



Co-funded by the
Erasmus+ Programme
of the European Union



GUIDEBOOK FOR INDEPENDENT PROVIDERS OF THE CO-INNOVATION MASTERCLASS

Part of EU Corship Project
CorporateEDUpreneurship - Benefitting Start-ups, Universities and Corporates across
Europe

Programme: Erasmus+ | Key Action 2 | Knowledge Alliance | 600899-EPP-1-2018-1-AT-EPPKA2-KA www.corship.eu



2019 | CC-BY

Table of contents

1. Introduction	3
2. MicroCredential Factsheet	4
3. General Information about the MasterClass	6
4. Legal and Technical Aspects of the MasterClass Implementation	10
5. Detail Instructions for MasterClass Implementation	11
6. Instructions on How to Work With the Co-Innovation Builder	17
7. Recommendations For the Live Events	17
8. Recommendations Regarding the Assessment Scheme	24
9. Guidelines for Coaches	27



1. Introduction to the Guidebook

This guidebook is written with the intention to provide guidelines and instruction for self-driven implementation of the Co-Innovation MasterClass by any potential external providers, who are not part of the CORSHIP Project.

The MasterClass is part of a MicroCredential which also includes the Co-Innovation Journey MOOC (<https://mooc.house/courses/corship2020>), available in open access on the mooc.house platform (<https://mooc.house/>) after prior registration. **This MOOC is a required introductory step within the MicroCredential and should be completed by participants** in self-paced mode before starting the Co-Innovation MasterClass with a "confirmation of participation".

The driving theme of the MicroCredential is co-innovation between startups and corporations. The MOOC introduces this theme in all its critical aspects and provides learners with the necessary knowledge to take a deep dive into the topic, apply that knowledge and, within the Co-innovation MasterClass, design a solution set in a context of startup-corporate collaboration.

Both parts of the MicroCredential, i.e. the Co-Innovation Journey MOOC and Co-Innovation MasterClass, are co-developed by academics and business experts as part of the CORSHIP Project (<https://www.corship.eu/>). The MicroCredential has been designed to be used by other institutions (universities, firms and beyond) to **grow innovation related competence among its participants and popularize the concept and practice of co-innovation.**

This guidebook will enable providers to **effectively implement the Co-Innovation MasterClass** and deliver a deep learning journey and an empowering learning experience.

The MasterClass pilot has been delivered fully online in spring 2021 to 42 participants who worked together for 8 weeks in 6 teams. However, future iterations of **the MasterClass can be delivered not only online, but also fully offline or in a hybrid mode.** We have created this guidebook to support potential providers in using the materials. All teaching materials, including instructions for learners, video recordings, tools and canvases can be downloaded from the mooc.house platform and used in accordance with their licence (<https://creativecommons.org/licenses/by-nd/4.0/>).

The design of the MasterClass allows for flexible use. Some materials or tasks can be made optional. However, we strongly recommend to **follow the sequence of the weeks and assignments** as originally designed in the course. We also recommend that participants work in teams, optimally of 4 or 5 people per team. Ideally, the teams should be diverse allowing people with different backgrounds, experience and perspectives to connect and learn from one another.

If delivered online, the provider must ensure that all **participants have access to a communication tool/platform.** Online communication and discussion are required for effective delivery. Teams need to meet online on a regular basis. A platform for uploading particular assignments is much advised, as it provides the opportunity for peer feedback between teams.

The MasterClass requires that **each team is guided by a coach.** A coach is someone knowledgeable in the topic of co-innovation and knows the objectives, design and flow of the MasterClass. A coach can be an academic or a business professional. Coaches must be selected prior to the start of the course.

Along the 8 weeks, participants work in their virtual teams with the supervision and facilitation of their team coaches, who will be assisting the group throughout the whole process. For each week there are detailed tasks and deadlines. Coaches are available for consultations every week for about one hour.

2. MicroCredential Factsheet

Project website

CORSHIP: Corporate EDUpreneurship – Benefitting Startups, Universities and Corporates across Europe <https://www.corship.eu/>

Programme: Erasmus+ | Key Action 2 | Knowledge Alliances

Reference Number: 600899-EPP-1-2018-1-AT-EPPKA2-KA

Project Duration: 36 months, 1/1/2019 – 31/12/2021

Project partners

FH JOANNEUM – University of Applied Sciences, Graz (AT)

Haaga-Helia of Applied Sciences (FI)

University of Economics Krakow (PL)

Hasso Plattner Institute (DE)

Beta-i (PT)

AVL List GmbH (AT)

European Startup Network (BE)

Contact email

corship2020@gmail.com

Thematic field of MicroCredential

- Entrepreneurship training, corporate innovation, open innovation
- Startup – Corporate collaboration

Target group(s)

- Startups
- Corporates
- University Students
- Others: policy makers, public bodies, NGOs, researchers, etc.

Background of MicroCredential

In times of a more disruptive, complex, and dynamic world than ever experienced before, innovation is no longer a luxury, but a precondition of business survival. Forward-thinking, established companies are turning innovation challenges into opportunities and are teaming up with fast, creative startups to jointly disrupt whole industries. The competition to survive gets replaced by the collaboration to thrive – to thrive in this new, exciting ecosystem of opportunities.

Corporates and startups have begun to embrace the concept of co-innovation. And universities – traditionally exhaustive sources of innovation – benefit all sides with their academic grounding. On top, universities urgently need new partners to find answers to digital educational trends (“Edupreneurship”) and changing needs (skills gap).

The CORSHIP Project set out to establish a joint language between corporates, startups and universities to successfully exploit the full potential of Co-Innovation across sectors and industries.

Project results

- **Co-Innovation Journey MOOC** available in self-paced version on the MOOCHOUSE platform. Interested learners can do the course for free and earn a confirmation of participation
- **Co-Innovation MasterClass** to be replicated by other institutions with access to already existing materials free of charge with the use of this guidebook
- Digital **Co-Innovation Toolbox** to facilitate collaboration between corporates, startups and universities available online for free: <https://www.corship.eu/digital-toolbox/>.

Co-Innovation MasterClass fast facts

- **Course language:** English
- Duration: 8 weeks
- **ECTS points** : 6 (150 hours workload in total)
- **Participant workload:** 150 hours. This includes 25 contact hours, online synchronous work in teams and asynchronous self-study hours
- Approximately 15 hours workload per week for each participants
- Teamwork with people of different professional, educational and cultural backgrounds
- Particular relevance for any specific sub-group (e.g. students with disabilities, minorities, immigrants, gender etc.): none

Infrastructure and resources needed to provide the masterclass

Online access is needed to complete MOOC and Co-Innovation MasterClass. Teaching material and methods are available for download from the mooc.house platform.

These materials need to be made available for participants online for their download.

Teams need to work collaboratively in a face-to-face setting or online. If offline, rooms for teamwork sessions need to be provided. In case of online delivery a **communication software** is required (for discussion streams, Q&A forum), as well as an **online platform** for uploading team’s outputs. Teams should be able to view each other’s outputs and be able to comment on each other’s work.

Despite the delivery mode (online, offline, blended) the provider must ensure a **Course Coordinator**, who will be responsible for all communication with program participants and for communication alignment among coaches.

When delivered online or in a blended format, the provider must ensure a **Technical Aid** to take care of any technical matters all along the course delivery.

The institution implementing the MasterClass shall involve local experts as **coaches** to guide the teams through all collaborative hands-on assignments and give first-hand practical inputs and feedback from industry-experienced managers and entrepreneurs.

Team coaches (1 per team) meet with their team once a week for about 1 hour.

In addition, they take part in the kick-off event, a mid-term seminar and a final pitch event. Coaches should dedicate a total of 20 hours to the course.

One **external expert** per week can be invited for a presentation on a specific topic to strengthen the learning experience. External experts can also serve as jury members during the midterm pitch and the final pitching event.

Legal issues/licence

The material is provided under a Creative Commons Attribution-NoDerivatives 4.0 International (CC BY-ND 4.0) license (<https://creativecommons.org/licenses/by-nd/4.0/>).

3. General Information about the Co-Innovation MasterClass

The 8-week-MasterClass is a novel, flexible and attractive educational offer for adult learners coming from various fields. **The goal of the course is to develop knowledge and a range of skills relevant for co-innovating - creating and delivering innovation through cross-sector collaboration.** This goal is realized through a balance of assimilative, experiential, interactive and productive learning. Participants work in teams which are guided by coaches knowledgeable in the subject matter of co-innovation, such as industry-experienced managers and entrepreneurs.

During the 8 weeks participants work through a logical sequence (based on the Design Thinking approach) of hands-on assignments which replicate the co-innovation journey of designing a solution that would make a chosen European city more liveable. Along the course participants work in teams and collaborate with each other, ideally with other stakeholders, in creating innovative solutions designed to be implemented through intense collaboration between startups and corporations. The theme of the MasterClass, "Making European cities more livable" is flexible and can be narrowed down to one city or extended to cities outside Europe. However, the MasterClass content refers to this theme in all materials.

3.1 MasterClass Learning Outcomes:

Knowledge:

- knows and understands innovation processes, including Open (Joint) Innovation
- understands the benefits of startup-corporate collaboration
- understands the importance of fit between co-innovation partners
- understands collaboration challenges between startups and corporates and possible solutions

Competences:

- is able to engage in divergent and convergent thinking
- is capable of identifying, understanding and solving complex problems
- is able to apply ideation techniques
- is able to build and present prototypes
- is able to apply collaboration tools and techniques of open innovation, including the Co-Innovation Builder
- is able to assess the corporate and startup potential
- is able to conduct a decision-making process
- is able to apply time management techniques

Social skills:

- is able to work effectively in a virtual team environment
- is able to propose and implement rules of cooperation in a diverse group
- is able to take responsibility for the team
- is able to engage in dialogue and effective communication that leads to decision making
- is able to provide constructive feedback

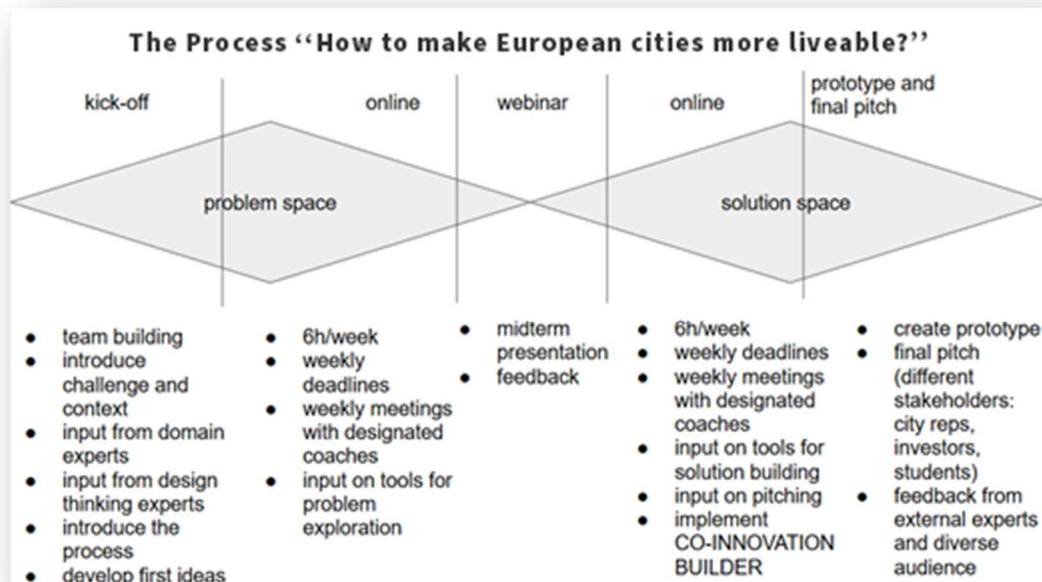
3.2 Target Participants:

- University students
- Startups/entrepreneurs
- Corporate managers and employees
- In addition:
 - ✓ People between jobs
 - ✓ employees of innovation centers, technology parks, startup networks, training centers
 - ✓ owners and employees of SMEs
 - ✓ Other education/training (VET/LLL) providers that can learn from our approach
 - ✓ Educational research networks to receive new experiences with micro-credentials
 - ✓ Policy-makers

3.3 Description of Each Stage of the MasterClass:

The whole MicroCredential program lasts 12 weeks, as the MOOC had to be taken as a prerequisite and lasts 4 weeks and the MasterClass lasts 8 weeks. All of the MicroCredential can be delivered online, offline or blended depending on the provider's preferences. However, within the MasterClass, it is necessary to plan three live events (kick-off, midterm webinar and final pitch). These three events can be planned as offline events or carried out as online live events. Below is a graphic overview of the MasterClass. As seen below, the MasterClass follows the Design Thinking approach and is split into two parts: 4 weeks of Problem Space and 4 weeks of Solution Space. **Team coaches** (one per team) must meet regularly with their teams every week on a set day and time for at least an hour. During each

meeting teams present the outcomes of their work, receive feedback from coaches and set goals for the week to come. Coaches should receive detailed instructions about the facilitation process along with guidelines and recommendations (provided in chapter 9).



Two weeks prior to the start date learners should receive a pre-course reading assignment along with videos that will introduce the topic and the working problem of the MicroCredential: How to make European cities more livable. The driving theme of the MasterClass can be altered or completely changed as long as it remains interesting and non-obvious. The participants can all be given one specific topic/problem or a specific city or they can choose themselves which problem they decide to work on within a broad theme. If another theme is chosen, then all course materials must be adapted and edited accordingly.

The MasterClass consists of 6 stages:

1.Introduction to the MasterClass (week 0)

A week prior to the start of the MasterClass participants receive a set of materials (readings and videos) which describe the design, objectives, modes of work, as well as introduce participants to the theme How to make European cities more livable.

2.Kick-off Workshop (live event)

The kick-off workshop should be delivered live (online or offline). It consists of an introduction to the masterclass. Each team should be then introduced to their team coach, who will facilitate

their work during the 8 weeks. At the end of the workshop, all participants are aware of a clear objective of their teamwork.

3. Problem Space (4 weeks)

During the first 4 weeks all teams focus on identifying the problem they wish to address and on gaining insights into that problem. It is much advised that participants connect directly with problem stakeholders and end users to understand the problem in-depth from various perspectives. The assignments of each week guide participants through this process until they arrive at week 4 when they must formulate a problem statement and identify the two key actors for the co-innovative solution.

4. Mid-term webinar (live event)

After the first 4 weeks (completion of problem space) all course participants meet online or offline for the Mid-term Webinar which should include a keynote and team presentations session. All groups present the outcomes of their work in the form of a 3 minute pitch, which must include a problem statement and proposed actors of co-innovation. All teams receive feedback from peers and experts (this could split into 2 separate sessions). Additionally, experts should answer questions from individuals and teams in a Q&A session to clear out any issues and prepare all participants for the next 4 weeks of solution space.

5. Solution Space (4 weeks)

During these 4 weeks teams work with the Co-Innovation Builder to design a workable innovative solution for their identified problem. They are also asked to create a prototype of the solution and test it on potential users/clients. The provider of the course can decide whether the solution will be commercial or pro-bono/social, as long as the teams ensure that it is sustainable over the long term. Towards the end of the week teams prepare their final pitches and practice them for the Final Pitching Event.

6. Final virtual pitch (live event)

At the end of the course, the participants meet again for the final pitching event. This is the final event for all the participants, coaches, experts and external guests. External guests (professors, students, startups, corporates, city officials) should be invited to participate and provide feedback to learners. Teams will present the final outcomes of their work to a jury of judges in the form of a 3 minute pitch. All teams will receive extended feedback and a winner will be announced.

3.4 A Dynamic Learning Journey

The MasterClass requires all participants to work intensively with a high level of engagement. It is planned for 25 contact hours and 150 total working hours. The progress is typically slow at the beginning and faster later on. This is due to team dynamics - team members get to know each other gradually and can then split tasks more effectively. They learn to communicate better over time. So at first, the learning process and teamwork cooperation can be messy and even frustrating for participants. That is

completely normal. This deep dive into co-innovation pushes learners out of their comfort zone and to get their hands dirty. Coaches can be very helpful at keeping up the team spirit and facilitate collaboration. Typically, latest around week 3 or 4 teams start to work effectively and efficiently, sharing tasks, exchanging ideas, supporting each other and pushing forward.

After the first 4 weeks, the Problem Space comes to an end and participants meet live for the Midterm Seminar. The emotions usually run high and there is much excitement within the teams. They are eager to see each other's work. However, during the Midterm seminar teams might hear harsh feedback from the experts on the jury, which might curb their enthusiasm and cause some degree of demotivation. It is important that the judges are honest and provide constructive feedback. It is part of the journey. It is the role of the coaches to help teams get back on track, work hard through the Solution Space to deliver a great final pitch at the end of their journey. The jury shall be briefed that this is not a typical investor's pitch, but a "collaboration" pitch in the early stage of problem discovery.

4. Legal and Technical Aspects of MasterClass Implementation

4.1 How to Get Access?

To get access to the material, please [create an account on the mooc.house platform](#) first.

Once you have created an account, please contact corship2020@gmail.com and ask to be registered for the course. Please note that for organisational reasons, we'll completely ignore requests to access the material if you have not created an account on mooc.house first. Creating an account on mooc.house is free of charge and comes without any obligations.

The course as it exists on mooc.house is read only and only serves as a repository for the course materials. Once you're enrolled, you'll be able to download all course materials.

The course materials are provided as is in the course. We do not offer a plug-and-play version with other systems.

4.2 How to Use the Materials?

You can work with the material in whichever form that suits your context. You can use a learning platform of your choice to provide the material to your learners. It is within your responsibility to download the material from mooc.house and upload it to your platform. Any adjustments in format to make the material work on your platform also are in your responsibility.

If you use the material in an online, blended or offline setting is also up to you. If you intend to work blended or online, you'll have to make sure that the participants will be able to communicate and collaborate online by providing the appropriate tools. You can also allow the participants to work with the tools of their choice.

Finally, there is an option to work with a cloned version of the course on mooc.house. This, however, entails an additional charge. If you're interested, please contact thomas.staubitz@hpi.de.

4.3 Legal Instructions

The material is provided under a Creative Commons Attribution-NoDerivatives 4.0 International (CC BY-ND 4.0) license. The content can be used, yet the authors must be always referenced (please indicate that the materials were created as part of the CORSHIP project with link to project website).

You can share — copy and redistribute the material in any medium or format for any purpose, even commercially.

As long as

1. you give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
2. you do not distribute remixed, transformed, or otherwise modified material.

Depending on your context, you can modify the theme of the task (live-able European cities), the form of assessment or the form of deliverance (offline/online)

It is not allowed (without further consultation with the authors) to edit the provided videos and texts and to re-arrange the general order of the material.

5. Detail Instructions for MasterClass Implementation

5.1 Participants: Application & Selection Process

We see a good selection of candidates as key for the quality of the Microcredential. Main goal is to make a fair selection according to established criteria. When selecting the criteria, it is important to include clearly comprehensible quantitative criteria on the one hand and to pay attention to qualitative criteria on the other.

As the Microcredential is about implementing creative ideas in co-innovative teams, the main target groups for the Co-Innovation MasterClass are **candidates from startups, corporates and university students who have successfully completed the MOOC**. Of course, participants from other professional backgrounds (e.g. policy makers, public bodies, NGOs, researchers, etc.) can add up to the co-innovation experience.

The Co-Innovation MasterClass is designed to be worked through in cross/ multi-disciplinary teams, consisting of a mix of specialisations, including specialists associated with problem areas. Each team should be composed of representatives from Startups, Corporates, University students and if endeavoured - other specialists (policy makers, public bodies, NGOs, etc.) to experience Co-Innovation at hand.

5.1.1 For the application, potential candidates should:

- prove their successful completion of “Co-Innovation Journey for Startups and Corporates” MOOC by uploading their MOOC Certificate;
- provide personal data, like name, gender & contact details (e-mail-address);
- specify their country of residence;
- indicate if they are a student, or working for a startup or a corporate or other;
- provide information about the industry they work in;
- submit a CV;
- write a motivation letter explaining why they would like to be in the program and what their expectations are.

5.1.2 Timeline and possibilities for the application

We recommend collecting applications via an Online Application Form, promoted through a Call for Participants via several promotion channels (website, Social Media, personal contacts, etc.). Below you can find an example for the online application form.



Online application form:

Personal Data

First Name *	Last Name *
<input type="text"/>	<input type="text"/>
Gender *	E-Mail-Address *
<input type="text"/>	<input type="text"/>
Country of Origin *	Country of Residence *
<input type="text"/>	<input type="text"/>

Your background

Please choose your profession: *

- ☐ Student
- ☐ Startup / Entrepreneur
- ☐ Corporate Manager or Employee
- ☐ Other:

Name of your organisation (name of your university, startup, corporate, etc.): *

In which industry are you working OR what is your field of study? *

What is your main expertise? What are you really good at? Which specific skills could you contribute to the MasterClass? *

What are your fields of interest? *

Your expectations and motivation

What are your specific expectations about this Co-Innovation MasterClass? *

What is your main motivation to join the Co-Innovation MasterClass? Please describe it in max. 300 words using the space below OR upload a 1-minute video.

Please upload here:

Your short CV: *

Файл не выбран

Your Certificate of the "Co-Innovation Journey for Startups and Corporates" MOOC (Record of Achievement) *

Файл не выбран

1-Minute-Motivation Video (optional)

Файл не выбран

☐ I have read the Privacy and Data Protection Notice and accept it . [Privacy and Data Protection Notice](#) *

5.1.3 Selection process & Team formation

The selection process is fair by creating a clear structure for the application and the selection, that reduces the likelihood of bias and increases objectivity. To ensure a fair process, a **selection committee** (2-4 persons from the organizers team) should be formed which documents the traceability of the decision. The final selection should then be reviewed by the project group and unanimously agreed by all.

For the MasterClass we recommend setting up teams of 6-7 members maximum in order to ensure a smooth but still enriching Co-Innovation experience. There is no maximum number of teams to be set up, as long as it can be ensured that the coaching process is still manageable (each team needs a coach - please check Guideline for the Coaches for further details). All teams should be composed of 2 corporates, 2 start-ups, 2 students and if endeavoured, any other participants.

The Selection Process should be depicted as a funnel of all incoming applications, selecting a total number of participants to be able to make all groups full and selecting some participants from all the categories for a waiting list (we recommend 20%).

Funnel 1: Proof of MOOC Certificate

Only those who have uploaded their MOOC certificate (confirmation of participation with record of achievement) will be considered in the further selection process, those who have not provided their Certificate will be excluded. As it is endeavoured to have a certain number of participants from each category (startup, corporate, students), we recommend to proceed with the further funnel steps in the single categories. However, each category is subject to the same system.

Funnel 2: MOOC Certificate in Gold

From the best graduates of the MOOC (record of achievement) we recommend then looking at what industry they come from and the background, as well as gender and country of residence to ensure diversification. In addition, we recommend looking at the motivation presented and ranking these applicants from -best-fit and try to put them into the different teams. In case, you are not able to fill-in all teams with Gold graduates, you should continue in a similar way with the graduates with Silver Certificates.

Funnel 3: MOOC Certificate in Silver

From the MOOC graduates who received the Silver certificate, we recommend looking at what industry they come from and background, as well as gender and country of residence to ensure diversification. In addition, we recommend looking at the motivation presented and ranking these applicants from best-fit to worst-fit and try to include them in the different teams. In case you are not able to complete all groups with Gold and Silver graduates, you should continue in a similar way with the graduates with Bronze Certificates.

Funnel 4: MOOC Certificate in Bronze

From the MOOC graduates who received the Bronze certificate, we recommend looking at what industry they come from and background, as well as gender and country of residence to ensure diversification. In addition, we recommend looking at the motivation presented and ranking these applicants from best-fit to worst-fit and adding them up to the different teams.

After running through Funnel 1 - 4 for all the categories, all teams should be finally checked regarding diversification in gender, country of origin and industry.

5.1.4 Participants Commitment

We recommend to set up a Commitment Agreements with the selected participants in order to avoid drop-outs and to ensure that no empty seats remain left once the official program starts. Selected participants are asked to confirm their participation upfront by signing the Commitment Agreement.

A Commitment Agreement should contain the following information:

- Contents & duration of the MasterClass
- Duties of the participants during the MasterClass
- Attendance regulations & grading
- Processing of personal data and confidentiality during the MasterClass

5.2 Communication

Within the Co-Innovation MasterClasses we see mainly three levels of communication we recommend to set up channels for:

- Communication between the Course Provider and the learners - mainly for organisational and administrative issues
- Communication between the Course Provider and the Teams' Coaches - for exchange of experience and aligning the single teams' coaching processes
- Communication between the single members within a team & their coaches - for collaboration
- Communication between the different teams - for exchange of experience

All communication channels could be set up via one learning platform or several different tools that might be favourable for the course provider's purpose. We try to give some recommendations.

5.2.1 Communication between the Course Provider and the Learners

Communication between the Course Provider and the learners is crucial in order to guarantee a smooth transfer of general information within the MasterClass.

We recommend to bundle the communication between the course provider and the learners via a Course Coordinator, one person that takes over the main coordination of the overall course and acts as the main contact point for the learners relating to all organisational issues and Q&A.

Recommended channels of communication between the course coordinator and the learners:

- E-Mail or Direct message/notification service via a learning platform - for sharing personal information between the Course coordinator and each individual learner
- Social Media (e.g. LinkedIn Group, etc.) or discussion forum - to share information and messages between the course coordinator with the whole group of learners and for Q&A
- Online Meeting Platform for face-to-face meetings

Type of information shared between the Course Provider and the learners:

- General Information, like e.g. notification about admission to the course, team formation, etc.
- Information and Invitation Links to Live-Events, like Kick-off Meeting, Webinars, Final Pitch, etc.
- Welcome to Week Announcements - short weekly messages informing the learners about the start of a new learning week, including information about the week's contents, assignments and deadlines.
- final feedback / evaluation and course certificates

5.2.2 Communication between the Course Provider and the Team's Coaches

We highly recommend setting up regular meetings for an exchange between the coaches to ensure an aligned progress within the coaching procedure of the learning teams. Coaches should meet regularly, e.g. once every two weeks with the Course Provider (Coordinator) to discuss actual problems and solutions within their teams and to coordinate the coaching process.

Recommended Channels:

- Online Meeting Tool for regular face-to-face meetings
- Discussion Forum for constantly exchange between the coaches

5.2.3 Communication between the Team's Coaches and the Learners

For every team and their related coach you need to provide a collaboration space and discussion channels. The teams need to meet regularly within their team and work on a collaborative task throughout the whole MasterClass. Further, the teams will meet at least once per week with their coaches (check the Coaches Guide for further details).

Recommended channels of communication set up for the teams internal communication and collaboration and the communication between the teams and their coaches are

- Closed Discussion Forum or Chat Rooms or Social Media Groups restricted to all learners within a team + their coaches
- Online Meeting Platform for teamwise face-to-face meetings the teams' coaches
- Document Exchange Platforms for sharing drafts, concepts, elaborations between the team members
- Collaboration Spaces (e.g. via Collaboration Software, learning platform, etc.) for constant and direct collaborative work on the tasks for every team

5.2.4 Communication between the different teams for exchange

It is favourable to also set up communication channels for the exchange between the different teams, for sharing experience, reflection purposes and a better learning experience.

Recommended Channels:

- Discussion Forum open for all learners

- Social Media Group open for all learners
- Document Exchange Platform open for all learners
- Collaboration Space open for all learners

6. Instructions on How to Work With the Co-Innovation Builder

The Co-Innovation Builder is a planning tool for the project to be developed in the Solution Space (weeks 5 to 8) in collaboration between corporates and startups - whether real or hypothetical, created for learning purposes. It is a work compass, to be consulted and revisited throughout this learning –by-doing journey, both in the scope of the MasterClass and in collaborative projects in a professional or academic environment.

This canvas was conceived during the CORSHIP project to support its key objective: to enable and facilitate co-innovation. More than a documentation tool, the Co-Innovation Builder gives context and meaning to the collaboration to be developed, clearly pointing out responsibilities, objectives and key factors for its execution. It helps to identify the key elements for building a successful startup-corporate collaboration.

The canvas is composed of three columns: one representing the startups' perspective; another the corporates' perspective; and the middle column that converges the expectations and goals of the collaborative project per se. Starting from week 5, the learners employ the Co-Innovation Builder to design a solution for their chosen urban challenge, a solution that requires joint collaboration of a startup and a corporate partner.

The detail introduction on how to use the Co-Innovation Builder can be watched in the 3 videos dedicated to the topic in the Mid-term Seminar. All the guidance for its use, in detail, is available in the Co-Innovation Guide - which can be downloaded from the CORSHIP project toolbox (<https://www.corship.eu/digital-toolbox/>).

The Co-Innovation Builder has generated interesting feedbacks from our learners via blog articles, the MOOC and the Masterclass forums, CORSHIP's social media channels and LinkedIn [CORSHIP – Corporate Edupreneurship](#) and [Co-Innovation Builder: Co-Innovation Learning Community](#) groups. All suggestions regarding the tool can be found within the "Digital Toolbox" section on CORSHIP's website – and your feedback is also always welcome. We are always happy to hear from you, please get in touch should you have any questions and or comments: corship2020@gmail.com

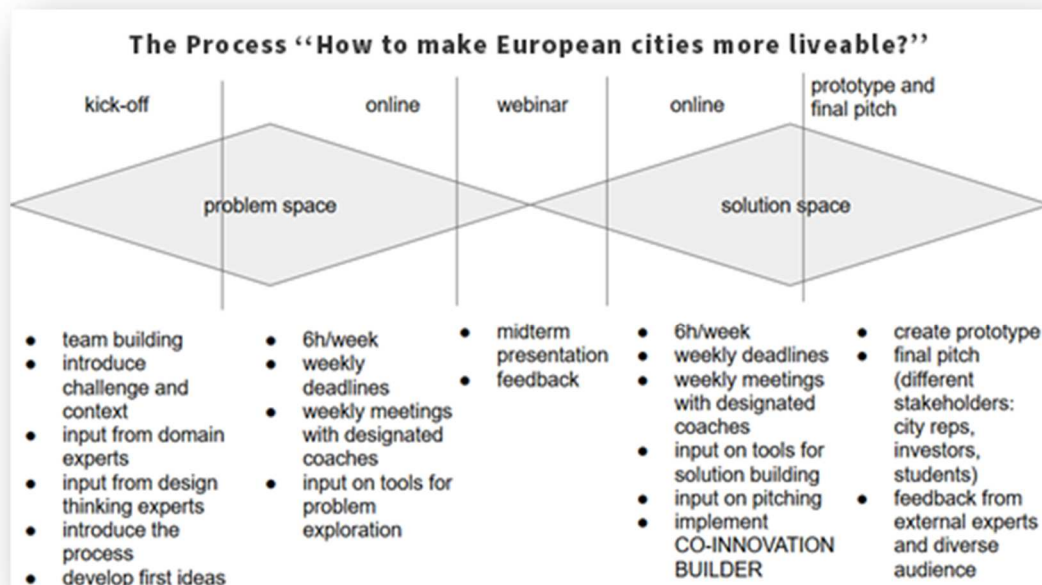
7. Recommendations For the Live Events

Live events are a very important element of the Co-Innovation MasterClass. They enable networking of participants, introduce participants to the content of the MasterClass, enable participants to interact, enable exchange of knowledge and experience and allow for discussion about the details of the

MasterClass.

There are two types of live events in the Masterclass:

1. Milestone live events, which can be conducted online or on campus
 - a. Kick-off Workshop
 - b. Midterm Seminar
 - c. Final Pitching Event
2. Webinars (2 hour weekly meetings with experts)



7.1 Kick-off Workshop

The kick-off workshop (2 hours) is a whole day online event. It is an introduction to the MasterClass, with ice-breakers and team creation moment, preparation (introduction to the Co-Innovation Builder, virtual teamwork introduction) and followed by a teamwork session. During the workshop, all teams are introduced to their team coach, who will facilitate the work of the group and will be aware of a clear objective of their teamwork.

Example agenda:

Time slot	Description
3:00 - 3:10	Welcome note
	Agenda presentation

3:10 - 3:20	Poll questions 1&2 + commenting results
3:20 - 4:30	<p>Introducing teams and team coaches</p> <p>Breakout rooms: Getting to know your teammates (what are your skills, what motivates you, icebreakers)</p> <p>Team presentations (1 speaker per team)</p>
4:30 - 5:00	<p>Introduction to the first online phase</p> <p>Poll question 3 + commenting results</p> <p>Q&A session</p> <p>Interaction via Miro board: What are you most looking forward to?</p> <p>Wrap up</p>

*Suggested poll questions:

1: The first question refers to Co-Innovation, of course. In his video in week 0, Manuel from Beta-I talked about the superpowers of Co-Innovation. We are wondering what do you consider the greatest superpower of Co-Innovation.

What is the key superpower of Co-Innovation most important to you:

1. getting an outside view on your current problems and opportunities
2. sharing the complexity of your issue
3. connecting with people who share passion for the same goals
4. learning new ways from your partners
5. creating amazing synergies combining the expertise of startups and corporates

2: This MasterClass uses the design thinking approach and now we want to ask you what you consider as valuable and beneficial of the design thinking approach.

What do you see as the most valuable potential of Design Thinking:

1. focus on human needs
2. exploring the problem from various perspectives
3. connecting with the end user
4. the agile approach -creating multiple iterations, testing and improving
5. the creative teamwork

3: For the next 4 weeks you will be working within the problem space. Each working week in this Masterclass starts on a specific day. And each week will bring you a step closer to gaining a deep and holistic understanding of a selected urban challenge. You will be working online with your team. Online teamwork is the new normal today. It can be challenging at times, but it also presents numerous

advantages. So we would like to ask you: what do you perceive as the most important opportunity/advantage of digital learning in teams?

For me, the biggest advantage of digital learning is:

1. feasibility
2. seamless connection with distant partners
3. working at my own pace and time
4. easy access to great resources and speakers
5. catching up with the latest digital learning tools

7.2. Mid-term Seminar

After the first 4 weeks (completion of problem space) all course participants can meet for the **Mid-term seminar** (8 hours). The event should include 2 (or more) keynote speakers and a group learning session.

Example agenda:

Time slot	Description	Speaker
9:00 – 9:15	Introduction to the seminar	
9:15 – 9:45	Teams present themselves and their problem	7 teams (1 slide per team)
9:45 – 10:45	Keynote & Q/A	Speaker 1
10:45 – 11:00	Break	
11:00 – 13:00	Expert consultations according to the teams' needs	Experts
13:00 – 14:00	Break	
14:00 – 15:00	Keynote & Q/A	Speaker 2
15:00 – 16:30	Teams pitch their idea (problem + already think about potential solution(s))	7 teams
16:30 – 17:00	Closing of the event & next steps	

Jury selection is critical. These should be experts, experienced in co-innovation projects and knowledgeable in such kind projects. Jury members must be briefed that neither Mid-term Seminar nor Final Pitching Event are an investor's pitch. The Mid-term Webinar is a pitch of an identified and targeted problem, a "problem identification pitch".

Participants should be prepared beforehand that the feedback can sometimes be hard and they should make the most out of it, treating it as useful hints and precious information and not concentrating on the critics. This is not a negative experience, but it should imitate real life pitching, so the feedback can sometimes be direct and the experts' task is to provide honest opinions and constructive recommendations.

7.3 Final Pitching Event

At the end of the course, the participants meet again for the **Final Pitching Event** (5,5 hours), which can be a fully on-campus, hybrid or fully online event. This is the final event for all the participants, coaches, experts and external guests. External guests (professors, students, startups, corporates, city officials) are invited to participate and provide feedback to learners. Jury members must be made aware that this is not a typical investor's pitch but rather a pitch of a co-innovative solution to an identified urban problem/challenge. Teams present the final outcomes of their work to a jury of judges in the form of a pitch. All teams also receive extended feedback, and in the end the winner is announced.

Example agenda:

Time slot	Description	Duration
INTERNAL PART	Official Welcome & Prize Announcement	15 min
12:30 - 13:45	Welcome	
	Short presentation by all teams:	
& first draft pitching	wrap-up of the last 4 weeks - highs & lows (max. 3 minutes per team)	30 min
	Cross Mentors Activity & feedback session	30 min
13:45 - 15:00	Teams work on their pitches - final touches + break	

START OF PUBLIC PART			
15:00-15:15	Welcoming External Guests and Introduction of the Jury		
15:10- 16:30	Pitching by the teams (max. 3min per team) + Jury feedback + Audience voting		
16:30 - 17:15	Jury deliberation / Coffee break Cross team assessment		
17:15-18:00	Audience Winners' Announcement	2 min	
	Jury Winners' Announcement	10 min	
	Official Closing	30 min	

The event is divided into 2 parts: internal and external. In the internal part, teams work together with their mentors. The external part is open to the public and the jury joins the event.

7.4 Webinars

Throughout the MasterClass the learners have the chance to participate in 6 different **webinars**. Webinars are optional, but we recommend to host them for numerous reasons:

- *Transfer the knowledge*

Our main goal is to transfer the knowledge to the innovators on topics that are directly relevant to the MasterClass, such as co-innovation and design thinking, value proposition, intellectual property, pitching and storytelling, etc. The webinar plays an important role in supporting the transmission of knowledge to the attendees.

- *Gain feedback from participants*

The advantage of having live webinars is that the course provider will be able to gain indirect insights about the MasterClass participants, and more specifically, what their needs and expectations

are. Teams will be able to ask questions after each webinar and that will help us have a better idea of their level in order to guide them through the MasterClass.

- *Continue engaging ex-MOOC learners*

As it has been already mentioned, the webinars will be open to the public and promoted on university website, social media channels etc. Webinars are a way to continue engaging and involving our ex-MOOC learners as well as give them the opportunity to exchange/network with the MasterClass participants.

• *Making MasterClass and the speaker visible*

Hosting webinars is not only an opportunity to learn from our MasterClass participants, it is also a way to make MaterClass activities and the speaker visible to the public. The speaker and the organization she/he is working for will be presented before and on our social media channels. The speaker will shortly present herself/himself and her/his activities during the webinar and can provide useful links within the chat. The live webinars will be recorded and made available for the 42 selected MasterClass participants within the mooc.house platform only.

Here's the list of suggested webinars that might be organized during the programme:

- Webinar #1 on Co-Innovation;
- Webinar #2 on How to make European cities more liveable;
- Webinar #3 on Scenarios for the future: foresights;
- Webinar #4 on Value Proposition and Design Thinking;
- Webinar #5 on Intellectual Property;
- Webinar #6 on Introduction to pitching, storytelling & pitching exercise.

A webinar is a web-based interactive seminar that anyone with an internet connection and the necessary video conferencing software can follow. A host speaks about a specific topic for a defined length of time, ideally between 30 minutes and 1 hour to ensure engagement from the audience.

Mid-weekdays are considered the most efficient for hosting a webinar, all six webinars in the pilot course took place either on Wednesday or Thursday between 10 AM – 11 AM.

The webinars may be recorded and made available after the live event. We recommend that webinars are open to the public, and therefore promoted on a website, social media channels (Facebook, LinkedIn, Twitter).

In a webinar, content is king. In the topics we are covering in our webinars, our aim is to share expertise with the attendees. To host a powerful webinar, it is advised to provide the

attendees with quality supporting information. We recommend having a slide deck in the background of your presentation. The number of slides and how detailed your content is relate to the goals you set for your webinar. Using lengthy sentences or compact paragraphs in the slide deck should be avoided as the attendees will read more quickly than you are able to explain and become distracted. Animating your slides by including short and relevant videos, GIFs, SmartArt, transitions and other animated content will make your presentation more dynamic and add depth and movement to it.

At the end of the webinar, please feel free to interact with your audience via, e.g., a short Q&A session, polls, asking questions, etc.

8. Recommendations Regarding the Assessment Scheme

We would encourage you to do the assessment from **multiple perspectives** and consider the **whole process of the MasterClass** instead of focusing merely on the outcome of the project. The perspectives may consist of the learner's own perceptions, peers in the same team, peers in other teams, coaches, experts and clients. The types of assessment may be classified as follows:

1. Process assessment within Team
2. Outcome assessment by the Jury (Clients and Experts)
3. Outcome assessment by other Teams

The types of assessment are explained later in this document more in detail. The assessments may take place at the end of the Masterclass during the Final Pitching Event.

8.1 Types of Assessment and Suggested Weights

When introducing multiple types of assessments, you need to define the weights for them. Please find below a suggestion for % weights of various assessments as well as criteria for the assessment.

Process assessment, see Table 1 (50% weight): Team members reflect the process by keeping the learning diary and based on that they do the self and peer assessment within the Team at the end of the process.

Outcome assessment, see Table 2 (30 % weight) by Clients and Experts: Jury members assess the outcome of each Team at the end of the process..

Outcome assessment, see Table 2 (20% weight) by other Teams: Individual Team members assess the outcome of other Teams at the end of the process.

Different types of assessments and given grades may be collected in an excel sheet to calculate the weighted average for each learner.

8.2 Process Assessment

In this section you find the assessment criteria (Table 1 below) for the process (individual performance is assessed) by learner (him/her)self and peers within the team.

Table 1: Assessment criteria for the process (individual performance is assessed)

Assessment criteria	Satisfactory	Good	Excellent
Knowledge			
You know the building blocks of a co-innovation process including the benefits of this type of collaboration.	You know the building blocks of a co-innovation process including the benefits of this type of collaboration.	You know the building blocks of a co-innovation process well including the benefits of this type of collaboration.	You know the building blocks of a co-innovation process well and critically view the benefits of this type of collaboration.
You are able to identify the factors that enable and/or disable co-innovation partners to collaborate.	You are able to identify the factors that enable and/or disable co-innovation partners to collaborate.	You are able to identify and select the factors that enable and/or disable co-innovation partners to collaborate.	You are able to select critically the factors that enable and/or disable co-innovation partners to collaborate.
Competence			
You are capable of solving problems creatively in collaboration with others	You demonstrate some capabilities of solving problems creatively in collaboration with others	You are capable of solving problems creatively in collaboration with others	You demonstrate excellent capabilities of solving problems creatively in collaboration with others
You demonstrate positive attitude in working on an innovative project.	You demonstrate negative attitude in working on an innovative project.	You demonstrate positive attitude in working on an innovative project.	You demonstrate positive attitude which energize others in working on an innovative project.
You are able to build and present workable co-innovative solutions that meet client's needs.	You have some ability to build and present workable co-innovative solutions that meet client's needs.	You have sufficient ability to build and present workable co-innovative solutions that meet client's needs.	You have excellent ability to build and present workable co-innovative solutions that meet client's needs.
You are capable of making decisions in a complex environment and are able to assess the potential of co-innovation.	You demonstrate some capability of making decisions in a complex environment and some ability to assess the potential of co-innovation.	You demonstrate sufficient capability of making decisions in a complex environment and sufficient ability to assess the potential of co-innovation.	You demonstrate excellent capability of making decisions in a complex environment and excellent ability to assess the potential of co-innovation.
You are capable of monitoring your own and team's progress against deadlines and propose appropriate work methods.	You demonstrate some capability of monitoring your own and team's progress against deadlines and rarely propose appropriate work methods.	You demonstrate sufficient capability of monitoring your own and team's progress against deadlines and propose appropriate work methods.	You demonstrate excellent capability of monitoring your own and team's progress against deadlines and frequently propose appropriate work methods.
Social skills			
You work collaboratively with others to achieve results:	You demonstrate some ability to work collaboratively with others to achieve results:	You demonstrate sufficient ability to work collaboratively with others to achieve results:	You demonstrate excellent ability to work collaboratively with others to achieve results:
You support others and accept responsibility for team's successes and challenges.	You demonstrate some support for others and accept some responsibility for team's successes and challenges.	You support others and accept responsibility for team's successes and challenges.	You demonstrate excellent support for others and accept full responsibility for team's successes and challenges.
You provide and seek feedback to improve your own and team performance	You provide and seek some feedback to improve your own and team performance	You provide and seek sufficient feedback to improve your own and team performance	You provide and seek versatile feedback to improve your own and team performance

Practically this assessment may be completed as a survey questionnaire where the learners receive a link to the questionnaire. They need to assess themselves and other team members in terms of each criteria which are organized in three categories: Knowledge, Competence and Social Skills. The suggested scale for the assessment is satisfactory - good - excellent.

8.3 Outcome Assessment

In this section you find the assessment criteria (Table 2 below) for the process (team performance is

assessed) by jury members and other teams.

Table 2: Assessment criteria for the outcome (team performance is assessed)

Assessment criteria	Satisfactory	Good	Excellent
Problem identification	The team is able to identify a problem in the market.	The team is able to identify a relevant problem in the market.	The team is able to identify a very relevant problem in the market.
Market and needs	The team has acquired some market related knowledge and shows ability to recognize market needs.	The team has acquired market related knowledge and shows a good ability to recognize market needs.	The team has acquired market related knowledge thoroughly and shows excellent ability to recognize future oriented market needs.
Feasibility and scalability of the solution	The team provides some information related to the solution and it shows some potential for scalability.	The team provides fairly versatile and credible information related to the solution and it shows potential for scalability.	The team provides convincing, versatile and credible information related to the solution and it shows excellent potential for scalability.
Co-innovativeness of the solution	The solution shows some elements of co-innovation potential.	The solution shows elements of co-innovation potential and the delivery of the solution utilizes collaboration among various stakeholders.	The solution shows strongly elements of co-innovation potential and the delivery of the solution shows outstanding collaboration among various stakeholders.
Clarity of the pitch	The team is able to communicate their solution.	The team is able to communicate their solution comprehensively.	The team is able to communicate their solution comprehensively and convincingly and believes in the concept.

Practically this assessment may be completed as a survey questionnaire where those who are doing the assessment receive a link to the questionnaire. They need to assess each team's outcome in terms of different criteria. The suggested scale for the assessment is satisfactory - good - excellent.

8.4 Reflective Learning Diary

Our recommendation is that the learners would keep a so-called learning diary throughout the learning process. The purpose of the learning diary is to encourage the learners to reflect upon the lessons learnt along the progress of the master class. The task description for the learning diary is to have a set of questions which trigger the learners to write down their thoughts and insights. Below you find an example of questions which may guide learners to reflect upon their learning experience.

Please consider the completed week and take some time to reflect upon your learning and self-development. This will help you do the final self and peer assessment. Please note that you should save your weekly reflective learning diary in your own files. Each week you submit that week's reflections through the personal notebook in the platform.

1. How did the weekly activities go? What was positive or negative?

2. What took place? When and where?
3. What did you learn about Co-Innovating in Week 1?
4. What new skills did you practice/develop in the area of Co-Innovation? Can you apply them to your work? How?
5. What were you feeling and why?
6. What were the outcomes (anticipated and unanticipated)?

Keeping the learning log on a weekly basis ensures that the learners are able to assess their own learning at the end of the master class. The reflective diary also ensures the learners become aware of the knowledge, skills and competences acquired during the master class and are able to identify and articulate what they know. It also enables the learners to reflect critically what they still need to learn.

9. GUIDELINES FOR COACHES

A Coach is assigned to accompany and guide each Team along the 8 weeks of the MasterClass. We recommend that a Coach is someone who is knowledgeable in the area of co-innovation, but he/she does not need to be an expert. It can be an academic or someone from the world of practice. It is advised that the Coach has some experience in guiding Teams, well developed interpersonal and communications skills.

The primary objective of the Coach is to help the Teams to complete their Learning experience in the fields covered by the MasterClass, particularly in co-innovation, design thinking and problem solving. The Coach will guide learners through the various assignments by providing useful feedback, advice and suggestions enabling learners to deliver the outputs of each week.

The Coach should stay in regular contact with the Team members and provide regular feedback to the Team as a whole and, whenever he/she deems it appropriate, personalized feedback to individual Participants. The Coach is not a Team member and does not participate in the workload. While the Coach is expected to advise the Participants and monitor their work, he/she will obviously not replace the learners in the accomplishment of their assignments.

Once a week the Coach organizes a coaching meeting with all Team members during the 8 weeks of the MasterClass. We recommend that these meetings should be scheduled at the very end of each week of the MasterClass. The coaching meeting should last an hour, or more if necessary. Each coaching meeting should cover the following points:

- General recap of the week – main learnings, new knowledge and skills acquired (learning objectives of the week as reference);
- Team's presentation of the outputs of each week;
- Discussion and feedback about the delivered outputs;
- Discussion about teamwork quality: distribution of workload, cooperation, communication;

- Q&A session;
- Introducing the Team into the workload of next week, setting deadlines and the date of the next coaching meeting.

The Coach is also expected to advise and guide the Team in the various human dimensions of the MasterClass: work organization, task distribution and coordination, communication organization, meeting deadlines, resolving disagreements and conflicts, etc. Finally, the Coach is required to attend the kick-off, the mid-term seminar and the final pitch. We suggest that the Coach takes part in the webinars, so that their content can be discussed during the Team meetings and used in completing the MasterClass assignments.

