



Course Syllabus

BINT 3340 Experiential Learning in Europe: Designing Creative Communities

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Course Introduction

Credit Hours: 3

Class Meets: June 24- July 22

This course will introduce students to designing creative communities, with a focus on social entrepreneurship and innovation. Student will begin to develop their individual and collective capacities to innovate and implement impactful, sustainable, and scalable methods of solving society's problems through actionable experiential learning activities. This course will offer an overview of the CANVAS framework, which provides an approach for changemakers to engage in any community to design and implement meaningful impacts. The course will be devoted to reviewing and applying the ideas, skills, and strategies required for effective social change in the 21st century by engaging in experiential learning activities in Strasbourg, France. In addition, each student will be responsible for identifying and develop a plan for creative communities by applying the CANVAS Framework.

Instructional Materials

Required Instructional Materials:

- Designing Creative Communities: Your Town is Your Canvas. Learn How to Make Your Mark. [Designing Creative Communities: Your Town Is Your Canvas. Learn How to Make Your Mark: Marshall, Spud: 9781737638902: Amazon.com: Books](#)
- Creative Communities Field Guide: 80 Page Instructional Toolkit for Launching Project to Better Your Community [Creative Communities Field Guide: 80 Page Instructional Toolkit for Launching Projects to Better Your Community: Marshall, Spud: 9781737638933: Amazon.com: Books](#)

Course Learning Outcomes

Learning Outcomes	Course Requirement that will be used to assess the student's achievement of this outcome
Deepen our understanding of social entrepreneurship as a tool (with strengths and limits) for achieving significant lasting social change;	Participation
Advance the field by exploring different theories, concepts, frameworks, and/or guidelines for effective social entrepreneurship;	Readings and Class Lecture
Pursue social entrepreneurial opportunities by identifying a good business opportunity and writing a business plan for a social venture in the community	Site Visits
Develop an innovative project, using the knowledge, skills, and experience, that will create social value on a local, national or international level that can be implemented after the course ends.	Presentations

Class Schedule and Sequence of Instruction*

Session	Date	Content
1	June 26th	Syllabus and Introduction to the CANVAS Framework
2	June 27th	Chart Your Path: Work Backward from the Future
3	June 28th	Chart Your Path: Identify Your Unique Style
4	June 29th	Chart Your Path: Reimagine Your Feats.
5	June 30th	Asking Probing Questions: Get Face to Face <i>Site Visit: Artenreel</i>
6	July 3rd	Asking Probing Questions: Test Your Assumptions
7	July 4th	Asking Probing Questions: Spark Creativity and Curiosity <i>Site Visit: Intercultural Workshop at the Euro-Institute for Cross-Border Cooperation</i>
8	July 5th	Visualize a Prototype: Show, Don't Tell
9	July 6th	Visualize a Prototype: Weave in Wonder
10	July 7th	Visualize a Prototype: Divide Big Ideas by 500 <i>Site Visit Haut-Koenigsbourg, a medieval castle</i>
11	July 10th	Name Early Adopters: Find Your First Followers <i>Site Visit: Schwarzwald Innovation Center</i>
12	July 11th	Name Early Adopters: Stagger Incremental Asks
13	July 12th	Articulate Your Story: Invite Others into a Clear Narrative

14	July 13th	Articulate Your Story: Stand Out
15	July 14th	Articulate Your Story: Navigate the Media Language
16	July 17th	Sustain Efforts with Partners: Seek Transformation, Not Transactions
17	July 18th	Sustain Efforts with Partners: Stop Pitching, Start Serving
18	July 19th	Sustain Efforts with Partners: Rely on Collective Trust of Others
19	July 20th	Presentations
20	July 21st	Presentations

Assessment

1. Complete Online Course Assessments (learn.mycreative.community/)

All lessons must be watched, and assessments completed by end of class.

Choose a project you are excited to lead in your community (can be after or before France).

- Can't think of a specific one? You can create a hypothetical project and use that throughout the course when answering your questions.
 - *i.e. Pretend you want to start a Community Garden in your hometown. How would you go about starting that and applying the course concepts?*
- The online course consists of an Overview section and 6 Steps known as the CANVAS Framework. In total, there are 4.5 hours of video lessons to watch.
- Each step has a few questions to answer that will help you apply the concepts to your specific project or idea.
 - *For Step 4, you do not need to run an actual prototype as this may require too much time. Please describe the prototypes that you would hope to run, but you can put N/A when asked to share images and results of how those prototypes went.*

2. Create a Pecha Kucha Presentation (www.pechakucha.com/)

Presented live to the class on Friday, July 8 from 9-11a.

These will be uploaded online using recorded video/audio from your live presentation.

Find a local entrepreneur, creative, organization, or initiative you want to profile and connect with during your visit.

- Do a google search and find out what exists in Strasbourg that aligns with your interests. We encourage you to research prior to arriving in France, but you can also wait to discover groups once you've arrived in country.
 - *Here's a few examples of local creatives: <https://artenreel.fr/les-entrepreneurs/>*
- Reach out to them ahead of time and arrange a meeting to visit them in person while in Strasbourg. You could ask them to get coffee or perhaps visit their place of work.

Create a Pecha Kucha presentation (20 slides x 20 secs) with photos you take during the trip and find online that answers the following questions:

- In what unique way are they leading change in their community?
- How are they applying principles of the CANVAS Framework to their work?
 - *You can focus on the entire framework, or narrow in on just a few specific steps.*
- How does their work highlight new approaches you can apply in your efforts back home?

3. **Class Participation:** Students will be required to contribute to class discussions. This class will be interactive, and students will learn from each other’s experiences and knowledge. Students will be graded on substantive contributions to class discussions.

Weight/Distribution of Course Points:	Points (100%)
Complete Online Course Assessments	45%
Create a Pecha Kucha Presentation	45%
Class Participation	10%

Session	Expected Timeline of Major Assignments/Assessments and Topics/Units
1	Complete Online Course Assessments due July 22nd
2	Create a Pecha Kucha Presentation due July 22nd

Final Grading Scale:	Grade
100%-90%	A
89%-80%	B
79%-70%	C
69%-60%	D
59%-0%	F

Instructor/Course

Attendance Policy:

There are no excused absences in this class. Should a student miss more than two **(2) classes**, he or she will receive a failing grade. Attendance will be taken at the beginning of class. Tardiness will not be tolerated and will count as an absence.

Participation Policy: Students will be required to contribute to class discussions. This class will be interactive, and students will learn from each other’s experiences and knowledge. Students will be



graded on substantive contributions to class discussions.

Late Assignment and Missed Assignment Policy: Late or missed assignments must be discussed with the instructor immediately. Any assignments not submitted 24 hours after the due date will not be graded.