

London South Bank
University

***Celebrating the Exceptional – Developing
Participative-Evaluative Frameworks for Social
Enterprise and Social Innovation Projects***

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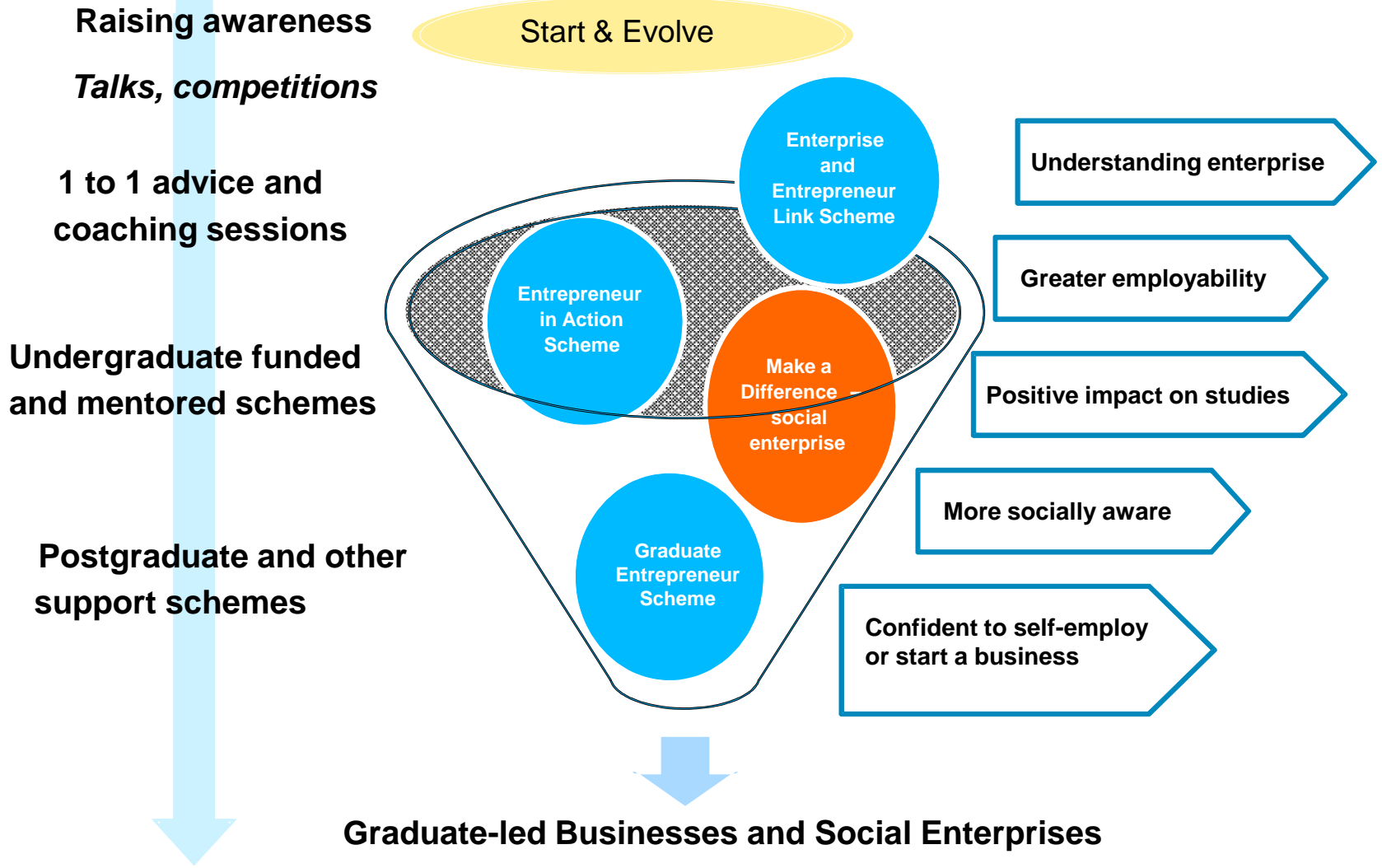
Introduction

- Background of social enterprise and social innovation at LSBU
- Approaches to evaluation
- Social Enterprise Qualification (SEQ) Framework
- Participant-Evaluative frameworks
- Communities of Practice
- Global Citizenship

Social Enterprise and Social Innovation at LSBU

- Student entrepreneurship – a social enterprise focus
- UnLtd higher education partner
- London RCE
- Communities of Practice
- Social enterprise champions/mentors
- Global Responsibility?
- Context of sustainability, knowledge and innovation

Student Enterprise Outcomes



Approaches to Evaluation

- Evaluation – an oppressive term?
- Approaches
 - Constitutive
 - Appreciative
 - Social learning
 - Strategic change
- Dialogic approach – bringing forth complexity narratives
- Impact and effectiveness measures... 'killing off' the exceptional? (no celebration?)
- Which approaches might 'celebrate the exceptional'? Which might you (as an educator/change agent) use? What about your students?



Social Enterprise Qualification (SEQ) Framework

- Background to SEQ
- Implementation
- Effectiveness – as a framework for participative-evaluative inquiry?

Getting into the 'work'...

- Sustainability – Ideas for Communication, Local Markets and e-waste: <http://www.youtube.com/watch?v=dDMeRtJhSFU>
- Entrepreneurship education – necessarily trans-disciplinary
- Identity...and image...
- Meaning-making schemes... (dynamic perspective shifts/poly-vocality)
- Guided narrative inquiry – guided inquiry using SEQ as a framework
- Emergent themes of conformity...and performativity
- As an academic practitioner how can you transform learning environments? (questioning the nature of assessment)
- Something to celebrate? A sense of the exceptional?

Transforming Learning Environments

- Enabling self-authorship and co-representation of identity
- Narratives of global responsibility
- Leadership and entrepreneurship – sense of ‘restlessness’?
- Where does the exceptional happen?
- Celebration? Critical evaluation...e.g. Mezirow’s TLT as an orthogonal framework to SEQ – enriching dimensionality and aleatoric encounters in a social learning manifold (more than just ‘curriculum’!)
- Complex and contested narrative inquiries – multiple lines of flight?

Social Enterprise Learning – Institutional Perspectives and Participatory Futures?

- SEQ participation as a pathway towards global citizenship/global responsibility dialogues?
- Stakeholder perspectives
- ‘Problematism’ and social inequity? Legitimacy of inquiry...
- Peoples’ Sustainability Treaty in Higher Education (launched at Rio+20)
- Community-university partnerships and participation
- Institutional power dynamics and mono-disciplinarity?
- Transformational change at institutional level?

SEQ for you?

- Identify and discuss possibilities for SEQ in your own setting – action research
- Student-centred learning experience
- Communities of Practice (CoP)
- Participatory action research frameworks
- Applying and effectively communicating within CoP
- Wider pathways (rhizomic?) between CoPs and institutional communications
- Learning experiences and assessments emphasising identity and self-authorship – problems of legitimation
- Our experience...your experience?