

A Guide to the Wikinomics training practices - Overview

Categories of analysis	Switzerland	Belgium	Poland	Portugal
Application Canter	Haute Ecole de Gestion De Geneve (HEG)	Toulouse University of BioSciences Universidad de Ciencias Médicas de Zaragoza	NOT Ostroleka / Yinternet.org	CIDEB Incubator - UCP Porto
Subject of course	“The road to Wikinomcs”. On-line collaboration systems. The training was an adaptation of the generic Wikinomics scenario.	Entrepreneurship and Companies Innovation	Collaborative skills in online environments “Learning how to track changes and limit damage on collaborative websites” & “Tagging and reusing images in a wikinomics way”.	Entrepreneurship initiatives from an idea to a business model “Planning a Business – Creating a Small Business: from business model generation to client development” Training based in wikinomics concepts, including collaboration across the entrepreneurship path, different business models to inspire participation ant the involvement of the community of potential customers to validate decisions Course 1: complete program of workshops designed to support initial pre-incubation teams

				<p>Course 2 – Optional module proposed to Bioengineering Master Students</p> <p>Course 3 – Complete program or workshops designed to support initial pre-incubation teams</p>
Field of application	Transversal field	Biotech	VET - Construction industry	Business development
Connection with VET	HEG is, indirectly part of the Swiss vocational education and training system as a number of its students come from a vocational school. Swiss Universities of Applied Sciences (HES - HEG) offer vocational education at tertiary	<p>This workshops aims to develop the Entrepreneurship mindset for PhD and/or PostDoc who may be involved in start-ups on spin-off within few years.</p> <p>This training may be implemented in any professional and sectorial context</p>	Vocational Education and training	<p>The training offered a learning path to structure entrepreneurship initiatives from an idea to a business model, envisaging validation through customer development.</p> <p>Training design enriches existing VET reference modules. In Portugal follows the Unidades de Formação de Curta Duração . Ciências Empresariais i Empreendedorismo</p>
Users	Variety of societal target groups: trainers and trainees, job and second career seekers, low skilled or looking for specialization workers	<p>PhD and/or PostDoc who may be involved in start-ups on spin-off within few years</p> <p>Toulouse: 10 users (24-37 years old)</p>	Main target groups involved in the construction industry,,: preparing for the exam on building licensees and those already having such powers, including candidates and members of the Chamber building	<p>Course 1 – 2 project teams (6 participants) ages range from 21 to 26</p> <p>Course 2 – 26 participants, ages range from 21 to 26 (Bioengineering Master Students)</p>

	18 participants, age 22 - 28	Zaragoza: 18 users (23-35 years old)	Teachers of foreign languages, social economy workers, and IT students	Course 3 – 4 project teams (6 participants), ages range from 21 to 30 Youth and adults regardless of their skill level
Goals	<p>To understand collaboration phenomena in the Wikinomics area, as well as practicing online collaboration in social bookmarking applications:</p> <p>Understanding the fundamental elements constituting the digital environment of the private and public sectors in the wikinomics context</p> <p>Associate this approach with a general contribution to eCulture movement</p> <p>Propose practical outcome within online collaboration systems</p>	<p>To know Biotech Innovation in practices</p> <p>Identify skills, abilities, and perception on success criteria of the entrepreneurship.</p>	<p>To Initiate participants in wiki culture aspects and to propose guidelines of working and collaboration</p>	<p>To know business model generation and client development methodologies to structure a business project</p> <p>To develop critical and creative thinking on key concepts of generation and validation of business model</p> <p>To know how to develop a iterative process exploiting the potential of collaboration</p> <p>To know how to generate business models and how to validate them</p>
Didactic approach	Collaborative work	<p>Collaborative work</p> <p>Classic presentations</p>	<p>Theoretical exhibition by expert</p> <p>Support teacher</p>	Presentation of methodologies and tools

	<p>Presentation and discussion on theoretical issues</p> <p>Practical activities</p> <p>Working in pairs</p> <p>Teacher acting as an agenda setter and content provider with participants acting autonomously on their activities</p> <p>Lessons were mostly face-to-face with concrete online results</p>	<p>Analyses real cases from biotech field to review existing innovation strategy</p>	<p>Practical work by users</p> <p>Group work</p> <p>Individual work</p> <p>Online training except the evaluation process, done through a face-to-face test.</p>	<p>Group work with multiple outcomes</p> <p>Autonomous workgroup</p> <p>Improvement based on workgroup collaboration</p> <p>Presentation of intermediate and final outcomes</p>
Timing	<p>30 days in 15 weeks during one semester</p>	<p>10 days social bookmarking started with 1 online session.</p> <p>4 half days working session</p>	<p>Planning: 7 days by face to face sessions, of 2 hours each session (14 hours)</p> <p>But was tested only online.</p>	<p>Course 1: 25 hours ECVET (12 hours face-to-face and 12 hours of autonomous work)</p> <p>Course 2: 25 hours ECVET (12 hours face-to-face and 12 hours of autonomous work)</p> <p>Course 3: 25 hours ECVET (12 hours face-to face and 12 hours of autonomous work)</p>
Training in relation with other	<p>This course is a part of their bachelor degree.</p> <p>The training was an adaptation of the Training</p>	<p>Independent workshop. No connection with existing program.</p>	<p>Subject is part of huge training</p>	<p>Course 1: complete program of workshops designed to support initial pre-incubation teams</p>

	"Wiki" Gardeners: a generic Wikinomics			Course 2: Optional module proposed to Biotechnology Master Students Course 3 – Complete program or workshops designed to support initial pre-incubation teams
Activities and resources	<p>Create a personal Diigo account and post urls on the HEG Digital group</p> <p>Search, analyze and compare existing systems of "social bookmarking" (ie. Diigo, Zotero).</p> <p>Study CoWaBoo as a part of the original research proposal, answer 5 questions, 5 minutes</p> <p>Testing the prototype CoWaBoo, as well as the API version</p> <p>The course on Wikipedia : add Diigo article in the french Wikipedia.</p>	<p>Real case resolution</p> <p>Problem Based Learning collected from web (communication, marketing, financial figures)</p>	<p>Formal presentation</p> <p>Demonstration</p> <p>Group work</p> <p>Expert explain, teacher translate and users work</p>	<p>Project: development of business models</p> <p>Process: structuration of the idea using the web tool canvanizer.com (or a business model canvas)</p> <p>Presentation and discussion</p>
LMS	<p>Diigo and Zotero, social bookmarking platform</p> <p>CoWaBoo</p>	<p>Diigo for social bookmarking</p> <p>Google Drive for collaborative works on cases</p>	Skype	<p>Course 1: Dropbox and Google Drive</p> <p>Course 2: Blackboard</p>

			On one account, the expert. On the other account, a local teacher and all students Diigo	Course 3: dropbox and Google Drive
Assessment	<p>Creation of 2 blogposts on behalf of the students on social bookmarking systems (Diigo and CoWaBoo) presented in their ePortofolios</p> <p>Presenting a profile of activities in the HEG Digital group, as well as, a set of personalised functions in class</p> <p>Completing the evaluation form of the course and the trainer</p>	<p><u>Group assessment:</u> Participation in class and group works Sharing design of the innovation strategy for the cases and by the 20 min presentation</p> <p><u>Individual assessment:</u> Self-assessment by individual reflective journal (synthesize the ideas he has learned)</p>	Face-to-face test, questionnaire	Formative by participation and summative by the project design
Competences	<p>Documenting background information</p> <p>Tools and systems analysis</p> <p>Demonstrating existing functions</p> <p>Commenting the work of others</p>	Own skills and abilities in the Entrepreneurship and Innovation topics	<p>Wikis and collaboration</p> <p>Wiki editing tools</p> <p>Roles and collaboration in wiki environment</p> <p>Copyright issues and licensing tools</p> <p>License in sharing environments</p>	<p>Collaboration: level of cross-contributions</p> <p>Communication: level of project presentation</p> <p>Creativity: level of project innovation</p>

	<p>Proposing improvements</p> <p>Presenting personalised versions of tools</p> <p>Keeping an online profile</p> <p>Selecting and adding tags</p>			
Certification	<p>This course is a part of their bachelor degree.</p>		<p>Official certification of training. Qualification certificate related with ECVET.</p>	<p>A certificate is issued at the end of the course and badges are assigned</p>
Satisfaction participants	<p>An online questionnaire was applied after the course.</p> <p>Punctuation is from 0 to 5:</p> <p>Information about the course objectives: 3</p> <p>Motivation: 3</p> <p>Coherence of the course: 3</p> <p>Utility for my employability: 3</p> <p>Activities: 4</p> <p>Autonomy in the analysis of Wikinomics technologies: 3</p> <p>Critical thinking capability: 4</p> <p>Collaborative work: 4</p> <p>Autoevaluation of the skills: 3-4</p>	<p>An online questionnaire was applied after the courses.</p> <p>Punctuation is from 0 to 5.</p> <p>Before the course actions: objectives, motivation, positive impact: Toulouse 5/ Zaragoza 4</p> <p>Organisation of the course: Toulouse 5, Zaragoza 4</p> <p>The course (Coherence of the section, relation with the employability): Toulouse 5, Zaragoza 5</p> <p>Pedagogical approach (learning outcomes, critical thinking, autoevaluation, collaborative work) : Toulouse: 5, Zaragoza 4</p>	<p>Construction industry: a scale of 1-6 assessment were within 4-6</p> <p>The other groups found the training as "good" with the notice to more carefully match the content and the form of the training to the competences of the target group.</p>	<p>An online questionnaire was applied after the course.</p> <p>The feedback was generally positive:</p> <p>The need of additional workshops or courses to deepen the theme.</p> <p>The need to create networking opportunities during the course.</p> <p>The need of a first customer program.</p>

	Coherence of the activities related with competences: 3 Trainer's explanations: 4 Course objectives: 4	Evaluation process: Toulouse: 5, Zaragoza 4.		
Course rate teacher	There is a clear challenge of mixing practical systems and technology analysis with critical thinking that could lead to new applications.	1 - The bookmarking activities were very useful to put on track students before face2face sessions 2- Collaborative works on material from real life has very good impact	The trainer with knowledge and skills for its transfer. Ensure good communication student – trainer. Use blended learning, not to give up the face-to-face trainings.	The course was a good tool for project mentoring. Follow-up should be assured
Main difficulties	To move participants out of a passive role in the learning process and share with the engagement of co-learning, co-development.	Use of a Reflective Journal was difficult for so short sessions even if the interest was well accepted by students.	Only two sessions were held, thinking that the issues had autonomy, but really lacked the comprehensiveness of the course Another difficulty was the mode of application: "I applied only online and is recommended face to face" Insufficient knowledge of communication technologies Lower level of education Participants do not see the need of ICT for their work	The entrepreneurial profile of participants Need for additional training paths Unfavourable aspect: financial support for practical oriented programmes on entrepreneurship Strengths: personalization of the training, Focus on collaboration, Selection and evaluation of free information

