators and institutional innovators. You can view several engagement opportunities with Ashoka U below and on our website at www.AshokaU.org.

Join Ashoka U and 700 higher education stakeholders for three days of inspiration, best practice sharing, community building, and thought leadership. Each year, Exchange participants represent over 150 higher education institutions from over 30 countries all gathered to share the latest insights in changemaker education and institutional innovation.

Ready to launch a new course, program or initiative? Join the next cohort of the Commons. The Commons is Ashoka U's online professional development program, providing faculty and staff with a structured learning environment, peer support, and mentorship as they accelerate social impact efforts on their campus.

Visit Ashoka U's online bookstore to find other key resources we have developed for changemaker educators and institutional innovators.

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More than 200 people across our higher education community have contributed their experiences, insights, and time to *Preparing Students for a Rapidly Changing World*. In particular, the Framework Contributors dedicated hundreds of hours to the development and refinement of the frameworks that are a key backbone to this resource. Expert Reviewers spent many hours reviewing frameworks to help us select the ones featured in this guide and contributed insights to an entire chapter from multiple discussions. Resource Reviewers invested time in meticulously reviewing draft chapters of this resource. Their invaluable guidance helped sharpen and tighten our thinking and clarity immensely. A complete list of these contributors can be found in Appendices A and B. To each of you who took the time to brainstorm early visions for the resource, share your learning outcomes work, review learning outcomes frameworks, offer edits on our many drafts, and give feedback on our own changemaker outcomes framework, we offer our deepest thanks.

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Appendices

The following appendices offer supplementary information relevant to *Preparing Students for a Rapidly Changing World: Social Entrepreneurship, Social Innovation, and Changemaker Learning Outcomes*. The appendices include the following:

Learning Outcomes Framework Submissions

The following people contributed their learning outcomes frameworks through our formal learning outcomes collection process between in January and February of 2018 and gave us permission to acknowledge their participation in this study.

- Riccardo Aimerito, Co-Founder & Partner, ERA Kapital

- Anamaria Aristizabal, Co-Founder & Trainer, LEADING CHANGE; Author, Re-Visión de Vida

- Emer Beamer, Founder, Designathon Works

- Elizabeth Benefield, Program Director, Social Innovation & Social Entrepreneurship, North Carolina State University

- Debbi Brock, Assistant Professor of Entrepreneurship & Marketing, Wingate University

- Ellen Fetzer, Academic Coordinator, Nurtingen-Geislingen University

- Jacen Greene, Director of Impact Entrepreneurs, School of Business, Portland State University

- Kristin Joys, Director of the Social Impact & Sustainability Initiative & Social Entrepreneurship Lecturer, University of Florida

- Saleha Khumawala, Professor of Accounting & Founding Director of the SURE™ Program; University of Houston

- Norris Krueger, Senior Subject Matter Expert in Entrepreneurial Learning, EEPHEIC; HEInnovate; Entrepreneurship 360

- Rachel Maxwell, Head of Learning & Teaching Development: Policy & Practice, the University of Northampton

- Robin Pendoley, Founder, Thinking Beyond Borders

- Rebecca Riccio, Director of Social Impact Lab & Professor, Northeastern University

- Paul Rogers, Associate Professor, George Mason University; Strategic Advisor, Ashoka

- RJ Sakai, Director of Social Innovation, Sequoyah School

- Pramod Shah, Founder & Chair of the Board, Dibyabhumi Multiple College

- Zeynep Tuğçe ÇİFTÇİBAŞI GÜÇ, Director of the Youth Factory, Abdullah Gül University

- Molly Ware, Secondary Education Faculty & Western Reads Program Director, Western Washington University; Founder, We Evolve Consulting

- Chandana Watagodakumbura, Visiting Lecturer, Central Queensland University

A number of people shared their learning outcomes work confidentially. People also shared their learning outcomes work informally as a part of learning outcomes conversations. Finally, Ashoka U identified six additional publicly available learning outcomes frameworks. These frameworks were anonymized as a part of the learning outcomes data set.

All collected frameworks were reviewed for alignment with Ashoka U's definition of learning outcomes. 21 relevant frameworks are included in in Ashoka U's review of learning outcomes. The results of this review can be found in Chapter 4 of this resource.

Learning Outcomes Framework Reviewers

PANEL FOR FRAMEWORK REVIEW:

The following leaders in changemaker education participated in Ashoka U's panel of expert reviewers. This panel reviewed framework submissions, selected the standout frameworks that are highlighted in Chapters 6 through 10, and offered reflections on the power of learning outcomes found in Chapter 4.

- David Castro, President & CEO of I-LEAD, Inc.; Ashoka Fellow

- Pascale Charlot, Dean of the Honors College, Miami Dade College

- Peter Drobac, Director of the Skoll Centre for Social Entrepreneurship, Saïd Business School, University of Oxford

- Craig Dunn, Wilder Distinguished Professor of Business & Sustainability, Western Washington University

- Eric Glustrom, CEO & Founder of Watson Institute; Ashoka Fellow

- Ann Higgins D'Alessandro, Professor of Psychology, Fordham University

- Sandra Louk LaFleur, Director of Social Change Initiatives, Miami Dade College

- Sergio Majluf, Director of Innovation, Entrepreneurship, & Employability, Universidad San Sebastián; Former Vice Dean of the School of Design at Universidad del Desarrollo (2014-2018)

MANUSCRIPT REVIEWERS:

The following leaders in changemaker education offered their time and energy to review the draft manuscript for this resource. The insights they shared have been pivotal in the creation of *Preparing Students for a Rapidly Changing World.*

- Brian Belcher, Canada Research Chair in Sustainability Research Effectiveness & Professor, College of Interdisciplinary Studies, Royal Roads University

- Pascale Charlot, Dean of the Honors College, Miami Dade College

- Dan Chong, Associate Professor of Political Science, Rollins College

- Eric Glustrom, CEO & Founder, Watson Institute; Ashoka Fellow

- Jacen Greene, Director of Impact Entrepreneurs, School of Business, Portland State University

- Rachel Maxwell, Head of Learning & Teaching Development: Policy & Practice, the University of Northampton

- Tracy Mitchell-Ashley, Professor & Faculty Developer, Georgian College

- Clément Moliner-Roy, Founder, Changemaker Residency

- Heather Neuwirth, Director of Programs at the Center for Creativity, Innovation & Social Entrepreneurship, Middlebury College

- Rebecca Otten, Director of Social Innovation & Social Entrepreneurship Minor at the School of Architecture, Tulane University

- Rebecca Riccio, Director of Social Impact Lab & Professor, Northeastern University

- Paul Rogers, Associate Professor, George Mason University; Strategic Advisor, Ashoka

- Molly Ware, Secondary Education Faculty & Western Reads Program Director, Western Washington University; Founder, We Evolve Consulting

ASHOKA U LEARNING OUTCOMES REVIEWERS:

The following changemaker educators, institutional innovators, and Ashoka U team members offered their time and energy to review and provide feedback for Ashoka U's Learning Outcomes framework. The insights they shared have been pivotal in the creation of the framework Ashoka U shares in chapter 1 of this resource.

- Olivia Alejandra Paredes Aldama, Academic Director, Universidad Popular Autónoma del Estado de Puebla

- Beeta Ansari, Chief Operating Officer, Ashoka U

- Alicia Cantón, Dean of Student Affairs, Universidad de Monterrey

- Hattie Duplechain, Research & Evaluation Specialist, Ashoka U

- Catherine Etmanski, Professor, School of Leadership Studies, Royal Roads University

- Ali Fraenkel, Commons Manager, Ashoka U

- Angie Fuessel, Director of Changemaker Campuses, Ashoka U

- Nimesh Ghimire, Renewal Manager, Ashoka U

- Luciana Goles Domic, Exchange Manager, Ashoka U

- Lisa M. Gring-Pemble, Associate Professor & Director of Global Impact & Engagement, George Mason University

- Steve Grundy, Vice President Academic & Provost, Royal Roads University

- Sarah-Marie Hopf, Former Campus Partnerships Manager, Ashoka U

- Wray Irwin, Head of the Centre for Employability & Engagement, The University of Northampton

- Zackary Jones, Director, Dual School

- Marina Kim, Co-Founder & Executive Director, Ashoka U

- Rick Kool, Professor, School of Environment & Sustainability, Royal Roads University

- Emily Lamb, Associate Director of the Exchange, Ashoka U

- Jessica Lax, Growth & Partnerships Director, Ashoka U

- Sandra Louk LaFleur, Director of Social Change Initiatives, Miami Dade College

- Todd Manwaring, Director of the Ballard Center, Brigham Young University

- Robert Mittelman, Associate Professor & Director, School of Business, Royal Roads University

- Clément Moliner-Roy, Founder, Changemaker Residency

- Rebecca Otten, Director of Social Innovation & Social Entrepreneurship Minor at the School of Architecture, Tulane University

- Soraya Reyes, Professor & Academic Director, Universidad Popular Autónoma del Estado de Puebla

- Charlotte Vitak, Founder, My Story

- Jennifer Walinga, Professor, School of Communication & Culture, Royal Roads University

- Molly Ware, Secondary Education Faculty & Western Reads Program Director, Western Washington University; Founder, We Evolve Consulting

- Carey Weiss, Director of the Social Innovation Collaboratory, Fordham University

- Amy Zidulka, Assistant Professor, School of Business, Royal Roads University

- Persephone Zill, Former Associate Director of the Social Innovation Collaboratory, Fordham University

Common Qualities Across Social Impact Outcomes

As a part of Ashoka U's learning outcomes exploration, we reviewed framework submissions to identify qualities that social impact outcomes are focusing on. See chapter 4, *Mapping Learning Outcomes*, for details about the review and an overview of primary findings.

What follows is additional analysis, highlighting all qualities cited across at least 25 percent of frameworks reviewed.

COMMON SOCIAL IMPACT EDUCATION QUALITIES

Language describing the following qualities appeared across at least 25 percent of all 21 social impact focused frameworks Ashoka U reviewed. The percentage found next to each listed quality indicates the percentage of frameworks each appeared in.

OUTCOME TYPE	OUTCOME TOPIC/QUALITY
Values & Mindset	• Purpose aligned with social values (76%) • Empathy (62%) • Reflection & self-awareness (62%) • Resilience & perseverance (33%) • Social awareness & inclusivity (29%)
Knowledge	• Social entrepreneurship (29%)

Skills	• Relationship-building skills (76%)
	• Team-building skills (67%)
	• Communication, messaging, & persuasion (62%)
	• Leadership (52%)
	• Problem-solving/solutions development (48%)
	• Creativity & innovation (43%)
	• Strategic thinking (43%)
	• Impact evaluation (38%)
	• Design thinking (29%)
	• Identifying a challenge (29%)
	• Planning & operations (29%)
	• Systems-thinking (29%)

COMMON SOCIAL ENTREPRENEURSHIP QUALITIES

Language describing the following qualities appeared across at least 25 percent of all 11 social entrepreneurship focused frameworks Ashoka U reviewed. The percentage found next to each listed quality indicates the percentage of frameworks each appeared in.

OUTCOME TYPE	OUTCOME TOPIC/QUALITY
Values & Mindset	• Purpose Aligned with Social Values (73%)
	• Empathy (55%)
	• Reflection & Self-Awareness (36%)
	• Boldness (27%)
	• Optimism (27%)
	• Resilience & Perseverance (27%)
Knowledge	• Social Entrepreneurship (55%)
	• Understanding Social Challenges (36%)

Skills	• Communication, Messaging, & Persuasion (55%)
	• Impact Evaluation (55%)
	• Creativity & Innovation (45%)
	• Leadership (45%)
	• Relationship-building (45%)
	• Team-building (45%)
	• Business Acumen (36%)
	• Systems-thinking (36%)
	• Design Thinking (27%)
	• Identifying a Challenge (27%)
	• Planning & Operations (27%)
	• Problem-solving/Solutions Development (27%)
	• Research/Collecting Information (27%)
	• Strategic Thinking (27%)

COMMON SOCIAL INNOVATION QUALITIES

Language describing the following qualities appeared across at least 25 percent of all 6 social innovation focused frameworks Ashoka U reviewed. The percentage found next to each listed quality indicates the percentage of frameworks each appeared in.

OUTCOME TYPE	OUTCOME TOPIC/QUALITY
Values & Mindset	• Empathy (83%)
	• Purpose Aligned with Social Values (67%)
	• Reflection & Self-Awareness (67%)
	• Resilience & Perseverance (50%)
	• Action Orientation (33%)
	• Growth Mindset (33%)
	• Social Awareness & Inclusivity (33%)
Knowledge	• Social Innovation (33%)
	• Systems and Context (33%)
	• Understanding Social Challenges (33%)

Skills	• Problem-solving/Solutions Development (100%)
	• Communication, Messaging, & Persuasion (83%)
	• Leadership (83%)
	• Relationship-building (83%)
	• Team-building (83%)
	• Ethical Reasoning (67%)
	• Identifying a Challenge (67%)
	• Critical Thinking (50%)
	• Design Thinking (50%)
	• Perspective Taking (50%)
	• Research/Collecting Information (50%)
	• Creativity & Innovation (33%)
	• Financial Management (33%)
	• Impact Evaluation (33%)
	• Navigating Complexity (33%)
	• Strategic Thinking (33%)

COMMON CHANGEMAKER QUALITIES

Language describing the following qualities appeared across at least 25 percent of all 8 changemaker focused frameworks Ashoka U reviewed. The percentage found next to each listed quality indicates the percentage of frameworks each appeared in.

OUTCOME TYPE	OUTCOME TOPIC/QUALITY
Values & Mindset	• Purpose Aligned with Social Values (75%) • Reflection & Self-Awareness (75%) • Empathy (50%) • Social Awareness & Inclusion (38%)
Knowledge	• None
Skills	• Relationship-building (100%) • Team-building (63%) • Creativity & Innovation (50%) • Communication, Messaging, & Persuasion (50%) • Facilitating Change (50%) • Problem-solving/Solutions Development (38%) • Leadership (38%) • Planning & Operations (38%)

Complete Learning Outcomes Frameworks

The learning outcomes frameworks that are highlighted in chapters 6 through 10 can be found below.

Chapter 6: Facilitating Mindset Shift

Molly Ware, Western Washington University

What follows is the rubric Molly Ware developed to help students grow in their changemaker mindsets over the course of their time in her classroom. The rubric pulls together rubrics she has used for different classes into one document. She does not recommend focusing on all thirteen outcomes in one class. Rather, she has adapted course specific rubrics from this composite based on her students' needs and the purpose of the course.

For more on how Ware developed this rubric, and to see an example of the rubric scoped for one course, see chapter 6.

Changemaker Learning Outcomes Rubric:

Social Innovators & Changemakers	Mastering It	Solidly Practicing It	Becoming Comfortable	Beginning the Journey
Challenge Assumptions	I demonstrated evidence of adjusting my attitudes & beliefs because of working within & learning from the diversity of communities & cultures in class & my practicum. I encouraged others' engagement with diversity.	I reflected on how my own attitudes & beliefs are different from those of other cultures & communities. I exhibited curiosity about what can be learned from the diverse communities & cultures in class.	I have awareness that my own attitudes & beliefs are different from those of other cultures & communities but exhibit little curiosity about what can be learned from diversity of communities & cultures in class.	I express attitudes & beliefs as an individual, from a one-sided view. I was often indifferent or resistant to what can be learned from the diverse communities & cultures in class.
Take Responsibility for Creating a Healthier System (Johnson, 2001)	I courageously took responsibility for creating a healthier system (in & outside the classroom). I practiced actions that were "paths of most resistance" with deep regard for others &, at the same time, adapted my approach based on the context I was in, which I practiced taking an assets-orientation to.	I took responsibility for creating a healthier system (in & outside the classroom). I periodically went on autopilot or disregarded others in taking "paths of most resistance" actions OR periodically tried to push my perspective rather than finding creative ways to stay open & use difference as creative fodder. I usually took an assets-orientation, but sometimes acted from a deficit stance.	I sometimes waited for others to create the system I wanted to see. I tried a few "paths of most resistance" actions but mostly my actions fit into the "paths of least resistance" category. OR I pushed my perspectives with relatively little regard for the context I was working in. Through my actions, I often disregarded others & periodically contributed to an unhealthy system. I held a deficit mindset frequently.	Many of my actions contributed to an unhealthy system. Most of my actions were done without regard for others or the context, creating more fear & less community. OR Most of my actions just went along with the status quo, rather critically considering what was happening.
Take actions alongside planning	I got out and tried things I was curious about often! I tried several activities that were outside of my comfort zone. I generated solid next steps that I'm excited to explore.	I got out and tried things sometimes. And sometimes I sat online and tried to figure everything out on my own or plan everything without experimenting. I generated next steps that I have some energy for.	I mainly planned first and periodically experimented. I wanted to feel certain I was making the right decision before I took action. I identified next but mainly in ways that someone else wanted or with a "I just have the check these boxes" mindset.	I struggled to take action without knowing I was doing the right thing. My next steps feel like going through the motions.

Social Innovators & Changemakers	Mastering It	Solidly Practicing It	Becoming Comfortable	Beginning the Journey
Stay Engaged in the Midst of Ambiguity/ Uncertainty (Heifetz, Grashow, & Linsky, 2009a & b)	I was able to stay in the uncertainty & ambiguity of complex challenges. I employed strategies to reduce my stress in the midst of uncertainty. I did not blame others or external circumstances for my stress.	I was sometimes able to stay in the uncertainty & ambiguity of complex challenges. Other times I wanted answers right away. I practiced employing strategies to reduce my stress in the midst of uncertainty. I seldom blamed others or external circumstances for my stress.	I had trouble staying in the uncertainty & ambiguity of complex challenges. I often blamed others or external circumstances when I felt stressed & got caught trying to make the learning environment/classroom more predictable or more familiar.	My own need for certainty made it difficult for others to stay in the gray area.
Look at Ideas & Challenges from Many Perspectives	I actively looked at ideas from a variety of different perspectives. I sought out perspectives that diverged from my own & collaborated with my classmates who think differently rather than seeking out ideas that confirm what I already think.	I looked at ideas from different perspectives. I was open to perspectives that diverged from my own & was open to collaborating with classmates who thought differently than I did.	I periodically looked at ideas from different perspectives. I mainly worked with classmates who thought like I did.	I tried to convince others of particular ideas & ways of thinking. I shut out others with divergent perspectives.
Look for Root Causes	I consistently examined structures of the system, not just surface level events. I was able to differentiate between solutions that address surface events vs. root causes.	I practiced examining structures of the system not just surface level events. I could usually differentiate between solutions that address surface events vs. root causes.	I sometimes noticed structures of the system but often focused on surface level events. I was consistently challenged to differentiate between solutions that address surface events vs. root causes.	I mainly stayed at the surface.
Radically collaborate	I took full advantage of my work with others in & out of this class. I set up times to meet with people in areas that sounded interesting to me (above & beyond what was required) & came prepared with solid questions. I took an active role in getting together with others.	I took advantage of my work with others in & out of this class. I set up times to meet with people in areas that sounded interesting to me. I took an active role in getting together with others.	I had some trouble getting connected with others in ways that worked for me but I took the initiative for talking to the professor & others to find ways to collaborate that worked for me.	I had trouble getting connected with others in ways that worked for me & I didn't talk to anyone about it. I mostly stayed in my room or hung out alone (and I feel frustrated by it, but still don't know how to get connected).

Social Innovators & Changemakers	Mastering It	Solidly Practicing It	Becoming Comfortable	Beginning the Journey
Explore Their Role in What's Not Working & Find Their Power to Make a Difference (Nieto & Boyer, 2006)	I consistently reflected on myself & how I am contributing to the problems I see externally. I practiced transforming my judgments & using my intense emotions to find my power (my capacity to transform myself & the system into something I love). I found a way to honor my "yes."	I practiced reflecting on myself & how I may be contributing to the problems I see in the external world. I reflected on how my judgments & emotions might help me turn my "no" into my "yes."	I often reflected on problems "out there" & pointed fingers at others. But I also practiced finding my way back to myself by looking at my judgments & emotions. I mainly tried to change the system "out there." I often got stuck on my "no" & struggled to make it a "yes."	I mainly reflected on problems "out there" & pointed fingers at others who were to blame for the problems. I seldom saw how I might be part of the problem or solution & how I might find my power. I mainly focused on my "no" &/or felt like a victim.
Learning from Mistakes, What Didn't Work Well, & the Past	I was able to talk about what happened in specific experiences, what I learned as a result, reflect on previous learning, & apply it to new situations & "life experiments" in creative ways. I strengthened my work based on feedback from Molly as needed.	I was able to talk about what happened in specific experiences & what I learned as a result OR reflect on previous learning & apply it to new situations & "life experiments." I responded to Molly's feedback as needed.	I was able to talk about what happened in specific experiences & what I learned as a result OR reflect on previous learning but struggled to take new actions in "life experiments." I either didn't respond to Molly's feedback OR the revisions made didn't address the feedback.	I often didn't look for or find much connection between what happened in past experiences & learning. It was more like I was just jumping from one experience to the next without learning. I focused on the grade & forgot the learning. I didn't respond to feedback I received.
Ask questions	I consistently asked powerful questions in class and of others. I practiced strengthening my questions and moving beyond "right answer" or "what I'm supposed to do" questions.	I got better at asking powerful questions in class & of others. I focused on "right answer" and "what I'm supposed to do questions" about the same as powerful questions.	I got stuck on asking "right answer" and "what I'm supposed to do" questions and periodically asked powerful questions.	Can you just tell me the answer already?

Social Innovators & Changemakers	Mastering It	Solidly Practicing It	Becoming Comfortable	Beginning the Journey
Open to Feedback	I consistently engaged with feed-back from a place of empowerment. I used relevant feed-back to get clearer about what I'm trying to accomplish & to improve what I'm doing.	I consistently engaged with feedback. Some-times from a place of empowerment. Sometimes I just did what the feedback said or complied with it instead of using it to clarify my aims or improve my work in my own eyes not just the teacher's eyes.	I complied with suggested feedback most of the time. But I seldom used this feedback to clarify my purpose or aims as an educator.	I either complied with feedback or tended to be unable to hear & work with feed-back without taking it personally or getting defensive.
Follow their curiosity	I wholeheartedly & openly explored a variety of experi-ences that were very interesting to me. I found my own opportunities & participated in them. From these experiences I grew significantly in my awareness of where I feel engaged & energized.	I openly explored some experiences of interest to me. From these experi-ences I grew in my awareness of where I feel engaged & energized.	I explored a few experiences & ques-tions of interest to me OR went along with my friends' interests because I couldn't really find something I was interested in. I'm now clearer about my own curiosity & interest as a result.	I didn't explore experiences & questions outside of those in class. I focused on checking the boxes and creat-ing the perfect plan without allowing myself to explore & learn about my curi-osity along the way.
Overall engagement in learning process	I fully engaged. I learned a lot. I completed course assignments in ways that were meaning-ful to me. I made mistakes and shared my "rough draft" thinking. I took risks. I was fully present in class consistently.	I engaged. I learned a lot. I completed all course assignments, - some in ways that were meaningful to me. I made some mistakes & took some risks. I was present in class all but once.	I held back a bit. I learned some, and got in my own way of learning some. I was not always will-ing to make mistakes or take risks. I took advantage of some learning opportu-nities and pushed others away or approached others from an "I've just got to get this done" perspective.	I didn't want to make mistakes. I wanted to know how to do it right before doing it and consistently resisted the learning process. I did work for this quarter from an "I've just got to get this done" perspective more often than I wanted to.

(Ware, 2018)

Chapter 7: Supporting Real World Learning

Rebecca Riccio, Northeastern University

What follows is the learning outcomes framework Rebecca Riccio developed to guide her course design and the course map she used to communicate to students how course assignments and activities relate to the learning outcomes.

For more on how Riccio developed and utilizes these tools, see chapter 7.

Changemaker Learning Outcomes Framework:

FOUNDA-TIONAL CONCEPTS	WAYS OF THINKING ABOUT COMPLEXITY	WAYS OF BEING IN RELATION TO ONESELF & OTHERS	WAYS OF DOING TO ACHIEVE IMPACT
Framing Questions	How can systems-thinking enable us to become more effective complex social problem solvers?	What are the ethical implications of attempting to effect change in other people's lives & controlling scarce resources in the face of abundant need?	How can we identify & collaboratively utilize the full range of strategies, methods, tools, & resources necessary to effect durable social change?
Competencies, Literacies, Attributes	• Systems-thinking • Civic mindedness • Comfort with ambiguity • Complex problem-solving	• Ethical reasoning • Perspective taking • Introspection • Empathy • Humility • Respect • Active listening • Cultural agility • Patience • Inclusivity/inclusive action	• Strategic thinking • Planning • Time management • Communication • Negotiation • Organization • Collaboration/ teamwork • Decision making • Networking
	Self-efficacy, Confidence, Leadership		

(Riccio, 2018)

## Course Specific Objectives and Associated Assignments:

The overarching goal of this course is for you to examine & experience the complexities & practices associated with ethical & effective social change engagement. Course content & experiences will allow you to:	You will achieve these learning outcomes by:
• Understand the role of the nonprofit sector & philanthropy in U.S. society and our lives. • Navigate the complexity of persistent social problems in an effort to identify solutions. • Confront the ethical implications of controlling scarce resources in the face of abundant need. • Apply principles of social justice & sound nonprofit management & philanthropic giving to your decision making as Northeastern Students4Giving grantmakers responsible for selecting a local nonprofit organization to receive a $10,000 award.	• Reading about & vigorously discussing the social, economic, political, cultural, & legal contexts in which the nonprofit sector functions; its role in addressing complex social problems; & the theory & contemporary best practices of nonprofit management & philanthropy. • Visualizing (mapping) the complex systems within which social problems facing Boston communities emerge & must be addressed. • Synthesizing & reflecting on the lessons learned from each of these activities in an e-portfolio. • Participating in "micro-experiences" designed to get you thinking & learning in new ways.

(Riccio, 2018)

Course Assignment Map:

HUSV 3570 Course Map (Assignments are indicated in italics)
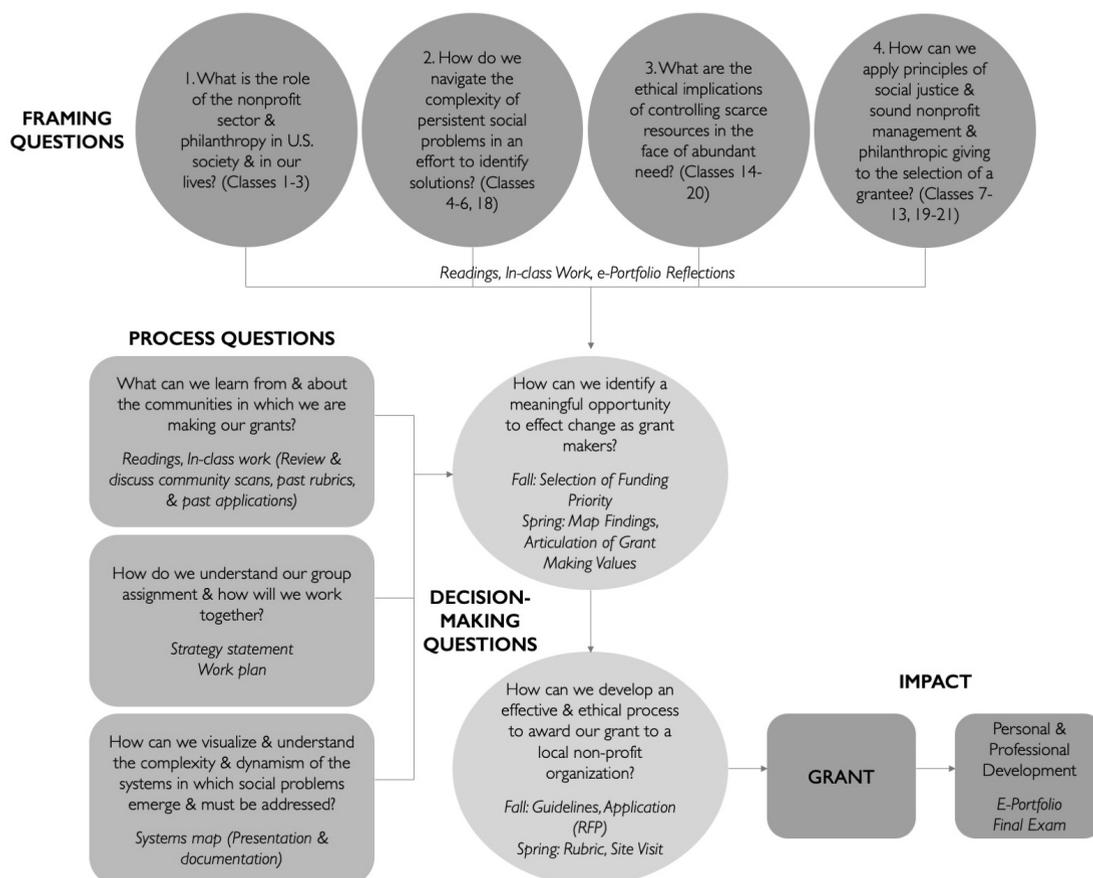
(Riccio, 2018)

Chapter 8: Building a Changemaker Community

Jacen Greene, Portland State University

What follows is the learning outcomes framework Jacen Greene and colleagues developed for Portland State University's Certificate in Social Innovation and Social Entrepreneurship. The learning outcomes are delineated by course in the certificate program.

For more on how Greene and colleagues developed and utilize this tool, see chapter 8.

Social Innovation and Social Entrepreneurship Learning Outcomes Framework

PORTLAND STATE UNIVERSITY:

Certificate in Social Innovation and Social Entrepreneurship Learning Outcomes

COURSE 1 – MGMT 421/521

Design Thinking for Social Innovation:

Outcomes for this course focus on (1) foundational knowledge of social innovation and (2) processes for engaging as a social innovator. Students develop research and systems-thinking skills as they work to understand the social challenge of their choice, then engage in design thinking skills as they develop potential solutions.

- "Understand foundational definitions in social innovation and social entrepreneurship and how they relate to your concept.
- Analyze a social or environmental problem of your choice through expert interviews, secondary research, and stakeholder engagement.
- Create and evaluate a proposed solution to a social or environmental problem using best practices in design.
- Develop and demonstrate improved self-awareness, clarity of purpose, ability to seek and respond effectively to feedback, and empathic leadership skills" (Portland State University, n.d. b, para. 9-12).

COURSE 2 – MGMT 422/522S

Money Matters for Social Innovation:

Outcomes in this course focus on business modeling and management skills necessary for launching a venture. Students cultivate skills in business design and management.

- "Apply lean entrepreneurship tools, including the Business Model Canvas and Customer Development Process, to design a business model for your venture.
- Evaluate legal entities (nonprofit and for-profit) and develop a hypothesis as to which one you should adopt; develop a plan for managing your intellectual property.
- Estimate the market size and social opportunity size of your proposed social venture, incorporating risk analysis and the competitive landscape.
- Create forward-looking financial statements and understand which sources of social venture funding may be a fit for your model.
- Reflect on and apply self-awareness, social awareness, and ethical leadership skills" (Portland State University, n.d. c, para. 8-11).

COURSE 3 - MGMT 423/523S
Storytelling and Impact Measurement for Social Innovation:

Outcomes in this course focus on cultivating knowledge and skills for communicating the aims and effects of social entrepreneurship efforts.

- "Identify a leadership competency based on personal and career reflection; practice and improve that competency.
- Craft your personal story and organizational story into a pitch to communicate your venture's value proposition to a specific target audience.
- Develop an effective impact measurement outline using leading frameworks for social and environmental impact analysis and reporting.
- Adapt and deploy strategies to successfully scale or amplify the impact of social and environmental ventures" (Portland State University, n.d. d, para. 7-10).

(Portland State University, n.d. a)

Chapter 9: Alignment and Collaboration

Paul Rogers, George Mason University

What follows is the learning outcomes framework Paul Rogers and colleagues developed for George Mason University's Master of Arts in Social Entrepreneurship. Additionally, the framework colleagues used to map learning outcomes across the program course sequence is below.

For more on how Rogers and colleagues developed and utilize this tools, see chapter 9.

Social Entrepreneurship Learning Outcomes Framework:

GEORGE MASON UNIVERSITY:
Master of Arts in Social Entrepreneurship Learning Outcomes

Develop Knowledge of Social Innovation and Social Entrepreneurship

- *Understand the field of social entrepreneurship:* How it differs from traditional non-profit activity, social enterprise, corporate social responsibility, philanthropy, and service projects.

- *Identify historical and contemporary examples of social entrepreneurs: the traits and qualities of social entrepreneurs and their organizations;* the strategies and ideas they use address local, national, and global challenges; the nature of the organizations social entrepreneurs lead; the ways social entrepreneurs measure impact.

- *Develop deep understanding of the competencies associated with social innovation and social entrepreneurship:* especially empathy, teamwork, and leadership, which have been identified as the foundational attributes for making change.

- *Acquire robust frameworks and models for organizational leadership: including clarifying vision, purpose, and mission;* evaluating, managing, and improving organizational culture and structure; developing long term goals and key metrics; strategy; portfolio, program, and project management; increasing operational effectiveness and managing execution.

Habits of Mind

- *Use systems-thinking:* Possess the ability to analyze problems in context of systems, identify root causes of systemic failure, and search for critical leverage points in leading systemic change.

- *Identify problems and design strategic solutions:* Understand processes that lead to the clear identification of problems and which can lead to the design of strategies for the sustainable implementation of solutions.

- *Think creatively:* Cultivate methods of innovation and thinking that push beyond the status quo to envision achievable alternative futures.

- *Focus on impact:* Build a repertoire of strategies for deciding what to measure and how to measure it in the service of increasing impact and improving long-term organizational performance.

Communicative Competency

- Gain experience in creating and communicating new, complex, and audience appropriate messages in a wide variety of genres and media aimed at furthering entrepreneurial solutions to global challenges.

- Building teams, networks, and platforms: Gain experience in building strong coalitions and teams through effective vision setting, negotiation, and communication.

- Acquire leadership and teamwork skills: Understand, develop, and demonstrate the qualities associated with effective leadership. Work cooperatively with individuals from across disciplines/fields.

Ways of Being

- *Understand oneself:* Gain awareness of personal passions, motivations, aspirations, abilities, limitations, and a commitment to work on cultivating strengths and well-being over the course of one's professional and personal life.

- *Deepened sense of purpose:* Develop greater awareness of the change one wants to see in the world and the self-permission to take risks to pursue it.

(George Mason University, 2013 a)

Social Entrepreneurship Learning Outcomes Framework:

Learning Outcomes	MAIS 796	NCLC 595	NCLC 595 (20)	PUAD 658	PUBP 761	SPP Core	SOM Core	PUAD Core	Focus	Internship	Project or Thesis	CSE
Develop Knowledge of Social Innovation and Social Entrepreneurship												
Understand the field of social entrepreneurship		X		XX				505, 659			X	X
Identify historical & contemporary examples of social entrepreneurs		X		XX				X		X	X	X
Develop deep understanding of the competencies associated with social innovation & social entrepreneurship		X		X			X	X	XX		XX	X
Acquire robust frameworks & models for organizational leadership		X		X			X	659		X	X	X
Habits of Mind												
Use systems-thinking		X					X	520	SCAR 501	XX	XX	X
Identify problems & design strategic solutions		X		X			623	X		X	XX	XX
Think creatively		X					623		SCAR 690	X	XX	XX
Focus on impact		X		X			729		SCAR 660	COM 320	X	XX
Communicative Competency												
Gain experience in creating & communicating new, complex, & audience appropriate messages			X				X			COM 330	X	XX
Building teams, networks, & platforms			X				X		SCAR 657; 659; 690	COM 389	X	X
Acquire leadership & teamwork skills			X				X	652	SCAR 690; 713; 714; 715	X	X	SIP
Ways of Being												
Understand oneself		X	X				M		SCAR 690, 713, 714, 715	XX	X	
Deepened sense of purpose		X	X				M		SCAR 690, 713, 714, 715	XX	X	

(George Mason University, 2013 b)

Chapter 10: Institutional Transformation

Rachel Maxwell, University of Northampton

What follows are samples of the extensive learning outcomes work that Rachel Maxwell and colleagues have undertaken at the University of Northampton. The first is a graphic depiction of the Change-maker Attributes at Northampton for Graduate Employability (ChANGE) framework, detailing priority outcomes for students at the University of Northampton.

The second is an excerpt from Northampton's Changemaker Outcomes for Graduate Success (COGS) Toolkit. The Toolkit offers rubrics to adapt for each ChANGE attribute and sub-attribute. The excerpt below depicts the "Collaboration" focused framework.

The complete COGS toolkit is available on the University of Northampton's website at https://www.northampton.ac.uk/ilt/current-projects/change/cogs/.

For more on how Maxwell and colleagues developed and utilize this tools, see chapter 10.

The University of Northampton ChANGE Framework:

Do the right things, in the right way, with the right people, for the right reasons

Change

Persuading, Influencing & Negotiating

Opportunity Recognition & Creativity

Problem Solving

Self-Direction

Leadership

Organisation & Action Planning

Self-Management

Who I am...

Group & Team work

Networking

Communication

Collaboration

Positive Work Ethic, Integrity & Values

Key:

Ethics & Values

Change

Self-Direction
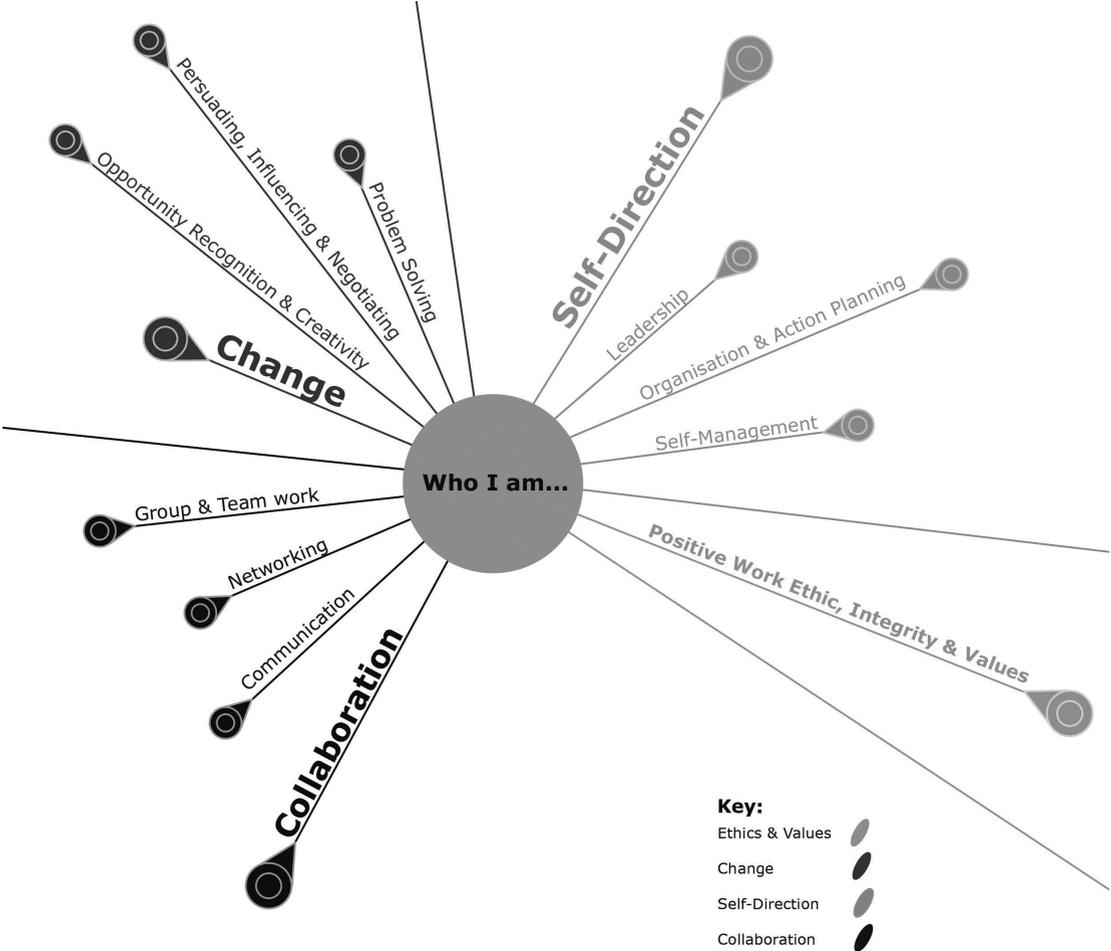
Collaboration

(University of Northampton, 2017, p. 5)

Northampton's COGS Collaboration Rubric:

	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7
Prefix	With detailed guidance students will be able to:	With guidance students will be able to:	With limited guidance students will be able to:	In relation to the specialised area of study, students will, with minimal/ no guidance be able to
Awareness and use of skills for collaborative working	demonstrate an understanding of a range of skills and capabilities necessary to work in different collaborative contexts	consider and apply different approaches, skills and/or abilities necessary for working effectively in changing collaborative contexts, demonstrate an understanding of the benefits and difficulties of collaborative working and select a workable solution from a range of suggested strategies	apply and analyse/ evaluate different approaches necessary for working effectively in changing collaborative contexts, be able to reflect upon/analyse difficulties arising from collaborative working and successfully identify and implement a workable solution using an identified/adapted strategy	evaluate a complex range of skills and responsibilities in relation to ambiguous collaborative contexts collaborate with diverse roles in different hierarchical structures reflect on own impact within the collaborative context devise and justify use of workable and creative solutions in the light of evidence and appropriate literature
Negotiation within collaborative working	demonstrate an ability to negotiate ways of working within groups/teams, and to value, appreciate and experiment with different roles and approaches to problem-solving, including the skill of effective listening	create successful professional relationships (groups or teams) and engage through the provision of meaningful contributions that evidence the application of collaborative working skills, including that of effective listening and reaching a negotiated decision supported by theory, evidence or argument	create successful professional relationships (groups or teams) and actively/constructively engage through the provision of meaningful contributions that clearly apply collaborative working skills, including that of effective listening before reaching a considered, reflective/analytical decision substantially supported by theory, evidence or argument	support others to create effective networks/manage the networks created by others evaluate stakeholder/partner contributions to inform decisions/outcomes negotiate a workable compromise/consensus that demonstrates understanding and respect for others reflect on your own role/ contributions/impact in the context of advanced scholarship/complex professional contexts.
General communication	communicate with a variety of audiences, following guidance as to the style and method of communication appropriate to the audience	communicate with a variety of audiences, selecting from a range of tools and strategies to convey meaning and purpose	communicate effectively with a variety of audiences, selecting the appropriate tool and strategy to convey meaning and purpose	communicate effectively with a specialist and non-specialist audiences, demonstrating sensitivity to responsibilities and contextual hierarchies selecting the appropriate tool and strategy to convey meaning and purpose
	Intermediate Award Outcome for CertHE On completion of Level 4, our students work collaboratively, making connections with peers.	**Intermediate Award Outcome for Dip HE** On completion of Level 5, our students create collaboratively through professional connections.	**Ordinary/Honours Degree** On completion of Level 6, our students learn and create effectively and collaboratively through meaningful professional connections with others.	**PG Cert/PG Dip/Masters Degree** At Level 7 our students are capable of using evidence-based approaches to collaborate effectively in complex, diverse and ambiguous situations

(University of Northampton, 2017, p. 10)

Glossary

Given hat social impact terminology is used fluidly, it's impossible to offer definitive definitions for terminology.

Ashoka U offers the following definitions not as the definitive or exclusive interpretations of these terms, but as illustrations of the ways that these terms are commonly defined.

CHANGEMAKER DEFINITIONS

1. "*A changemaker is anyone who is taking creative action to solve a social problem.* Thus, whether sparking a global movement or stopping a classroom bully, a founder of a social enterprise or an employee of a multinational company, every changemaker is:

   › **Intentional about solving a problem for the greater good.** A changemaker has empathy for others and is driven by the genuine goal of making the world a better place.

   › **Motivated to act.** A changemaker gives themselves the permission to do something about a social problem, and keeps trying until they have made a difference.

   › **Creative.** Changemakers are inquisitive, open-minded, and resourceful. They have the courage to see and do things differently." (Rahman, Herbst, & Mobley, 2016, p. 9)

2. "Changemakers are people who can see the patterns around them, identify the problems in any situation, figure out ways to solve the problem, organize fluid teams, lead collective action and then continually adapt as situations change" (Brooks, 2018, para. 4).

SOCIAL ENTREPRENEURSHIP DEFINITIONS

1. "Social entrepreneurs play the role of change agents in the social sector, by:

    › Adopting a mission to create and sustain social value (not just private value),

    › Recognizing and relentlessly pursuing new opportunities to serve that mission,

    › Engaging in a process of continuous innovation, adaptation, and learning,

    › Acting boldly without being limited by resources currently in hand, and

    › Exhibiting heightened accountability to the constituencies served and for the outcomes created" (Dees, 2001, para. 16).

2. "We define social entrepreneurship as having the following three components:

    › Identifying a stable but inherently unjust equilibrium that causes the exclusion, marginalization, or suffering of a segment of humanity that lacks the financial means or political clout to achieve any transformative benefit on its own;

    › Identifying an opportunity in this unjust equilibrium, developing a social value proposition, and bringing to bear inspiration, creativity, direct action, courage, and fortitude, thereby challenging the stable state's hegemony; and

    › Forging a new, stable equilibrium that releases trapped potential or alleviates the suffering of the targeted group, and through imitation and the creation of a stable ecosystem around the new equilibrium ensuring a better future for the targeted group and even society at large" (Martin & Osberg, 2007, para. 40).

SOCIAL INNOVATION DEFINITIONS

1. The process of creating "a novel solution to a social problem that is more effective, efficient, sustainable, or just than existing solutions and for which the value created accrues primarily to society as a whole rather than private individuals" (Phills, Deiglmeir, & Miller, 2008, para. 3).

2. "Social innovation is the process of developing and deploying effective solutions to challenging and often systemic social and environmental issues in support of social progress.

    Social innovation is not the prerogative or privilege of any organizational form or legal structure. Solutions often require the active collaboration of constituents across government, business, and the nonprofit world" (Soule, Malhotra, & Clavier, n.d., para. 1).

In a rapidly changing world, what do students need from their education in order to grow and lead as impactful changemakers?

ASHOKA U

In Preparing Students for a Rapidly Changing World, Ashoka U brings together the experiences and insights of over 200 educators to address this question. This resource shares field-level insights into social impact learning outcomes. It highlights the stories of leading educators who have developed and applied learning outcomes on their own campuses. And it includes learning outcomes frameworks that educators are using in classrooms, to guide student learning journeys, and to shape their institutions.

This resource offers actionable inspiration and guidance for any faculty or staff member, regardless of discipline, to create and utilize social entrepreneurship, social innovation, and changemaker learning outcomes of their own for powerful educational impact.

" Over the past decade Ashoka U has played a seminal role in helping build the burgeoning field of Social Innovation and Changemaker Education. I can't think of a better institution to help us set the standard for learning outcomes in this space."

JACQUELINE SMITH,
Associate Vice President & Executive Director,
University Initiatives, Arizona State University

" Preparing Students…. is an invaluable resource for educators who want to adopt learning outcomes that cultivate a sense of agency in a wide-range of students. The ideas in this guide can help educators empower students to intentionally co-create their learning experiences - a critical step in activating changemakers."

PASCALE CHARLOT,
Dean of the Honors College,
Miami Dade College