

教育部教學實踐研究計畫成果報

Project Report for MOE Teaching Practice Research Program

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Collaborative Learning, Social Network and Online Giving

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Collaborative Learning, Social Network and Online Giving

I. Content

1. Research Motive and Purpose

The nobility of this project is to create a collaborative learning environment by adopting collaborative learning assignments and incorporating online platforms with blockchain technology into our curriculum, such as Dodoker and Flying V, to enhance students' social interactions as well as to build online networks to increase the social impacts of the projects. To evaluate the adoption of collaborative learning, we will adopt social network analysis to evaluate the social interactions among students by pre- and post-surveys (Kapucu et al. 2010). Furthermore, in 2019, we experimented with two projects on Dodoker and raised nearly NTD 100,000 with a network of over few thousand people within two weeks. Students have experienced the power of online networks. Crowdfunding sites like Dodoker has adopted a blockchain technology, which allows us to map the giving networks.

Having concreted evidences on how collaborative learning will enhance students' networking skills, social interactions across cultures, and building networks for projects will help educators to select appreciate collaborative learning techniques and assignments as well as to adopt collaborative technologies. Those unique collaborative learning methods will also have implications for the philanthropic sector in Taiwan.

Given the development and challenge, our team thus proposes a collaborative learning curriculum into our existing nonprofit management course (Kapucu, Yuldashev, Demiroz and Arslan 2010; Varda, Retrum, and Kuenzi 2012). More specifically, we will adopt collaborative learning assignments into our class (Kapucu et al. 2010) and requires students to create projects on crowdfunding platforms (See Table 1). Social network analysis will be applied to measure the interactions among students with the intervention of the collaborative learning methods.

In the class, students will be asked to create a crowdfunding related projects through partnering with a local social enterprises or nonprofits and a term paper that will evaluate their networking efforts in promoting their crowdfunding projects online. The Motivation of this research is trying to improve the students' learning outcomes by adopting collaborative learning. The key learning outcomes of the class including:

Students will have opportunity to

- (1) . Acquire knowledge from the nonprofit literature and to understand issues involved in the governance and management of nonprofits across local and global levels.
- (2) . Adopt the necessary skills and analytical techniques in coping with various management challenges in nonprofit actors.
- (3) . Recognize challenges results from building networks for charities.
- (4) . Understand the social impacts through relationship building.

(5) . Communicate their knowledge through networks.

(6) . Improve their collaboration and networking skills.

Table 1: Collaborative Learning Assignments and Content

| Collaborative Learning Assignments | | Key Collaborative Learning Designs |
|------------------------------------|-----------------------|---|
| | | Content |
| 1. | Crowdfunding Projects | Each group (3-4) can pick one of selected nonprofits to create a crowdfunding plan for the actors. The groups will work with Dodoker to implement their plan and raise funds for the actors. Each group will submit a crowdfunding plan (video form) and a group presentation (15 minutes). |
| 2. | Case Studies | Each student will be expected to analyze three case and to discuss each of the case in class. |
| 3. | Field Visits | A guided tour by local nonprofit professionals of partnered actors about building online networks. |
| 4. | Simulation | Collaboration simulation case, such as Collaboration Challenge, developed by PI will be adopted during the class simulation. |
| 5. | Paper | Each group will submit a final paper that analyze the effectiveness and network building of their projects. |

Furthermore, we will apply social network analysis and provide empirical linkages that enhance social interaction and network building through collaborative learning. For instance, Kapucu et al. (2010) proposes a comprehensive collaborative learning design that enhance social interactions among MPA students. In the short-run, by collecting the data using social network method, we hope to deal with the complexity of social networks and establish patterns and pathways of social interaction among students and network built through online platforms. We hope to investigate the association of individual characteristics of these students with their respective networks, and the effects of close ties present in the social networks in generating positive giving behavior. In the long-run, we wish to create a unique network data on social interaction dynamic among the students.

To do so, we hope to use this grant to conduct our first wave of surveys in hoping to answer questions about the stability and development of social networks among students that can foster social changes. Also, through mapping the networks in which the students are embedded and understanding the giving behavior among the students, we hope to devise some mechanisms through which these students can be engaged to seek help and make full use of the resources available to them, thus improving their positions and generating better social outcome. We believe our study will bring in insights to the educators as well as nonprofits.

Project goals:

(1) . To evaluate the educational outcomes of adopting collaborative learning through measuring the social interaction among students.

(2) . To evaluate the social outcomes of adopting online platforms through measuring the networks built through online crowdfunding platforms.

2. Literature Review

New technology, such as internet-based giving, removes barriers to giving, provides more information for the donors to make a sound donation decision, and empowers especially the small donors by allowing them to browse, evaluate, and make direct contributions to the organization or person of their desire. For instance, Kiva, founded by Matt and Jessica Flannery (Flannery 2007), is a microfinance peer-to-peer lending website that allows both the lenders and borrowers to build social networks and share information.

Also, current research focuses on investigating network factors associated with online contributions through Information and Communication Technologies (ICTs), such as crowdsourcing and open innovation showed that technology expands the engaged population within a short period of time, although often a small number of participants contribute a disproportionate share of ideas and opinions because of the difficulties in building diverse networks (Liu 2017a; Liu 2017b). Follow-up studies have further shown properly designed online platforms, boundary spanning, attention receiving activities and prior successful submissions by online participants are associate with a higher likelihood of submitting relevant ideas to online public policy platforms (Liu 2017a; Liu 2016).

Varda et al. (2012) pointed out that different teaching methodologies affect the formation of network ties among students in a university classroom. Therefore, we developed an innovative teaching method. We adopted collaborative learning to enhance students' networking skills, social interactions across cultures, and building networks for projects.

Kapucu et al. (2010) through a case study, collaborative learning during an MPA class at the University of Central Florida (UCF), to figure out how social network analysis (SNA) methods and tools can be used to evaluate instruction and teaching methods in an MPA program. Public affairs educators use SNA tools to collect and analyze statistical and visual data, then they can (a) identify patterns of interaction among students, (b) characterize student friendships and advice networks, (c) design teaching methods and interventions to facilitate student interaction, and (d) develop students' interpersonal skills so they can learn in collaborative environments.

To evaluate the adoption of collaborative learning, we will adopt social network analysis to evaluate the social interactions among students by pre- and post-surveys. Through applying social network analysis, we can map the social interaction among students, as well as the networks that they have reached out, as shown in Yanru, Xiaobo, and Keong (2012).

3. Research Question

The following are two main research questions / awareness of this research:

- (1) . To evaluate the educational outcomes of adopting collaborative learning through measuring the social interaction among students.
- (2) . To evaluate the social outcomes of adopting online platforms through measuring the networks built through online crowdfunding platforms.

4. Research Methodology

Because of the technology advancement, collaborative learning became essential for nonprofit and public management education. For instance, Kapucu et al. (2010) adopted social network analysis to evaluate the interactions between students through two rounds of network surveys. This helps to map the network structures and complexity of social dynamic among students and also can measure the improvements on social interactions among students. Two types of networks were studied, namely the friendship and advice networks. They show that collaborative learning improves the social interaction among students, as also shown in Gao et al (2012) and Varda et al. (2012).

To evaluate how collaborative learning will enhance the social interaction and cross-culture exchanges among our students as well as the improve the effectiveness of their crowdfunding projects by building networks through online platforms, we will adopt social network analysis to evaluate the impacts of collaborative learning. Below we will explain further our research design.

(1) . Research Design

We will first adopt two rounds of surveys to map the students' relationships and their affiliated social platforms networks. The first round of survey will capture existing relationships with their classmates and their affiliated online networks (such as numbers of friends on Facebook, YouTube, etc.) Then, we will conduct the second ground of survey that will capture the new relationships and additional networks built through the adoption of collaborative learning assignments.

In the upcoming years, through collaborative learning and the adoption of online collaborative platforms, our upcoming projects will enhance the network skills of students and improve cross-culture exchanges. Through social network analysis methods, we hope to track the improved social interactions and to provide more solid evidences of such interventions and innovations. We list the essential network properties that we will adopt to measure students' interactions and online network activities.

(2) . Research Object

We will map the social interaction among students and the networks that they have built on crowdfunding sites. To do so, we will apply social network analysis to study students in the nonprofit management course at the National Taiwan University in 2020.

The targeted students of our course include both international students and local students from both undergraduate and master programs in the faculty of social science. Figure 1 shows that nearly 80% of the previous class students will from oversea. Furthermore, since this course will be taught in English, it is essential to accommodate non-English speaking students' needs. To help students overcome this, we add hire professional TA to assist students.

(3) . Research Tools

To build a database for analysis, we will follow Provan and Milward (1995) network data collection procedures: identify a master list of all students, conduct pre-survey the set of students, conduct the second in-person interviews. The questionnaires for data collection are also designed to

adopted framework established by Kapucu et al. (2010), Gao et al. (2012), and Varda et al. (2012). Please see below for the draft network questions. We will conduct two rounds of surveys: first-day of class and the last day of class in order to map the intervention of the collaborative learning adopted in the class.

Additional questionnaire on individual students will include questions on participants’ (i) background information; (ii) effort in creating the crowdfunding projects in terms of networking efforts; and their (iii) affiliate social network situations. After mapping the classroom and online networks among these students, we hope to establish the connections between collective learning and students’ social interactions in the class and networks built for the crowdfunding projects.

| | | Knowing | Friends | Advice |
|-----------------------------|-----|---------|---------|--------|
| <i>Crowd Funding</i> | | | | |
| Project A | XXX | | | |
| | | | | |
| | | | | |
| | | | | |
| Project B | | | | |
| | | | | |
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| | | | | |

(4) . Data Analysis

After data collection is complete, we will use a social network analysis software, Ucinet (Borgatti, Everett, and Freeman 2002) to generate network properties, such as centrality, structural holes, and similarities among actors. Then, statistical analyses will be performed to analyze the relationships between network properties, as shown in Figure 1, 5 & 6. To protect the privacy of the students, all students will be given a unique number, all data or information will be stored by the unique number and no name should be preserved in the database. All, all results will be present in an aggregated form without disclose any students’ names.

(5) . Research Procedures

The research procedures is shown in Table 3.

Table 3: Glocal Learning Activity and Schedule

| Glocal Learning Activity and Schedule | | | |
|---|--|--------------|----------|
| Description of Activity | Location | Date (MM/YY) | Duration |
| Design and Conduct pre-survey | classroom | 09/20 | 1 weeks |
| Conduct field visits and interviews with actors | Field visits/ Partnered organization | 09/20-10/20 | 4 weeks |

| | | | |
|--|--|-------------|----------|
| Attend a technical workshop on developing the crowdfunding projects | office | 09/20-01/20 | 18 weeks |
| Conduct field visits and interviews with actors | Field visits/ Partnered organization | 09/20-10/20 | 4 weeks |
| Implementing and promoting crowdfunding projects | online | 11/20-12/20 | 8 weeks |
| Design and conduct post-survey | classroom | 01/20 | 1 weeks |
| Focus group with stakeholders | classroom | 01/20 | 1 weeks |
| Data analysis | office | 01/20-02/21 | 4 weeks |
| Summarize the knowledge gained from class, experiences during field visits and interviews, and students' own reflections into a website and newsletter which can be shared with the community upon project completion. | National Taiwan University | 01/20-02/21 | 4 weeks |

5. Teaching and Research Outcomes

We through the course "Nonprofit Management" implemented the research. This course is designed to advance students' understanding of the management and operation of actors in the nonprofit sector. In particular, it examines issues unique to the governance and administration of nonprofits, including board management, fundraising, philanthropy, innovation, technology, capacity, nonprofit accounting and reporting, leadership, and network management. Students will learn both the theories and practical techniques required for an effective manager in nonprofit actors through selected cases, such as multi-media cases (Kilonzo, Sandfort, and Liu, 2016)

Furthermore, this course aims to advance students' understanding of emerging social problems from both the global and local perspectives by working with nonprofits actors in the local communities in Taipei. In particular, it examines issues unique to the process of glocalization, including globalization and interdependence, social justice and equity, identity and diversity, sustainable development, and peace and conflict. Students will learn both the theories and practical techniques required for an effective leadership in making impacts locally, yet think globally through selected cases and community projects.

(1) . Teaching Process and Results

The course will be taught in English with a support of a local tutor who can speak both Chinese and English languages. In the class, students will be asked to create a crowdfunding project through partnering with local social enterprises or nonprofits and a term paper that will evaluate their networking efforts in promoting their crowdfunding projects online.

Students are expected to read the weekly assignments and to participate actively in class and tutorial discussions. Each student will be expected to analyze three case and to discuss each of the case in class. Each student will also prepare a two-page written case memo for each case individually. The course included two kinds of group project. The students can select one of the following options

as their group project:

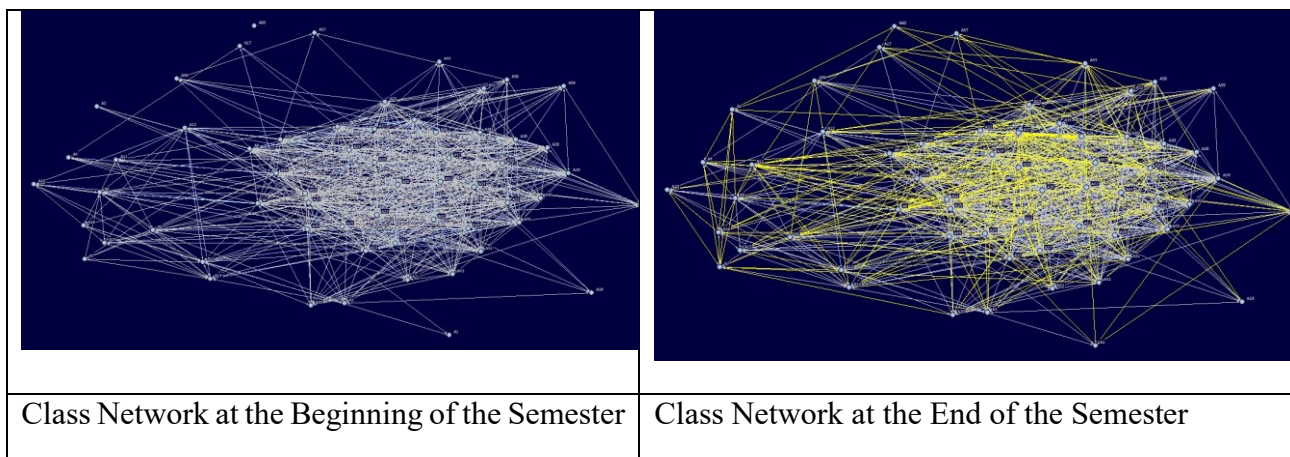
Option 1: Crowdfunding Plan: Each group (3-4) can pick one of selected nonprofits to create a crowdfunding plan for the actors. The groups will work with Dodoker to implement their plan and raise funds for the actors. Each group will submit a crowdfunding plan (video form) and a group presentation (15 minutes).

Option 2: Report: Each group (3-4 students) can pick one of the topics discussed in the class to do an in-depth analysis (Please see guideline). Each group will submit a final group project (10 pages, plus references) and a group presentation (15 minutes).

They also need to select one of the sustainable development goals for their group project.

This course implements a MOE Teaching Practice Research program project. The project provides an innovative learning model for students to utilize multimedia tools to promote social values created by nonprofit actors or social enterprises. It gives both domestic and international students the opportunity to implement their decision-making and networking skills and tools and produce a multimedia project that champions a newly founded nonprofit or social enterprise in Taipei. The final projects will be featured in Youtube and Facebook. Through working with the partner actors, students also have the opportunity to recognize challenges results from the crowdfunding process, understand the social impacts of their actions, communicate their knowledge through creative forms, and improve their leadership and teamwork skills.

Figure 1 shows the changes of relationships at the beginning and at the end of the semester. Each node represents a student of the class while each link represents a connection between two students. Yellow color linkages show new relationship formed at the end of the semester. One can see everyone in the class has formed new relationship with the other students as the class practiced collaborative learning. Class exercises aiming for improving collaboration includes in-class activities, group presentations and discussions (See Appendix II for illustration). For instance, each student is required to present once throughout the entire semester and each class will reserve 30 minutes for such presentation and discussion. Students express that they favor small group presentation than a large class presentation as they can have more discussion on the presented topic.



(2) . Teachers' Reflection

With the adoption of digital technology, such as information community technologies (ICTs) and blockchain, emerging online philanthropy has markedly changed the way nonprofits communicate as well as the way donors give. Emerging online philanthropy has demonstrated “diffused, pluralistic, and more personal giving patterns” (Frumkin 2009: p.111). For instance, an online crowdfunding platform, such as Dodoker, adopted blockchain technology to create a giving circle and enhance accountability of giving. To understand this type of emerging online philanthropy, we built up a collaborative learning environment that can enable our students to create online networks and build meaningful relationships.

Also, from a broader practical point of view for nonprofit management education, understanding the associated networks of the giving structure is important since networks ultimately affect the channels through which a donor obtains information and resources and are essential for the giving decision. Previous studies argue that donors typically develop their own set of giving strategies by resorting to prior experiences, their friends and families. To them, family, friends, co-workers, or community groups play an important role in providing information on giving. Prior studies also argue that some networks made of a class of people who mainly interact with other individuals who share similar characteristics. Sometimes, there is a maximum degree of contact availability that the donors can attain by seeking to acquire information.

We used a social network approach, mapped the social networks of these donors and understood how these donors made use of these networks. Following previous studies network methods (Guo et al. 2012), we collected network information and mapped the giving networks among students taking the class by asking them to list specific persons, groups, or online platforms that helped to promote their crowdfunding project. As Figure 1 shows that students indeed formed more relationships through collaborative learning.

The students had practiced during whole semester, then they achieved several outcomes. More specifically, through participation, case discussion, group crowdfunding project the students acquired knowledge from the nonprofit literature and to understand issues involved in the governance and management of nonprofits across local and global levels. They could also adopt the necessary skills and analytical techniques in coping with various management challenges in nonprofit actors, as well as recognizing challenges results from building networks for charities. Then they involved in group crowdfunding project and made their final network paper, during this phase, students could understand the social impacts through relationship building. By working in groups, they could also communicate their knowledge and improve their collaboration and networking skills, as illustrated below from their final project.

In sum, the study brought in diverse insights to the students, nonprofits as well as the educators. For the students, they could understand the complexity of relationships and network building. For the nonprofits, the effectiveness of the crowdfunding projects increased

the visibility and resources for the organizations. For the educators, the project created an innovative model for collaborative learning through adoption of case discussion, simulation, and crowdfunding projects.

(3) . Students' Feedback of Learning

The students participating in this course divided into 12 groups and cooperated with nonprofit organizations which relate to the 17 goals of SDGs. The following are the 17 goals: Goal 1: No Poverty. Goal 2: Zero Hunger. Goal 3: Good Health and Well-Being. Goal 4: Quality Education. Goal 5: Gender Equality. Goal 6: Clean Water and Sanitation. Goal 7: Affordable and Clean Energy. Goal 8: Decent Work and Economic Growth. Goal 9: Industry, Innovation and Infrastructure. Goal 10: Reduced Inequalities. Goal 11: Sustainable Cities and Communities. Goal 12: Responsible Consumption and Production. Goal 13: Climate Action. Goal 14: Life Below Water. Goal 15: Life on Land. Goal 16: Peace, Justice and Strong Institutions. Goal 17: Partnerships for the Goals.

The students focused on the goals 1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16. And almost half of them concerned with goal 4: quality education. It is the project most concerned by students, and the crowdfunding rate is also high. It can be seen that the topic of education is concerned by people.

Students also found a large number of people reaching the messages that doesn't mean the outcomes of crowdfunding will be successful; the audiences got information that also doesn't mean they will take actions, and people should depend on what motivation is to choose appropriate networks to promote their goals.

A. More People Doesn't Equal Greater Effect

A group of students focused on fourth goal of SDGs and worked with nonprofit organization "ThereforEd" to promote the popularization of local English education. The crowdfunding period started from December 6th to 26th, 2021. They wanted to raise 240,000 NT dollars. At last, the students have raised 255,300 NT dollars in only three weeks, and the achievement rate is 106.38%.

Before crowdfunding, the students analyzed the target group and pointed out that students, teachers, public interest groups and enterprises are all groups that are conducive to the popularization of English education. If the project can get the support from students and teachers, it can get teaching space and teachers. Public interest groups can share experiences and opportunities for collaboration if they support the project. Enterprisers can provide stable source of funding.

This group of students posted questionnaires about crowdfunding information through social media such as: Facebook and Instagram, communication software such as Line. They found that although through Instagram was able to get 257 reach within 24 hours, but only 12% were willing to fill in the questionnaires. 56.6% of people filled in the questionnaires after the Line message was delivered. In other words, reaching a large number of people does not mean that you can get effective

interaction.

B. Get the Information Doesn't Imply Taking Actions

A group of students committed to fifth goal of SDGs, they focused on the conservation of the birds: *Thalasseus bernsteini*. They posted questionnaires via Facebook, Instagram and Line. In the end, they got 91 likes on Facebook, about 125 reach on Instagram, and 80 people sent the messages via Line.

Although Instagram had the most reach, but no one filled in the questionnaires. A total of 37 valid questionnaires were recovered through social media, but only one of them donated 1,000 NT dollars.

Multiple publicity channels can increase the impression of the project, and most people are willing to support the conservation of *Thalasseus bernsteini* as well as to recommend and pass on the information. However, there are only very few willing to donate money, which means people get the information doesn't mean they will take actions.

C. According to the Motivation to Choose the Platform

Some students concerned about the first, second and fourth goals of SDGs, and cooperated with the nonprofit organization "Kids' Bookhouse" to support the education and meals of children. The students promoted crowdfunding through social networks. The outcomes of crowdfunding in this year compared with last year was more about 3.08%.

Students found that Facebook users are older than Instagram users and have more financial resources, so they are more likely to support crowdfunding. A total of 83% of the respondents were from Facebook, and only 4% of the respondents from Instagram.

D. Each groups' main topics, marketing strategies and outcomes:

According to the attributes of topics, we used following paragraphs to discuss the results of students' crowdfunding.

a. Goal 1: No Poverty, Goal 4: Quality Education, and Goal 10: Reduced Inequalities.

There are five groups focused on no poverty, quality education, and reduced inequalities. Group 4 cooperated with the nonprofit organization "Give a Class". They believe "Love is the best company". This group posted their concept to raise money on the Facebook for about 10 days. But the outcomes are not as expected, it may be due to the minimum fundraising is 1,000 NT dollars, it led to the lower acceptance and resulted in the limited outcomes.

Group 6 worked with the nonprofit organization "Libertas". The students used Facebook, Instagram and Line to promote the ideals about helping drug addicts, rehabilitated people, and dropouts to reintegrate into society. The group got 101 responses and three donations which is 2,100 NT dollars in total.

Group 7 worked with nonprofit organization "ThereforEd" to promote the popularization of local

English education. The crowdfunding period started from December 6th to 26th, 2021. They wanted to raise 240,000 NT dollars. At last, the students have raised 255,300 NT dollars in only three weeks, and the achievement rate is 106.38%.

Group 10 and group 11 cooperated with the nonprofit organization "Kids' Bookhouse" to support the education and meals of children. Group 10 promoted crowdfunding through social networks. The outcomes of crowdfunding in this year compared with last year was more about 3.08%.

b. Goal 5: Gender Equality.

There are three groups focused on gender equality. Group 5 cooperated with “Taipei Women's Rescue Foundation”. They used Facebook, Line to promote the actions. Their goal of crowdfunding is 275,000 NT dollars. At last, 24 questionnaires were received, women are more willing to take surveys than men.

Group 8 worked with “Good Moon Mood”. The students used Facebook, Instagram and Line to promote the activity of “Menstrual festival”. The group got more than 300 reach, 31 sponsors, greater than 150 questionnaires, and about 100,000 NT dollars of fundraising in total. The outcome of crowdfunding is successful. That may be because that the group attracted larger donations through their own small contributions. Specifically, as long as you fill in the questionnaire within the deadline, the students would donate five NT dollars for the activity.

Group 9 worked with nonprofit organization "Women in Digital Initiative " to avoid digital gender-based violence. The group used Facebook, Line, and public welfare network “igiving” to raise money. The outcome of fundraising is 15,988 NT dollars. Women paid much more attentions to the activity than men.

Table 4: The Promotional Documents (1): No Poverty, Quality Education, Reduced Inequalities

| Groups | Promotional Documents | Groups | Promotional Documents |
|---------|-----------------------|---------|-----------------------|
| Group 4 | | Group 6 | |

Group 7



Group 11



Groups

Promotional Documents

Group 10



Table 5: The Promotional Documents (2): Gender Equality

Groups

Promotional Documents

questionnaires were filled in and 5 people donated money.

Table 6: The Promotional Documents (3): Sustainable Cities and Communities, Responsible Consumption and Production, Climate Action, Life Below Water, Life on Land

| Groups | Promotional Documents | | |
|---------|---|--|---|
| Group 2 |  |  |  |
| | 一同守護神鳥 | 拯救馬妞三部曲 | 最後 100 隻 |

| Groups | Promotional Documents | Groups | Promotional Documents |
|---------|--|----------|--|
| Group 3 |  | Group 12 |  |
| | | | |

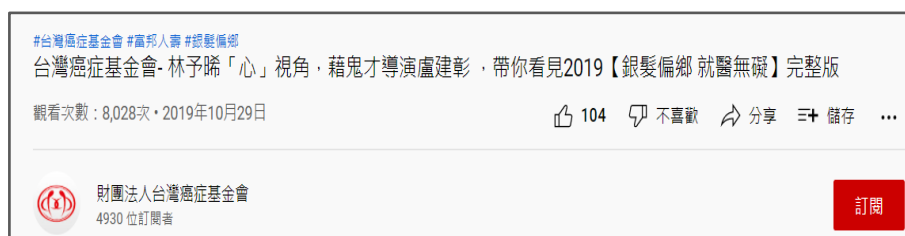
d. Goal 3: Good Health and Well-Being, Goal 10: Reduced Inequalities.

Group 1 worked with "Formosa Cancer Foundation" and used telling a story about the difficulties of seeking medical care for a poor senior who lives in a rural area. Students through various channels such as Facebook, Instagram, Line, Plurk, PPT and Youtube collected 100 questionnaires and one donation in one week from December 24 to 31, 2021.

Table 7: The Promotional Documents (4): Good Health and Well-Being, Reduced Inequalities

| Groups | Promotional Documents |
|--------|-----------------------|
|--------|-----------------------|

Group 1



6. Recommendations and Reflections

Our project created a collaborative learning environment by adopting collaborative learning assignments and incorporating online platforms with blockchain technology into our curriculum. Through this way to enhance students' social interactions as well as to build online networks to increase the social impacts of the projects.

We suggest the follow-up projects or educators might can not only keep developing teaching plans and curriculum on glocal education, also test new glocal curriculum and skill development in Taiwan. Furthermore, researchers can conduct follow-up surveys and focus group to cultivate social interaction among students with effective inter-culture communication and networking skills, try to scale up and build network capacities for local nonprofits through crowdfunding projects.

Moreover, the students participating in this course divided into 12 groups and cooperated with nonprofit organizations which relate to the SDGs. They used creative ways to promote the crowdfunding plans of nonprofit organizations. Specifically, through social media such as: Facebook and Instagram, communication software such as Line, and advertising papers, the students tried to get more funds for partner organizations.

Our study focused on the impact of collaborative learning on students' social interactions as well as their social impacts. However, audiences may have different levels of concern for different issues, so their willingness to donate may also vary by issue. Therefore, future researches may can compare whether different types of nonprofit organizations have different capability to get donations. Or students can choose the same nonprofit organization and raise funds separately, by this to exclude the influence of the type of nonprofit organization on the fundraising results.

In addition, students participating in this course designed information in a variety of ways, and then published it on the Internet or through physical ways. However, different message designs may affect the audience's willingness to receive information. Therefore, future researches can analyze how different message designs affect the outcomes of crowdfunding.


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Appendix I: Syllabus and Class Content

1. Course Plan

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| Course Information | PS7523: NONPROFIT MANAGEMENT Fall 2020 Thursday 3,4 Dr. Helen K. Liu |
| Course Objectives | <p>This course is designed to advance students' understanding of the management and operation of actors in the nonprofit sector. In particular, it examines issues unique to the governance and administration of nonprofits, including board management, fundraising, philanthropy, innovation, technology, capacity, nonprofit accounting and reporting, leadership, and network management. Students will learn both the theories and practical techniques required for an effective manager in nonprofit actors through selected cases.</p> <p>Furthermore, this course aims to advance students' understanding of emerging social problems from both the global and local perspectives by working with nonprofits actors in the local communities in Taipei. In particular, it examines issues unique to the process of glocalization, including globalization and interdependence, social justice and equity, identity and diversity, sustainable development, and peace and conflict. Students will learn both the theories and practical techniques required for an effective leadership in making impacts locally, yet think globally through selected cases and community projects.</p> |
| Provision of Feedback | To ensure the quality of learning: we will provide group feedback on overall student performance within one week. Individual feedback on student performance and paper may be provided within 2-3 weeks. |
| Course Requirements | <ol style="list-style-type: none"> 1. Course Participation: Students are expected to read the weekly assignments and to participate actively in class and tutorial discussions. 2. Individual Presentations: Each student will be expected to analyze three case and to discuss each of the case in class. Each student will also prepare a two-page written case memo for each case individually. <u>All memos will be turned in before midnight prior to the discussion date through COOL.</u> Any delay will be applied late penalty. (You will get score discount after midnight, and get 0 after the discussion begins). 3. Group Project: <ul style="list-style-type: none"> Option 1: Crowdfunding Plan: Each group (3-4) can pick one of selected nonprofits to create a crowdfunding plan for the actors. The groups will work with Dodoker to implement their plan and raise funds for the actors. Each group will submit a crowdfunding plan (video form) and a group presentation (15 minutes). Option 2: Report: Each group (3-4 students) can pick one of the topics discussed in the class to do an in-depth analysis (Please see guideline). Each group will submit a final group project (10 pages, plus references) and a group presentation (15 minutes). 4. Please select one of the sustainable development goals for your group project. |

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| Course Outline | <p><i>Format for the Class:</i> Students are required to read the assigned text BEFORE class; however, essential material will be highlighted in class. The class meetings will consist of a combination of lecture, case discussion, debate, simulation, and group exercises. This course encourages a high degree of student participation and group problem solving to enhance the learning process. This is facilitated by an open, constructive class environment.</p> |
| Course Content | <p>Week 1 (9/12): The Development of Nonprofits Anheier, H. K., & Salamon, L. M. (2006). The Nonprofit Sector in Comparative Perspective. In W. W. Powell & R. Steinberg (Eds.), <i>The Nonprofit Sector: A Research Handbook</i> (Second ed., pp. 89-114). New Haven & London: Yale University Press. Frumkin, P. (2009). The Idea of A Nonprofit and Voluntary Sector, in <i>On Being Nonprofit: A Conceptual and Policy Primer</i> (Ch1): Harvard University Press. <i>Example:</i> Liu, H. K. (2019). The Impact of Transition from British to Chinese Rule on Social Service Delivery Systems in Hong Kong. <i>Policy & Politics</i>, 47(2), 331-352. <i>Discussion Questions:</i></p> <ul style="list-style-type: none"> • What is social origin theory? How can it be used to compare nonprofit sectors in different culture, political, and economic contexts? • What are the major functions of nonprofits? <p>Week 2 (9/19): Why Nonprofits? Weisbrod, Burton. 1988. <i>The Nonprofit Economy</i>. Harvard University Press. P. 142-168. <i>Examples:</i> Brody, Elizabeth and Lester Salamon. 1999. “Tax Treatment of Nonprofits.” in <i>Nonprofits and Government: Collaboration and Conflict</i>. Washington DC: Urban Institute. p141-176. Internal Revenue Service. “Return of Organization Exempt From Income Tax.” http://www.irs.gov/pub/irs-pdf/f990.pdf <i>Discussion Questions:</i></p> <ul style="list-style-type: none"> • What are the failure theories? How can they be used to explain the differences between nonprofits and public/private actors? <p>Week 3 (9/26): Who Govern NPOs? Drucker, P. F. (1990). Lessons for successful nonprofit governance. <i>Nonprofit management and leadership</i>, 1(1), 7-14. <i>Activities:</i> Managerial & Networking Tool I Stakeholder Analysis <i>Discussion Questions:</i></p> <ul style="list-style-type: none"> • Who govern nonprofits? Does a single actor have power over the others? • How to be an effective nonprofit leader? |

Week 4 (10/03): Managerial & Networking Tool II

The Balance Scorecard

Kaplan, R. S. (2008). Conceptual foundations of the balanced scorecard. *Handbooks of Management Accounting Research*, 3, 1253-1269.
<http://www.hbs.edu/research/pdf/10-074.pdf>

Discussion Questions:

- Who govern nonprofits? Does a single actor have power over the others?
- How to be an effective nonprofit leader?

Week 5 (10/10): No Class (Holiday)**Week 6 (10/17): Integrating Missions and Strategies**

Moore, M. H. (2000). Managing for value: Organizational strategy in for-profit, nonprofit, and governmental actors. *Nonprofit and Voluntary Sector Quarterly*, 29(suppl 1), 183.

Activities:

Case Discussion: Mikhukhu People

Week 7 (10/24): Field Visit: Dodoker Visit**Week 8 (10/31): Managerial & Networking Tool III**

The Logic Model

W.K. Kellogg Foundation Logic Model Development Guide (CH1)
<http://www.ccitoolsforfeds.org/doc/wkkellogg%20Logic%20Model%20Development%20Guide.pdf>

Discussion Questions:

- What are the limitations and strengths of those decision-making tools (strategic triangle, balance scorecard, and logic model)?

Week 9 (11/7): Case I: New Profit Inc.: Governing the Nonprofit Enterprise

Discussion Questions:

- If you were hired to analyze NPI's current governance approach, would you recommend its continuation of adopting Balanced Scorecard? Does this approach achieve NPI's mission? To what extent?

Week 10 (11/14): Why People Give?

Sargeant, A. (1999). Charitable giving: Towards a model of donor behaviour. *Journal of Marketing Management*, 15(4), 215-238.

Bussell, H., & Forbes, D. (2002, September 3). Understanding the volunteer market: the what, where, who and why of volunteering. *International Journal of Nonprofit and Voluntary Sector Marketing*(7), pp. 244-257.

Discussion Questions:

- What factors affect people's motivation for giving for time, money, and knowledge?

Week 11 (11/21): Networks

Liu, Helen and Sandfort, Jodi (2011) "Open Source Platforms for Citizen

| | <p>Engagement: Examining Ashoka's Design and Implementation," Nonprofit Policy Forum:Vol.2: Iss. 2, Article 5.</p> <p><i>Discussion Questions:</i></p> <ul style="list-style-type: none"> • How networks of people affect their motivation for giving for time, money, and knowledge? <p>Week 12 (11/28): Nonprofits and Government Relationships</p> <p>Young, Dennis. 1999. "Complementary, Supplementary, or Adversarial?" in <i>Nonprofits and Government: Collaboration and Conflict</i>. p. 31-70.</p> <p>Van Slyke, D. M. (2007). Agents or stewards: Using theory to understand the government-nonprofit social service contracting relationship. <i>Journal of Public Administration Research and Theory</i>, 17(2), 157.</p> <p><i>Discussion Questions:</i></p> <ul style="list-style-type: none"> • Who should be responsible for delivering public goods and services? <p>Week 13 (12/05): Collaboration</p> <p>Emerson, K., Nabatchi, T., and Balogh, S. 2012. "An Integrative Framework for Collaborative Governance." <i>Journal of Public Administration Research and Theory</i>. 22 (1): 1-29</p> <p><i>Activities:</i></p> <p>Case Discussion: Collaboration Gone Awry: A Struggle for Power and Control over Service Delivery in the Non-Profit Sector.</p> <p><i>Discussion Questions:</i></p> <ul style="list-style-type: none"> • What are the major factors that affect an effective collaboration? <p>Week 14-15: Field Visit and Project Promotions</p> <p>Week 16-17: Group Presentation & Feedbacks</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Crowdfunding Plan | <p style="text-align: center;">(adopted from Dodoker implemented in 2019)</p> <table border="1" data-bbox="411 1182 1420 2042"> <thead> <tr> <th></th> <th></th> <th>Description</th> <th>Content</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Project Owner</td> <td>About project owner Let backers know you and trust you.</td> <td>words limit 200</td> </tr> <tr> <td>2</td> <td>Motives</td> <td>1. Reasons for launching this project. 2. Solving or improving what situation / promoting what ideas. 3. 3 reasons to back this project. Let backers support this with strong connection to the project.</td> <td>words limit 400</td> </tr> <tr> <td>3</td> <td>Subject</td> <td>The content of this project (bullet points listed) Briefing your deals about the issues.</td> <td>words limit 100</td> </tr> <tr> <td>4</td> <td>Benefits /Outcome</td> <td>Predictable results</td> <td>words limit 100</td> </tr> <tr> <td>5</td> <td>Funding Goal</td> <td>Amount and utility of the budget. Meaningful budgets planning is crucial.</td> <td>words limit 100</td> </tr> <tr> <td>6</td> <td>Rewards</td> <td>Know what you can offer as rewards. Tangible or intangible items.</td> <td>words limit 100</td> </tr> <tr> <td>7</td> <td>Target Audience</td> <td>Top 3 TAs of this campaign. Who will be interested in this issue and project?</td> <td>words limit 100</td> </tr> <tr> <td>8</td> <td>Promotion</td> <td>Promotional keywords. How to find these TA?</td> <td>words limit 100</td> </tr> </tbody> </table> | | | Description | Content | 1 | Project Owner | About project owner Let backers know you and trust you. | words limit 200 | 2 | Motives | 1. Reasons for launching this project. 2. Solving or improving what situation / promoting what ideas. 3. 3 reasons to back this project. Let backers support this with strong connection to the project. | words limit 400 | 3 | Subject | The content of this project (bullet points listed) Briefing your deals about the issues. | words limit 100 | 4 | Benefits /Outcome | Predictable results | words limit 100 | 5 | Funding Goal | Amount and utility of the budget. Meaningful budgets planning is crucial. | words limit 100 | 6 | Rewards | Know what you can offer as rewards. Tangible or intangible items. | words limit 100 | 7 | Target Audience | Top 3 TAs of this campaign. Who will be interested in this issue and project? | words limit 100 | 8 | Promotion | Promotional keywords. How to find these TA? | words limit 100 |
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Appendix II: Class Activities for Collaborative Learning

In-Class Activities : Logic Model Training



討論：分組討論每人提出的方案



選擇：討論後選定方案



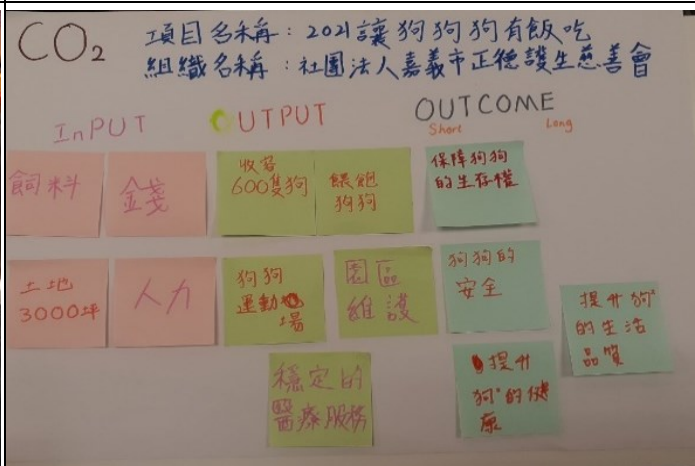
繪圖：利用邏輯模型分析方案並繪製



觀摩：一位同學到他組給予建議



修改：根據同學建議進行改進



海報：最終成果

Field Visit: Impact Hub Taipei



Impact Hub Taipei 陳昱築執行長演講



各樓層參觀



各樓層參觀



各樓層參觀



家樂福影響力概念店參觀



合照

In-Class Group Discussions & Activities (Weekly)



小組導讀



小組導讀



課堂問題討論



課堂問題討論



期末報告討論



期末報告討論