

## **Welcome!**

Along the following explanations, you will find the complete program containing the activities of each Unit. To participate, follow the recommendations. Please let us know if you encounter any kind of accessibility barriers so we can prepare an inclusive and equitable course. Good work

## **Instructors**

Dr Andrea Kamensky [andrea.santos@ufabc.edu.br](mailto:andrea.santos@ufabc.edu.br)

Dr Karla Vitori [karla.vitori@ufabc.edu.br](mailto:karla.vitori@ufabc.edu.br)

Dr Luciana Pereira [luciana.pereira@ufabc.edu.br](mailto:luciana.pereira@ufabc.edu.br)

You can contact us at any time. Please just send us a message from your UFABC email so we can schedule a conversation.

## **Lectures**

Our lectures are in person, not remote.

## **Goals**

The goal of this course is to present an overview related to the theme of innovation management for an-going-pandemic context. We seek to provide fundamental knowledge to think about innovation, considering the socioeconomic, environmental, and technological transformations observed in Brazil and in the world. More than that, it is expected to offer a basis to reflect on the role of innovation management and its impacts in the short, medium, and long term.

More specifically, the course aims:

- to broaden the view on the ways of doing strategic management of innovation as an organizational process, capable of generating business results from its relations with collaborative work, social innovation, and environmental justice.
- Students will demonstrate an ability to handle a problem in innovation from the point of problem definition through delivery of a solution. In doing so, they will demonstrate proficiency in collecting and processing real-world data, in designing the best methods to solve the problem, in propose strategies to implement a solution, and quantifying the robustness and accuracy of their solution.
- Students will demonstrate competence in presenting material by delivering two presentations: a proposal on how to approach the problem and their final solution.
- Students will learn how to work in small teams with at least one other student on their project.
- Students will write a report on their project for evaluation by the instructor(s) in consultation with the project advisors.

## **Methodology and Assessment**

The educational process is based on the working principles of a **Social Learning Network**, a type of social network that results from interaction between

**learners, instructors, and modules of learning.** In other words, all participants share knowledge based on their creations of their own contents. This program is designed to guide you on an autonomous way of learning. You can foster your educational path adding new references and materials, then sharing it with your colleagues.

Therefore, start your studies by following the materials that we have selected and presented here, do the activities listed below to complete your course. If you have any questions, chat on our Forum, which is like a feed of a social network, in which you can also post your findings.

## **1. Individual Activity**

### **1.1 Reading the papers**

According to Active Learning, effective reading requires more engagement than just reading the words on the page. In order to learn and retain what you read. **Actively reading academic texts** can be challenging for students who are used to reading for entertainment alone, but practicing the following steps will get you up to speed:

#### **Reading Strategies for Academic Texts**

The following video covers additional active reading strategies readers can use before, during, and after the reading process.

<https://youtu.be/faZF9x4A2Vs>

Source: Reading Academic Text [courses.lumenlearning.com](https://courses.lumenlearning.com)

### **1.2. Creation of a Virtual Diary in the form of a blog**

After reading the paper for each Unit, and based on the concepts introduced, search for contents such as other academic articles, actions, projects, case studies, podcasts, youtube channels and innovative experiences related to innovation management and comment on the results and what you found interesting. Thus, you will share and build new contents in a collaborative learning process (between colleagues).

- Sign up for a free blogs/sites platform (Wordpress, Wix etc.) and build your own blog/site on the subjects of the Units;
- Write small articles - minimum 1000 characters - either in Portuguese, English or Libras - on the concepts and methodologies established in the Units and in the indicated articles, according to their interest, based on the use of critical thinking built from the theoretical and methodological constructs of their interrelation with the current and desired reality.
- Try to use tools of accessibility.

## **2. Team Activities**

### **2.1 Cross Campus Capstone Classroom**

The **Cross Campus Capstone Classroom** is a unique opportunity to carry out independent group research in order to devise an innovative solution for a real-world problem. The purpose of the Capstone Project is for the students to apply theoretical knowledge acquired during this course to a project involving actual data in a realistic setting. During the project, students engage in the entire process of solving a real-world data science project, The goal is to bring students together to work in interdisciplinary teams with faculty and project partners on real-world challenges to create social impact. While a project of this scope and scale can be challenging, it can also be very rewarding.

### **2.1.1 Description of Requirements of 2023 Cross Campus Capstone Classroom's Project**

CHAMADA PÚBLICA MCTI/FINEP/FNDCT/CT-VERDE AMARELO PROGRAMA PRAÇAS DA CIÊNCIA EM MUSEUS E CENTROS DE CIÊNCIA E TECNOLOGIA E ESPAÇOS CIENTÍFICOS CULTURAIS – 01/2022

Esta Seleção Pública integra os esforços do Programa de Ambientes de Inovação MCTI Finep e objetiva conceder recursos não reembolsáveis a instituições científicas e tecnológicas (ICTs) para apoiar projetos que promovam a implantação de Praças da Ciência em municípios de todas as regiões do Brasil por intermédio de projetos acessíveis de baixo custo voltados para crianças, jovens e adultos com ou sem deficiência, incentivando a formação de Parcerias Público Privadas, criando espaços lúdicos e interativos que explorem temas de diferentes áreas do conhecimento, integrando a ciência aos brinquedos, levando as brincadeiras de criança ao mundo da ciência, educação ambiental, sustentabilidade e cidadania.

Source: <http://www.finep.gov.br/chamadas-publicas/chamadapublica/711>

#### **The Intervention: Parque Natural Municipal do Pedroso**

O Parque do Pedroso é a maior reserva natural do Grande ABC com paisagem predominante de Mata Atlântica, integrando-se à Bacia Hidrográfica da Billings e protegida pela “Lei de Proteção aos Mananciais”, onde há preservação permanente das nascentes, rios e matas. 6% (10,2 milhões de litros de água) vêm do Sistema Pedroso, que faz a captação da água na represa do Parque Pedroso e o tratamento na Estação de Tratamento de Água do Guarará, no município de Santo André.

A vegetação é composta predominantemente por matas secundárias (floresta tropical úmida de altitude). Apresenta fragmentos conservados principalmente nas vertentes da Serra do Mar, no Parque do Pedroso e nas nascentes dos rios Grande e Pequeno. A vegetação se mostra alterada em outros setores, como por exemplo, na área que foi afetada pela poluição de Cubatão junto à Vila Paranapiacaba (Vale do Rio Mogi) e nas áreas ocupadas por loteamentos como no Parque Represa

Billings, Parque Miami ou Jardim Riviera (Diagnóstico do Uso e Ocupação do Solo de Santo André, 1998, PSA).

No conjunto de parques públicos da Região Metropolitana de São Paulo, o Pedroso se destaca pelo porte e pelo seu caráter de Unidade de Conservação integrante da Reserva da Biosfera e também da Área de Proteção e Recuperação de Mananciais da bacia Hidrográfica Billings-Tamanduateí.

Conexão com o Parque Estadual da Serra do Mar – Maior espaço protegido de Santo André, ele é formado por maciço vegetal contínuo de Mata Atlântica que forma uma barreira entre a área urbana e o espelho d'água da represa Billings, fazendo divisa com os municípios de São Bernardo do Campo a sudoeste e Mauá a nordeste, com a área urbanizada de Santo André, ao norte e com o bairro Parque Miami, ao sul. Tem relevante importância para a conservação da Mata Atlântica, pois faz a conexão com o Parque Estadual da Serra do Mar.

Água – Ele também apresenta uma rede hídrica importante. A microbacia do córrego Pedroso fica totalmente dentro do parque, com 33 nascentes e 15 lagos. No local é feita a captação para o tratamento e distribuição de suas águas para 6% da população de Santo André, o que representa quantidade na ordem de 6,8 milhões de litros d'água por dia.

História – A área pertenceu à família Pedroso. Explorada para a produção de carvão vegetal, foi fragmentada em vários proprietários e, desde antes da década 40 do século passado, é utilizada para a captação e abastecimento de água.

No início da década de 1970, a área foi aberta ao público, quando para lá foi transferida a Capela de Santa Cruz, construída pelos antigos lenhadores da região. Em 1979, houve mudança na denominação do local, que passou a chamar-se Parque Regional e Jardim Botânico do Pedroso. Na época foram construídos quiosques com churrasqueiras, quadras esportivas e instalados equipamentos para recreação infantil e sanitários.

**Importante: em caso de algumas atividades específicas, é necessário autorização prévia por se tratar de Unidade de Conservação. Veja**

Source: <https://www3.santoandre.sp.gov.br/turismosantoandre/parquedopedroso/>

#### Partners

Conselho	Gestor	do	Parque	do	Pedroso
Representantes		do	Poder		Público

1. Secretaria do Meio Ambiente - PMSA
2. Departamento de Gestão Ambiental - SEMASA
3. Gerência de Controle Ambiental - SEMASA

**Representantes da Sociedade civil**

1. Associação Amigos do Pedroso
2. Santua'rio Nacional da Umbanda
3. Universidade Federal do ABCC

<b>Centro</b>			<b>Cultural</b>		<b>Alpharrabio</b>
Ação	do	Arquivo	Histórico-Cultural	do	ABC
Pró-Reitoria	de	Extensão	e	Cultura	UFABC

<b>Observatório da Saúde e do Bem Viver do ABC - SABER ABC</b>		
Pró-Reitoria	de	Pesquisa

#### 4 Deliverables and deadlines

- Biweekly deliverables: A blog post will be made for each Unit.
- Deliverables consist of blog/site built and posts on Units 1, 2, 3, 4, 5 and 6, according to the schedule below for the study of the Units, using illustrative material such as videos, pictures, reports, audio to give interactivity to the material prepared. Please, consider the inclusion of accessibility tools to your blog.
- The **Cross Campus Capstone Classroom's Project** will be structured as a typical proposal, and hence will include the sections pointed in the FINEP Call.

#### 3.6. Características Técnicas das Propostas

3.6.1. As propostas devem apresentar, conforme seu enquadramento, os seguintes requisitos técnicos:

- a. Descrição do mérito, dos conteúdos, originalidade e relevância do projeto para o desenvolvimento científico, tecnológico, cultural e de inovação que serão disponibilizados através de plataformas iterativas;
- b. Parcerias e articulações institucionais firmadas com IES, demais ICTs ou outras entidades públicas ou privadas capazes de produzir e manter os conteúdos que serão disponibilizados para o público;
- c. Espaço físico e estrutura adequada para a instalação da Praça;
- d. Plano de manutenção e conservação do espaço para um período de cinco anos, identificando a sua sustentabilidade e os custos de manutenção anuais;
- e. Descrição detalhada da temática da área a ser implantada, mostrando a vinculação com a experiência e vocação do museu/ICT;
- f. Plano de comunicação e marketing para divulgação do projeto contemplando diferentes públicos;
- g. Resultados e impactos esperados;
- h. Projeto básico, caso sejam realizadas obras para dar sustentação à infraestrutura pretendida, necessária para a implementação da solução conforme Anexo 2.

#### Assessment criteria

- Mandatory deliveries within the stipulated deadlines evaluated in relation to the level of content - organization of arguments that advance knowledge from the state

of the art of knowledge and the reflection process that is expected of a candidate for the title of Master in Innovation.

- According to UFABC Resolution non-deliveries and classroom absences will result in Fail the course.
- Demonstrate ability to carry out a academic literature reading and critically summarize the state of the art using writing skills
- Demonstrate ability to carry out an innovation project from end to end.
- Demonstrate proficiency in preparation and walk through of a presentation.
- Demonstrate ability to translate the project objects into a realistic work plan that draws on multiple people.
- Demonstrate ability to professionally present the project plan and results.

**Table 1 – Final Grade calculation**

<b>Grade</b>	<b>Final Grade</b>	<b>Performance</b>
A	>or = 3.5	Exceptional performance, demonstrating excellent understanding of the concepts
B	< 3.5 or > or = 2.5	Good performance, demonstrating good ability to use the concepts
C	< 2.5 or > or = 2.0	Minimum satisfactory performance, demonstrating ability to properly use of the concepts and ability to tackle relatively simple problems
R	Non deliverable at all or partially deliverables such as just team activity without individual activity or vice-versa	Fail

- [Feb 6-20 UNIT 1 - Situating the Organization in a Post-Pandemic Society](#)

- Limited concepts of economic growth have become dominant thinking, rooted both in everyday life and to a considerable extent in the theory and research traditions conducted by organizational and management studies. Envisioning a post-pandemic world where societies and organizations can flourish from a post-growth vision is one of the most difficult tasks scholars face.

- [Reading Paper Unit 1 Arquivo](#)

Banerjee, S. B., Jermier, J. M., Peredo, A. M., Perey, R., & Reichel, A. (2021). Theoretical perspectives on organizations and organizing in a post-growth era. *Organization*, 28(3), 337-357.

- [Virtual Diary 1](#)

After reading the text for Unit 1, please prepare your diary based on your reading. Don't forget to share your link according to the deadline.

- [Cross Campus Capstone Classroom Section 1](#)

**After carefully reading FINEP Edital with the rules, and considering that item**

**b.** Parcerias e articulações institucionais firmadas com IES, demais ICTs ou outras entidades públicas ou privadas capazes de produzir e manter os conteúdos que serão disponibilizados para o público;

**and c.** Espaço físico e estrutura adequada para a instalação da Praça; have already been given, your team should start writing your proposal with **item a.** Descrição do mérito, dos conteúdos, originalidade e relevância do projeto para o desenvolvimento científico, tecnológico, cultural e de inovação que serão disponibilizados através de plataformas iterativas;

**Clique para ver os arquivos em anexo:**

**1. Edital FINEP**

## 2. Plano de Manejo do Parque Municipal do Parque do Pedroso- Santo André

### 3. Template para Apresentação do Projeto

Don't forget to submit your document here.

- [Feb 21 March 5 UNIT 2 - Innovation in a Post-Growth Era](#)

- Although envisioning alternative economic models is fundamental to ensuring the sustainability and well-being of present and future generations, few studies have analyzed what the role of "innovation" can be in a post-growth era. Innovating has become an imperative for the survival and expansion of any form of organization. How does the "innovate or die" maxim support assumptions - such as technological determinism and productivism - that neglect the socially constructed character of technological development, its politics, and its ability to enable (or disable) just and equitable societies?

- [Reading Paper Unit 2](#)

Pansera, M., & Fressoli, M. (2021). Innovation without growth: Frameworks for understanding technological change in a post-growth era. *Organization*, 28(3), 380-404.

- [Virtual Diary 2](#)

After reading the text for Unit 2, please prepare your diary based on your reading. Don't forget to share your link according to the deadline.

- [Cross Campus Capstone Classroom Section 2](#)

**Following FINEP Edital, your team now should work on:**

e. Descrição detalhada da temática da área a ser implantada, mostrando a vinculação com a experiência e vocação do museu/ICT;

Don't forget to submit your document here.



- [March 6-19 Unit 3 The Concept of Social Innovation from a Degrowth Perspective](#)

- The concept of social innovation is very popular in sustainability and transformation research. Broadly speaking, the concept covers new forms of organization, business models, consumption practices, etc. that (are supposed to) lead to social change, towards greater sustainability. This is based on the assumption that a social-ecological transformation cannot be reached by techno-economic innovations alone; instead, new social practices are needed to initiate transformation processes that go beyond the techno-economic innovations and to tap the full potential of the latter in the first place.

- [Reading Unity 3](#)

- Krüger, T., & Pellicer-Sifres, V. (2020). From innovations to exnovations. Conflicts,(De-) politicization processes, and power relations are key in analysing the ecological crisis. *Innovation: The European Journal of Social Science Research*, 33(2), 115-123

- [Virtual Diary 3](#)

- After reading the text for Unit 2, please prepare your diary based on your reading. Don't forget to share your link according to the deadline.

- [Cross Campus Capstone Classroom Section 3](#)

**Following FINEP Edital, your team now should work on:**

i. Orçamento Detalhado e Justificado

Don't forget to submit your document here.

- [March 20-April 2 Unit 4 The Growth Paradox, Sustainable Development, and Business Strategy](#)

- Economic growth is a two-edged sword. Expanding economies and industries create wealth and employment, but global economic expansion is having unprecedented deleterious impacts on vital

planetary systems. Despite this, the core strategic goal of all economies and many businesses continues to be the pursuit of ongoing economic growth. To resolve this paradox, a reconceptualization of firm-level growth is presented. I describe and discuss the organizational characteristics of the growth paradox and follow this with a metatheoretical review of economic, organizational, and ecological perspectives on growth. From this review, a typology of firm-level strategy is developed that radically reconceptualizes business growth as developmental activity primarily concerned with social-ecological flourishing.

- [Reading Unit 4](#)
  - Edwards, M. G. (2021). The growth paradox, sustainable development, and business strategy. *Business Strategy and the Environment*, 30(7), 3079-3094.
  
- [Virtual Diary 4](#)
  - After reading the text for Unit 4, please prepare your diary based on your reading. Don't forget to share your link according to the deadline.
  
- [Cross Campus Capstone Classroom Section 4](#)

**Following FINEP Edital, your team now should work on:**

f. Plano de comunicação e marketing para divulgação do projeto contemplando diferentes públicos;

Don't forget to submit your document here.

- [April 3-16 Unit 5 Democratic Futures in Technology](#)
  - This essay will turn to innovations in marginal industrious spaces within industrial societies. Here people are hacking, subverting, and appropriating ostensibly automating technologies for purposes of creativity, collaboration, and care. Social capabilities in post-automation are being cultivated. Perhaps greater attention to the

politics implied in post-automation can help open our futures to more democratic deliberation.

- [Reading Paper Unit 5:](#)
  - Smith, A., & Fressoli, M. (2021). Post-automation. *Futures*, 132, 102778.
- [Virtual Diary 5](#)
  - After reading the text for Unit 5, please prepare your diary based on your reading. Don't forget to share your link according to the deadline.
- [Cross Campus Capstone Classroom Section 5](#)

**Following FINEP Edital, your team now should work on:**

- d. Plano de manutenção e conservação do espaço para um período de cinco anos, identificando a sua sustentabilidade e os custos de manutenção anuais.

Don't forget to submit your document here.

- [April 17-29 Unit 6 Proposal Review and Final Presentation](#)
  - [Proposal Final Submission](#)
    - You should submit your team final consolidated final document adding the last section.
  - [Presentation](#)

Please post your presentation. It will be delivered in the classroom as well. Your proposal will be evaluated by some of our partners.

- [April 30 Final Grading Review](#)