Intellectual Output 3

Social Innovation Academy concept & learning environment

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Dissemination Level of the document		
PU	Public	
PP	Restricted to other programme participants (including the Commission Services)	
RE	Restricted to a group specified by the consortium (including the Commission Services)	
CO	Confidential, only for members of the consortium (including the Commission Services)	X

CONTENTS

1. EXECUTIVE SUMMARY

1. The goal of this IO was to develop the Academy's concept and learning environment using User-Centered Design (UCD) methodology, in which the needs, wants, and limitations of service end users guided each stage of the design process. IO3 respected the following principles (as outlined by ISO 52075):

   a) The design was based upon an explicit understanding of users, tasks and environments. -Users were involved throughout design and development.
   b) The design was driven and refined by user-centered evaluation.
   c) The process was iterative.

   d) The design addressed the whole user experience.
   e) The design team included multidisciplinary skills and perspectives

Conducted work was divided into 5 broader phases, each containing several tasks as summarized below.

2. Task 1 was dedicated to defining the learning objectives. Gathered information originating from IO1 results were used as an input to define the core learning objectives. Using Robert Mager's framework (I-Tech, 2010) for developing learning objectives, the consortium defined as statements the end users learning objectives in regard to what the learner will know, understand, or be able to do as a result of engaging in the Academy.

3. Within second task we have classified existing content and descriptors for search and retrieval. The goal was to identify already available learning content and to improve the effectiveness of its retrieval through classification and profiling. The partnership created an effective inventory of openly accessible training content, which is presented in a manner that hierarchically structures the sequence of information.

4. Task 3 focused on defining and prototyping the learning modules and learning paths based upon the available and developed materials as per identification of general training gaps in IO2. The partnership followed the state-of-the-art best practices in online teaching strategies, such as Pelz's Principles of Effective Online Pedagogy including engagement, presence, and interaction (HRC, 2009) to secure a high-quality outcome. Representatives of the expert community formed in IO3-Task 3 were asked to provide input for T1 and T3.

5. The learning objectives defined in Task 1 and the user learning preferences identified on IO1- Task 2 determined the technology to deliver learning content. The priority for low level of technological difficulties in accessing web site and communication, the creation of a welcoming and modern online environment, the opportunity for students to control their online learning pace and the options to encourage open and honest dialogue, were some of the adopted principles the consortium implemented to deliver the learning content.

1. OBJECTIVES OF IO3

The goal of this IO is to develop the Academy's concept and learning environment using User-Centered Design (UCD) methodology, in which the needs, wants, and limitations of service end users are guiding each stage of the design process. IO3 will respect the following principles (as outlined by ISO 52075):

-The design is based upon an explicit understanding of users, tasks and environments.

-Users are involved throughout design and development.

-The design is driven and refined by user-centered evaluation.

-The process is iterative.

-The design addresses the whole user experience.

-The design team includes multidisciplinary skills and perspectives.

Concretely, the aim was to define learning objectives, including evaluation and assessment methodology, classify existing contents through taxonomies, semantics, ontology, etc. and define descriptors for search and retrieval. Additional materials would be complemented by rapid prototypes of the learning modules and learning paths, under the guidance of online learning pedagogical techniques using Pelz's principles of engagement, presence, and interaction. A rapid prototype of the learning environment would be developed to meet the same principles.

2. TASK 1: Definition of learning objectives

2.1. OBJECTIVES

The objective of this task was to define core learning objectives in accordance with results of IO1.

2.2. METHODOLOGY

Learning objectives should represent statements of what the learner will know, understand, or be able to do as a result of engaging in the Academy.

As proposed in the project application, we use Robert Mager's framework and I-Tech (2010) methodological guidelines as the methodology for developing learning objectives.[1] Mager's framework implies that good learning objectives are constructed around four main

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[1] Therefore, all the following methodological guideline quotes come from this source[1], unless stated otherwise: I-Tech (2010) Writing Good Learning Objectives

components: audience, behavior, standard, and condition. The main assumptions of this methodology are quoted in the following sections.

Components of learning objectives

'Educational theorist Robert Mager created a clear framework for developing learning objectives, in which they are constructed around four main components: audience, behavior, standard, and condition.

Audience: Specify the intended audience. In most cases, this will be the intended participants of the training. For example: "Participants/nurse supervisors/lab technicians will…"

Behavior (observable action verb): Choose an action verb that best describes the type of behavior that the participant needs to display after the training. Action verbs state the specific behaviors the participant is expected to perform after attending the training session. These might include "list," "explain," or "identify." The action verb is the most important component of the learning objective because it indicates what will be accomplished through the training.

Standard: Determine to what standards the task must be performed. Standards describe the level of proficiency to be elicited by the training—in other words, how the learner will be able to perform in terms of quantity, quality, and time limitations. It will answer a question such as "How many?" "How fast?" or "How well?" Examples of standards include "Within a given time period," "In compliance with criteria presented by instructor," "90% of responses."

Condition: Determine under what conditions the task must be performed. The actual conditions under which the task will occur or be observed speak to time and place. For example, "By the end of the workshop, participants will be able to list three criteria for initiating ART." (…)

Examples of learning objectives

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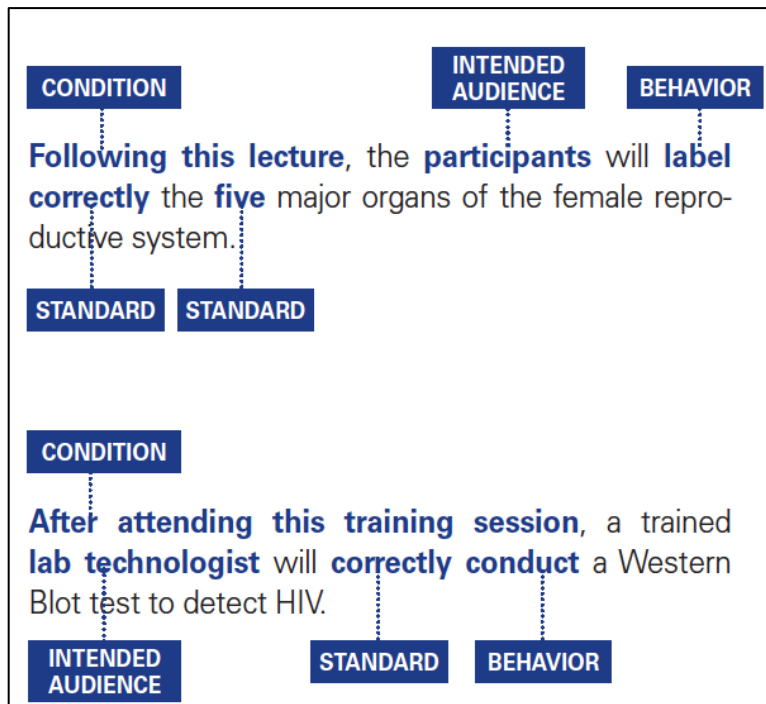
'Well-written learning objectives are essential to building a strong foundation in the development of training materials. Learning objectives:

- Provide clarity about the purpose of the course.
- Guide the development of appropriate content, methods, and materials by the curriculum developer in order to facilitate learning and meet training goals.
- Establish accountability between the learner and the instructor.
- Help trainers articulate exactly what they want participants to do by the end of the training.'

Categories of learning and learning objectives

'Learning and mastery of a subject require more than simply acquiring new knowledge or facts. Educators often classify learning into three domains or categories based on a classification system created by Bloom at the University of Chicago (1956). These include cognitive, affective, and psychomotor; each domain includes subcategories that move from

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simple to more complex processes. Many trainers may be familiar with the categorization of learning according to the categories of "knowledge," "attitudes," and "practice." Bloom's categorization is similar, though in Bloom's system, knowledge is a subcategory within the cognitive domain.

When designing a training, it is important to think about these three domains of learning and their subcategories, and to develop objectives for the training that address each domain. This will lead to activities that engage the different domains of learning, and will result in a more holistic and comprehensive training. The three domains of learning and their subcategories are explained below; note that the subcategories are organized by order of difficulty, with the most complex learning activities at the bottom.

The cognitive domain relates to knowledge and intellectual skills such as understanding, organizing ideas, analyzing and synthesizing information, applying knowledge, choosing among alternatives in problem solving, and evaluating ideas or actions. Subcategories in the cognitive domain, described in the table below, move from simple cognitive processes — such as the basic recall of information — to more complex cognitive processes — such as the analysis and application of knowledge. The idea is that these levels reflect the process through which the learner moves in this domain, mastering the lower-level subcategories necessary to proceed to the next level (…)

COGNITIVE DOMAIN	ACTION VERBS for OBJECTIVES
Knowledge: recall; the ability to remember information	Describe, define, identify, list, name, recognize, reproduce, state
Comprehension: understanding; the ability to interpret and explain information	Articulate, distinguish, estimate, explain, generalize, infer, interpret, paraphrase, rewrite, summarize, translate
Application: the ability to use information in a new situation, to use knowledge and skills acquired in the classroom to solve problems and create new approaches	Apply, change, construct, demonstrate, modify, operate, predict, prepare, produce, show, solve, use
Analysis: the ability to break down information to understand its structure, to categorize, and to recognize patterns	Analyze, categorize, compare, contrast, differentiate, identify, illustrate, infer, outline, relate, select, separate
Synthesis: the ability to bring together sets of information to create or invent solutions to problems, to illustrate relationships between parts of a whole	Compile, create, design, diagnose, diagram, discriminate, explain, generate, modify, organize, plan, relate, reorganize, separate, summarize, write
Evaluation: the ability to make a judgment based upon evidence	Appraise, assess, compare, conclude, contrast, criticize, critique, describe, evaluate, explain, interpret, justify, summarize, support

The affective domain relates to the emotional component of learning, and is concerned with changes or growth in interest, attitudes, and values. It emphasizes feeling, tone, emotion, or degree of acceptance or rejection. Learning in this domain can be demonstrated by behaviors indicating awareness, empathy, interest, attention, concern, responsibility, and ability to listen and respond. Subcategories, described in the table below, move from more simple

affective components — such as receiving and responding to new information — to more complex ones — such as organizing and internalizing values (…)

AFFECTIVE DOMAIN	ACTION VERBS for OBJECTIVES
Receiving (willing to listen): awareness, attention to new information	Ask, choose, describe, give, identify, locate, select
Responding (willing to participate): active pursuit of an interest, willingness to respond, motivation	Answer, assist, discuss, greet, help, participate, present, read, report, select, tell
Valuing (willing to be involved): the worth or value a person attaches to a particular object, situation, or behavior; reflects internalization of a set of values	Complete, demonstrate, differentiate, explain, follow, initiate, join, justify, propose, read, share
Organization (willing to be an advocate): the ability to prioritize and organize values	Adhere, alter, arrange, combine, compare, defend, explain, integrate, modify
Internalizing values (willing to change one's behavior): the ability to act consistently and predictably according to a value system or consistent philosophy	Act, display, influence, listen, modify, perform, propose, question, serve, solve, verify

The psychomotor domain (developed by Rothwell and Kazanas in 1989) relates to the physical skills and/or the performance of motor tasks according to a standard of accuracy, rapidity, or smoothness. Subcategories progress from observation to performance of a procedure to mastery of a physical skill. Learning is demonstrated by the learner performing the skill to a designated standard or level of proficiency (…)

PSYCHOMOTOR DOMAIN	ACTION VERBS for OBJECTIVES
Perception: observation of behaviors involved in completing a task	Observe, attend to, ask, describe, participate, answer
Set: becoming mentally prepared to perform the task	Question, explore, consider outcomes, participate, tell, give examples, express confidence
Guided response: the early stage in learning a complex skill that includes imitation, performing a task with assistance, and trial and error; adequacy of performance is achieved by practicing	Complete, demonstrate, replicate, share, point out, break down, put together
Mechanism: the intermediate stage in learning a complex skill; learned responses have become habitual, and the movements can be performed with some confidence and proficiency (acting without assistance)	Arrange, choose, conduct, construct, design, integrate, organize, perform, modify, refine, respond, vary
Complex overt response: performing automatically with facility and habitually; fine tuning and perfection of the skill or technique	Arrange, choose, conduct, construct, design, integrate, organize, perform, modify, refine

In order to develop the concrete learning objectives for SOCIA, we have combined the results of IO1, IO2 and the analysis carried out as part of IO3 Task 2 in which we analyzed the knowledge that needs to be transferred by the training. The learning objectives of SOCIA are presented in the 'Results' section.

Besides the learning objectives definition, in this task we have also developed **the evaluation and assessment methodology**.

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Indeed, 'just as good learning objectives guide training content and methods, they also guide the methods and tools used to assess the achievement of those objectives.

- Cognitive domain evaluation questions focus on "What knowledge was gained, and how well can participants apply it?"

- Affective domain evaluation questions focus on "Did attitudes change, and in what way?"

- Psychomotor domain evaluation questions focus on "What skills were developed or enhanced?"'[2]

Our aim was to 'choose evaluation methods that most accurately reflect both the domain and the level of learning described in the learning objective.'[3]

Effective evaluations and assessments are based on several principles but the two most important ones are the following:

- They should help to learn

- They must be consistent with the objectives of the training and what is taught and learned[4]

In general, the chosen method needs to be effective, transparent and efficient for both the learners, as well the consortium, and align with the target groups characteristics and traits, as well as with the overall philosophy and approach of the Social Innovation Academy.

Considering the above, the proposed assessment methodology centers around self-assessment, which is most appropriate for the targeted group of (future) social innovators, most of whom are already active professionals in their fields. This type of learners prefers self-

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[2] idem

[3] idem

[4] http://wikieducator.org/Assessing_and_Evaluating_for_Learning/Assessment_Methods_and_Tools_module

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learning and self-assessment, with a possibility of obtaining feedback from peers or other experts.

As such the proposed approach for assessment will consists of two levels, one which is fully based on self-assessment and a second one is based upon peer or expert feedback.

Summarizing, learners will have two options for assessing their learning:

1. Self-assessment, implies that the learner after having gone through a knowledge area, realizes a set of exercises or responds to a set of self-reflective questions. The results are reflected in the "learner´s logbook". The logbook combines the all the self-reflective questions and/or exercises of the knowledge areas and units in one single downloadable logbook.
2. Self-assessment + peer/expert assessment, implies that the learning not only realizes the set of exercises and/or respond to the self-reflective questions, but also presents a social innovation project, with an estimated length of 2 pages, which is then evaluated by a peer/expert. A learner will need to provide the filled in logbook plus the project to be evaluated for the certificate in introduction to social innovation.

Based upon the learning objectives and during the development of the content of the knowledge areas of the Academy, the exercises and/or self-reflective questions for each of the above areas are developed.

2.3.   RESULTS

The following learning objectives have been developed for SOCIA

| Relevant learning domain | | | Learning objective: After participating in the relevant Social Innovation Academy module, the participant will be able to... |
Cognitive (KNOWLEDGE)	Affective (ATTITUDE)	Psychomotor (SKILL)	
V			... correctly define social innovation
V			... adequately recognize the difference between social innovation and social entrepreneurship
V			... clearly explain the difference between innovation and 'improvement','change', 'creativity' and 'invention'
V			... identify the main characteristics of social innovation
V			... list at least 5 different social innovation examples from around the world
V			... correctly name at least 6 examples of social innovations in their continent
V			... adequately recognise the difference between incremental vs disruptive social innovation
V			... name at least 5 European or global societal trends / challenges
V			... list at least three sources of social innovation
V			... correctly outline all steps of the social innovation process
		V	... quickly recognise the problem to be addressed by social innovation
		V	... adequtly frame the problem to be addressed by social innovation
		V	... correctly diagnose the problem to be addressed by social innovation
		V	... sufficiently elaborate the question that has to be answered to ensure that the root causes are addressed, not only its symptoms
		V	... publically command attention to the problem
V			... fully understand the concept of a theory of change
		V	... simply articulate a theory of change for their selected focus topic
V			... present the main idea behind the concepts of User Centred Design or Design Thinking
	V		... get inspired by at a practical example of successful problem diagnosis
	V		... get inspired by a real life example of successful generating ideas stories
	V		... get inspired by an example of successful prototyping story
	V		... get inspired by a rel-life example of successful financing stories
	V		... get inspired by a real-life example of a successful scaling story
	V		... get inspired by a real-life example of successful systems change story
		V	.... inspire others, including your team, more
		V	... use storytelling more effectively in presenting ideas
		V	... delegate more effectively by granting rights and sharing responsibility with team members
		V	... better listen to the needs and expectations of your stakeholders incl. team members, users, clients, beneficiaries and funders
		V	... better use an analytical approach to understanding needs, procesesses and challenges
		V	... combine ideas from different areas more effectively
		V	... carry out tests and to draw conclusions more effectively
		V	... prioritize better
		V	... manage risks better when on different stages of developing ideas
		V	... approach the right preople for reaching your goals
		V	... carefully observe the surrounding world incl. processes and clients
		V	... look at the problem from different perspectives
		V	... thinking "outside the box" more frequently and more effectively
		V	... stay more goal oriented
		V	... be more resourceful in searching for solutions
		V	... think more strategically
		V	... adapt more flexibly to changing conditions
V			... define in own words at least 20 (out of 32+) social innovation-related terms
V		V	... draw personal conclusions regarding XXX from practice-based lessons learned from real social innovators' stories
V		V	... draw personal conclusions regarding XXX from practice-based lessons learned from real social innovators' stories
V		V	... draw personal conclusions regarding XXX from practice-based lessons learned from real social innovators' stories
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V		V	... draw personal conclusions regarding XXX from practice-based lessons learned from real social innovators' stories
V		V	... draw personal conclusions regarding XXX from practice-based lessons learned from real social innovators' stories

At the same time the baseline for assessment methodology has been defined, which will allow the learners to opt for certification, or engage in the learning process without acquiring any certification.

The learners will be motivated to opt for certification, however it is not obligatory, building in the necessary flexibility to cater for the preferences and traits of the wide range and diversity of our learners.

The content for the quiz/exercises to be included is provided by the partners, who develop the specific quiz questions, exercises and/or self-reflective questions for the content they provided or developed. EOLAS will develop in T3 the final quiz, after reading the materials that were developed by the partners.

All the exercises, self-reflective questions, as well as the quizzes are accessible on-line, but will be included in a "SOCIA Learner´s logbook", which can be downloaded by the learner to be used off-line. EOLAS will prepare the logbook in close cooperation with Limitless to ensure common look and feel with the platform.

A template for the social innovation project will be developed in T3 by EOLAS, which can be used by those learners who want to obtain the course certificate. During the testing phase of the project the partners and/or experts of the Expert Board will evaluate the proposal. The exploitation plan will explore further options for sustainability of this type of activity.

3.1. OBJECTIVES

The goal of this task was to identify already available learning content and to improve the effectiveness of its retrieval through classification and profiling.

3.2. METHODOLOGY

An inventory of training content already developed or acquired by the partners has been made using the cloud-based folder system. The process was coordinated by Limitless, with all partners asked to show the materials they have copyrights on.

It was complemented by openly accessible content provided by our expert group and other relevant sources. Concretely, Limitless has carried out extensive desktop research to identify the most relevant public reports, white papers and articles concerning social innovation.

Intellectual property rights were carefully analysed to ensure proper compliance and identify where additional agreements must be made.

The training materials and content retrieved is classified as:

1. Readily available: materials with 100% copyrights owned by the partners which can be integrated into SOCIA, with only minor adjustments.
2. Adaptation required: materials with 100% copyrights owned by the partners which can be integrated into SOCIA, but need major adaptation.
3. Quotation required: materials identified by Limitless that are copyrighted by stakeholders outside of the consortium, but who are nevertheless considered experts in social innovation (authors of public reports, books, scientific articles and white papers).

4. New materials: materials to be developed specifically for the purpose of SOCIA. Focus is on those knowledge areas which are not yet covered by the existing materials.

The partners who provided the content pertaining to type 1 and 2 are in charge of adjusting/adapting the content to SOCIA. The development of new materials, partially based on quotation-requiring materials, the largest batch of the content, is distributed among the partners considering their expertise, knowledge fields and the budgeted effort.

Also, as part of the SOCIA content structure, we have presented the content in a manner that hierarchically structures the sequence of information.

Where needed and possible, existing learning content was adjusted in terms of granularity to improve its re-usability (Stankow, 2010). Concretely, Limitless has performed a detailed mapping of all available sources to the actual learning objectives / foreseen components of the curriculum. This was done on a very detailed basis, linking a concrete title and page number to the respective curriculum point.

Appropriate taxonomies, semantics, ontology, etc. will be applied and descriptors for search and retrieval will be defined.

3.3. RESULTS

The actual taxonomy, ontology, semantics comes here by Eolas.

The following materials have been identified and categorized:

Readily available materials:

- Templates – brought in by Limitless

Materials for which adaptation is required:

- Storytelling material – brought in by Eolas
- Social innovation materials based on client work for Fonds Kirchberg (confidential) – brought in by Limitless

Quotation requiring materials:

- Limitless has carefully reviewed the following sources which will be quoted throughout the curriculum either as direct quotes, as references or as further reading recommendations:

  · BEPA (2011) Empowering people (...)

  · BEPA (2014) Social Innovation - A decade of changes

  · CEDEFOP (2011) Vet for the common good

  · CREA (2016) Methodological Dossier for Mentoring

  · CREA (2017) Handbook with the business (...)

  · ESSIPROJECT (2015) THE ECVET PROFILE (...)

  · European Commission (2013) Guide to Social Innovation

  · European Commission (2013) Social innovation research (...)

  · European Commission (2015) Entrepreneurship Competence (...)

  · European Commission (2017) Social Innovation (...)

  · European Commission (2017) Vision and Trends (...)

  · European Commission Enterprise and Industry (2010) This is European (...)

  · European Commission Youth (2012) Developing the creative (...)

- European Economic and Social Committee & SC (2017) Recent Evolution (...)

- Goldenberg (2004) Social Innovation in Canada

- Goldenberg (2009) Social Innovation in Canada (...)

- HarvardKennedySchool (2012) Appendix Self-Assessment Template

- Hitachi Australia (2016) Social Innovation

- HRC (2009) Best Practices in Online Teaching Strategies

- I-Tech (2010) Writing Good Learning Objectives

- INSEAD (2009) The innovator's DNA

- Johnson Ross et al. (2015) UNEQUAL NATION

- Kaletka et al. (2017) A GLOBAL MAPPING (...)

- Kimbell & Julier (2012) Social Design Methods Menu

- Kurin (2015) BLOG A space (...)

- Kurin (2015) BLOG A space (...)

- Lahti University (2011) INNOVATION FOR COMPETENCE (...)

- McKinsey&Company (2012) WHAT MATTERS SOCIAL INNOVATION

- Millard (2018) Is it possible (...)

- Mulgan et al. (2007) SOCIAL INNOVATION (...)

- Murray et al. (2010) THE OPEN BOOK (...)

- NESTA (2009) Everyday innovation

- Nesta (2013) Systems innovation

- NESTA (2014) DESIGN IN PUBLIC (...)

- Nesta (2014) Making it Big- Strategies for Scaling Social Innovations

- NESTA (2015) DIGITAL SOCIAL INNOVATION (...)

- NESTA (2015) GROWING A DIGITAL (...)

- NESTA (2016) What does it take (...)

- NESTA (2017) Competency Framework

- NESTA (2017) Social Innovation (...)

- NESTA (2017) What next for digital social innovation

- Nicholls et al. (2015) NEW FRONTIERS IN SOCIAL (...)

- OECD (2010) Social Entrepreneurship (...)

- OECD (2013) JOB CREATION THROUGH THE SOCIAL ECONOMY (...)

- Oeij et al. (2018) SOCIAL INNOVATION (...)

- Pisano et al. (2015) Social Innovation (...)

- Said Business School et al. (2016) The Landscape of Social (...)

- SCHWAB FOUNDATION (2013) Policy Guide to Scaling (...)

- SCHWAB FOUNDATION (2016) Social Innovation (...)

- SI drive (2016) Mapping the Wolrd (...)

- SI-DRIVE (2017) Social Innovation (...)

- SI-Drive (2018) ATLAS OF SOCIAL (...)

- SIC (2017) How is EU employment (...)

- SIC (2017) Social innovation policy (...)

- SIX (2010) Study on Social Innovation

- Social Innovation TEDx talks

- Sporar et al. (2015) SOCIAL INNOVATION IN SLOVENIA

- Tajani et al. (2017) Milan White Paper (...)

- Tepsie (2012) Defining Social Innovation

- TEPSIE (2014) DOING SOCIAL INNOVATION (...)

- Tepsie (2014) Social Innovation Theory (...)

- The Economist (2016) Old problems, new solutions (...)

- The Young Foundation (2017) Humanity at work

- TRANSIT (2014) Game Changers (...)

- TRANSIT (2017) The emergence of social (...)

- UNDP and FutureGov (2017) Growing government innovation labs

- Unicef (201X) Social Innovation Lab Cookbook

- WBCSD (2016) Skills for Social Innovation

All of the above have been made available to all partners in the 'Biblio' folder on the project platform.

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New materials:

A detailed material development planning has been created by Limitless for each of the project partners. These are illustrated in the following figures:

Folder to upload	Category	To do's:
G	GLOSSARY	16 definitions
G	GLOSSARY	16 definitions
A1	ARTICLE	"8 social innovation keywords you should know" (based on 8 definitions done before)
A2	ARTICLE	"8 social innovation concepts you need to master" (based on 8 definitions done before)
A3	ARTICLE	"8 social innovation jargon examples demistified" (based on 8 definitions done before)
A4	ARTICLE	"Is social innovation yet another fad?"(the arguments here could be that it looks like a fad because of the popularity and overuse of the word, but it i
A5	ARTICLE	"Social innovation in Europe: 8 remarkable projects" (describe and link to social innovation projects supported by the European Commission, E+ etc.
A5	ARTICLE	"Social innovation in North America: 8 remarkable projects" (describe and link to)
A5	ARTICLE	"Social innovation in South America: 8 remarkable projects" (describe and link to)
A6	ARTICLE	"8 social impact investing terms you should know" (based on 8 definitions done before)
A7	ARTICLE	"8 socially innovative Erasmus+ projects" (incl. SOCIA)
IA1	INTERVIEW-BASED ARTICLE	contacting and getting an email interview from a target person. Person name and interview questions will follow
IA2	INTERVIEW-BASED ARTICLE	contacting and getting an email interview from a target person. Person name and interview questions will follow
IA3	INTERVIEW-BASED ARTICLE	contacting and getting an email interview from a target person. Person name and interview questions will follow
IA4	INTERVIEW-BASED ARTICLE	contacting and getting an email interview from a target person. Person name and interview questions will follow
IA5	INTERVIEW-BASED ARTICLE	contacting and getting an email interview from a target person. Person name and interview questions will follow
IA6	INTERVIEW-BASED ARTICLE	contacting and getting an email interview from a target person. Person name and interview questions will follow
IA7	INTERVIEW-BASED ARTICLE	contacting and getting an email interview from a target person. Person name and interview questions will follow
IA8	INTERVIEW-BASED ARTICLE	contacting and getting an email interview from a target person. Person name and interview questions will follow
A8	ARTICLE	based on one interview question asked to 8 people - tbd - will follow
A9	ARTICLE	based on one interview question asked to 8 people - tbd - will follow
A10	ARTICLE	based on one interview question asked to 8 people - tbd - will follow
A11	ARTICLE	based on one interview question asked to 8 people - tbd - will follow
A12	ARTICLE	based on one interview question asked to 8 people - tbd - will follow
A13	ARTICLE	based on one interview question asked to 8 people - tbd - will follow
A14	ARTICLE	based on one interview question asked to 8 people - tbd - will follow
A15	ARTICLE	based on one interview question asked to 8 people - tbd - will follow
SA1	SELF-ASSESSMENT	Quiz for self-assessment
SA2	SELF-ASSESSMENT	Self-reflection diary for self-assessment

Folder to upload	Category	To do's:
E1	EXAMPLE	Example step 1
E2	EXAMPLE	Example step 2
E3	EXAMPLE	Example step 3
A16	ARTICLE	"8 amazing examples of how to address a grand social challenge" (including SOCIA of course as one:))
A17	ARTICLE	"8 mindblowing social innovation ideas"
A18	ARTICLE	"8 incredible social innovation prototypes" (how to correctly build an early sample or model to test a concept or process. Goal:
IA9	INTERVIEW-BASED A	contacting and getting an email interview from a target person. Putting that in an article format with intro plus closing paragra
IA10	INTERVIEW-BASED A	contacting and getting an email interview from a target person. Putting that in an article format with intro plus closing paragra
IA11	INTERVIEW-BASED A	contacting and getting an email interview from a target person. Putting that in an article format with intro plus closing paragra
IA12	INTERVIEW-BASED A	contacting and getting an email interview from a target person. Putting that in an article format with intro plus closing paragra
IA13	INTERVIEW-BASED A	contacting and getting an email interview from a target person. Putting that in an article format with intro plus closing paragra
IA14	INTERVIEW-BASED A	contacting and getting an email interview from a target person. Putting that in an article format with intro plus closing paragra
IA15	INTERVIEW-BASED A	contacting and getting an email interview from a target person. Putting that in an article format with intro plus closing paragra
IA16	INTERVIEW-BASED A	contacting and getting an email interview from a target person. Putting that in an article format with intro plus closing paragra
A19	ARTICLE	based on one interview question asked to 8 people - tbd - will follow
A20	ARTICLE	based on one interview question asked to 8 people - tbd - will follow
A21	ARTICLE	based on one interview question asked to 8 people - tbd - will follow
A22	ARTICLE	based on one interview question asked to 8 people - tbd - will follow
A23	ARTICLE	based on one interview question asked to 8 people - tbd - will follow
A24	ARTICLE	based on one interview question asked to 8 people - tbd - will follow
A25	ARTICLE	based on one interview question asked to 8 people - tbd - will follow
A26	ARTICLE	based on one interview question asked to 8 people - tbd - will follow

Folder to upload	Category	To do's:
S1	SKILL CARD	How to…. inspire others, including your team, more
S3	SKILL CARD	… delegate better by granting rights and sharing responsibility with team members
S4	SKILL CARD	… better listen to the needs and expectations of your stakeholders incl. team members, users, clients, beneficiaries and fur
S5	SKILL CARD	… be more analytical
S6	SKILL CARD	… better combine ideas from different areas
S7	SKILL CARD	… carry out tests and to draw conclusions
S8	SKILL CARD	… prioritize better
S9	SKILL CARD	… manage risks better when on different stages of developing ideas
S10	SKILL CARD	… approach the right preople for reaching your goals
S11	SKILL CARD	… carefully observe the surrounding world incl. processes and clients
S12	SKILL CARD	… look at the problem from different perspectives
S13	SKILL CARD	… think "outside the box" more frequently and more effectively
S14	SKILL CARD	… stay more goal oriented
S15	SKILL CARD	… be more resourceful in searching for solutions
S16	SKILL CARD	… think more strategically
S17	SKILL CARD	… adapt more flexibly to changing conditions
A27	ARTICLE	8 tips to learn to prioritise if you want to change the world (based on the skill card 9, but more extensive and more enga
A28	ARTICLE	How to inspire others if you want to change the world (based on the skill card 1, but more extensive and more engaging
A29	ARTICLE	Ability to listen: a must for social innovators (based on the skill card 6, but more extensive and more engagingly written)
A30	ARTICLE	… depending on your own preferences: 1 full blog article based on one or a combination of skill cards, mentioning that t
A31	ARTICLE	… depending on your own preferences: 1 full blog article based on one or a combination of skill cards, mentioning that t
A32	ARTICLE	… depending on your own preferences: 1 full blog article based on one or a combination of skill cards, mentioning that t
A33	ARTICLE	… depending on your own preferences: 1 full blog article based on one or a combination of skill cards, mentioning that t

Folder to upload	Category	To do's:
E4	EXAMPLE	Example step 4
E5	EXAMPLE	Example step 5
E6	EXAMPLE	Example step 6
A34	ARTICLE	"8 amazing examples of how to keep your social innovaiton alive"
A35	ARTICLE	"8 social innovations that went viral"
A36	ARTICLE	"8 social innovations thet created true systemic change"
A37	ARTICLE	"Social innovation in Asia: 8 remarkable projects" (describe and link to)
A38	ARTICLE	"Social innovation in Africa: 8 remarkable projects" (describe and link to)
A39	ARTICLE	"Social innovation in Australia and New Zealand: 8 remarkable projects" (des
IA17	INTERVIEW-BASED ARTICLE	contacting and getting an email interview from a target person. Putting that
IA18	INTERVIEW-BASED ARTICLE	contacting and getting an email interview from a target person. Putting that
IA19	INTERVIEW-BASED ARTICLE	contacting and getting an email interview from a target person. Putting that
IA20	INTERVIEW-BASED ARTICLE	contacting and getting an email interview from a target person. Putting that
IA21	INTERVIEW-BASED ARTICLE	contacting and getting an email interview from a target person. Putting that
IA22	INTERVIEW-BASED ARTICLE	contacting and getting an email interview from a target person. Putting that
IA23	INTERVIEW-BASED ARTICLE	contacting and getting an email interview from a target person. Putting that
IA24	INTERVIEW-BASED ARTICLE	contacting and getting an email interview from a target person. Putting that
A40	ARTICLE	based on one interview question asked to 8 people - tbd - will follow
A41	ARTICLE	based on one interview question asked to 8 people - tbd - will follow
A42	ARTICLE	based on one interview question asked to 8 people - tbd - will follow
A43	ARTICLE	based on one interview question asked to 8 people - tbd - will follow
A44	ARTICLE	based on one interview question asked to 8 people - tbd - will follow
A45	ARTICLE	based on one interview question asked to 8 people - tbd - will follow
A46	ARTICLE	based on one interview question asked to 8 people - tbd - will follow
A47	ARTICLE	based on one interview question asked to 8 people - tbd - will follow

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to uplo ▼	To do's: ▼
	compile a library of approx. 50 reports, books and articles on social
	review approx. 50 reports, books and articles on social innovation
	insert existing materials into the overall structure
S	prepare example + instructions skillcard
E	prepare example + instructions SI example
G	prepare example + instructions glossary
	prepare workplan for ICAN
	prepare workplan for Eolas
	prepare workplan for Found.ation
	prepare workplan for We4You
	prepare workplan for Limitless
	prepare overall structure
	review existing contents uploaded by partners
P	adjust Limitless template for slides
S	adjust Limitless template for skillcards
E	adjust Limitless template examples
G	adjust Limitless template definition glossary
G	research 32 social innovation definitions for vocabulary
E	research 6 social innovation examples for case studies
F	research 6 further reading referenecs for students
A	prepare instructions regular 8-component article
IA	research 30 people to interview (24 + 6 back up) first 50%
AI	prepare instructions interview-based article
A	prepare instructions in-depth article
IA	interview questions
IA	research 30 people to interview (24 + 6 back up) second 50%
	search for appropriate credit-free photos and download / buy them
V	find and agree video expert for the intro
P	PRESENTATION SLIDES
	learning platform choice and settings including grpahics layout
	formatting 32+47+5+10+16 slides
	uploading 32+47+5+10+16+1+1 content pieces
	SEO 32+47+5+10+16+1+1 content pieces
V	prepare template intro email video interview
V	prepare interview script + instructions video
G	review 32 glossary terms
A	review 47 articles
IA	review 24 interview-based articles
E	review 6 examples
SA	review self-assessment
S	review 16 skill cards

4. TASK 3

4.1. OBJECTIVES

The goal of this IO was to develop the Academy's concept and learning environment using User-Centered Design (UCD) methodology, in which the needs, wants, and limitations of service end users would guide each stage of the design process.

4.2. METHODOLOGY

We've used the UCD methodology to develop the IO3 learning content and learning platform concept based on:

- The needs and wants of our target audience as expressed in IO1 (see results IO1);
- The gaps in the current learning offer in Europe (see results IO2);
- The main broadly acknowledged stages of social innovation (as outlined in this document)
- The first user feedback collected during the testing phase (see results of IO4).

4.3. RESULTS

The task has resulted in a structure for the SOCIA learning content based upon a combination of different types of content, combining skills, theory, examples, interviews, articles and glossary, each matching a learning objective.

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Learning objective: After participating in the relevant Social Innovation Academy module, the participant will be able to...	To be addressed in:
... correctly define social innovation	training presentation slides
... adequately recognize the difference between social innovation and social entrepreneurship	training presentation slides
... clearly explain the difference between innovation and 'improvement', 'change', 'creativity' and 'invention'	training presentation slides
... identify the main characteristics of social innovation	training presentation slides
... list at least 5 different social innovation examples from around the world	training presentation slides
... correctly name at least 6 examples of social innovations in their continent	article
... adequately recognise the difference between incremental vs disruptive social innovation	training presentation slides
... name at least 5 European or global societal trends / challenges	training presentation slides
... list at least three sources of social innovation	training presentation slides
... correctly outline all steps of the social innovation process	training presentation slides
... quickly recognise the problem to be addressed by social innovation	training presentation slides
... adequtely frame the problem to be addressed by social innovation	training presentation slides
... correctly diagnose the problem to be addressed by social innovation	training presentation slides
... sufficiently elaborate the question that has to be answered to ensure that the root causes are addressed, not only its symptoms	training presentation slides
... publically command attention to the problem	training presentation slides
... fully understand the concept of a theory of change	training presentation slides
... simply articulate a theory of change for their selected focus topic	training presentation slides
... present the main idea behind the concepts of User Centred Design or Design Thinking	training presentation slides
... get inspired by at a practical example of successful problem diagnosis	example, articles
... get inspired by a real life example of successful generating ideas stories	example, articles
... get inspired by an example of successful prototyping story	example, articles
... get inspired by a rel-life example of successful financing stories	example, articles
... get inspired by a real-life example of a successful scaling story	example, articles
... get inspired by a real-life example of successful systems change story	example, articles
.... inspire others, including your team, more	skill card, articles (for selected skills)
... use storytelling more effectively in presenting ideas	skill card, articles (for selected skills)
... delegate more effectively by granting rights and sharing responsibility with team members	skill card, articles (for selected skills)
... better listen to the needs and expectations of your stakeholders incl. team members, users, clients, beneficiaries and funders	skill card, articles (for selected skills)
... better use an analytical approach to understanding needs, procesesses and challenges	skill card, articles (for selected skills)
... combine ideas from different areas more effectively	skill card, articles (for selected skills)
... carry out tests and to draw conclusions more effectively	skill card, articles (for selected skills)
... prioritize better	skill card, articles (for selected skills)
... manage risks better when on different stages of developing ideas	skill card, articles (for selected skills)
... approach the right preople for reaching your goals	skill card, articles (for selected skills)
... carefully observe the surrounding world incl. processes and clients	skill card, articles (for selected skills)
... look at the problem from different perspectives	skill card, articles (for selected skills)
... thinking "outside the box" more frequently and more effectively	skill card, articles (for selected skills)
... stay more goal oriented	skill card, articles (for selected skills)
... be more resourceful in searching for solutions	skill card, articles (for selected skills)
... think more strategically	skill card, articles (for selected skills)
... adapt more flexibly to changing conditions	skill card, articles (for selected skills)
... define in own words at least 20 (out of 32+) social innovation-related terms	glossary, articles
... draw personal conclusions regarding XXX from practice-based lessons learned from real social innovators' stories	interview-based article
... draw personal conclusions regarding XXX from practice-based lessons learned from real social innovators' stories	interview-based article
... draw personal conclusions regarding XXX from practice-based lessons learned from real social innovators' stories	interview-based article
... draw personal conclusions regarding XXX from practice-based lessons learned from real social innovators' stories	interview-based article
... draw personal conclusions regarding XXX from practice-based lessons learned from real social innovators' stories	interview-based article
... draw personal conclusions regarding XXX from practice-based lessons learned from real social innovators' stories	interview-based article
... draw personal conclusions regarding XXX from practice-based lessons learned from real social innovators' stories	interview-based article
... draw personal conclusions regarding XXX from practice-based lessons learned from real social innovators' stories	interview-based article

To safeguard the coverage and variety of materials and content across all knowledge areas of the Social Innovation Academy, the materials are classified and matched to the SOCIA approach and the skills identified in O2 as underrepresented and important, and aligned with the Social Innovation Process Model.

The social innovation process used as reference is reflected in the image below.
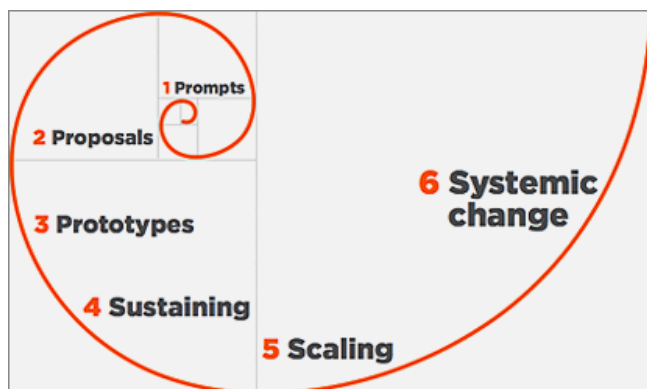
The **skills** identified in O2 follow. They are each represented by a skillcard, which includes an explanation of the importance of the specific skill and provides recommendations on how people can acquire the social innovation skillset. Users interested in obtaining or enhancing the specific skill have also the ability to download the skillcard. The skillcards are available through the Social Innovation Academy platform.

1. S1 [Ability to inspire others](#)

2. S2 [Storytelling in presenting ideas](#)

3. S3 [Granting rights and sharing responsibility with team members](#)

4. S4 [Understanding the needs and expectations of all team members](#)

5. S5 [Analytical approach in understanding needs, processes and challenges](#)

6. S4 [Careful listening to the needs and expectations](#)

7. S6 [Ability to combine ideas from different areas](#)

8. S7 [Ability to carry out tests and to draw conclusions](#)

9. S8 [Ability to prioritize](#)

10. S19 [Risk management on different stages of developing ideas](#)

11. S10 [Ability to approach the right people for reaching my goals](#)

12. S11 [Careful observation of processes, clients, surrounding world](#)

13. S12 [Looking at the problem from different perspectives](#)

14. S13 [Thinking "outside the box"](#)

15. S14 [Staying goal oriented](#)

16. S15 [Resourcefulness in searching for solutions](#)

17. S16 [Strategic thinking](#)

18. S17 [Flexibility in adapting to changing conditions](#)

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Skills Articles: Skills articles were created to provide learners with tips and suggestions on how to develop and hone their skillset, as for transforming the boundaries of their communities. The skills articles are available through the Social Innovation Academy platform, under the 'skills learning module'.

How to inspire others if you want to change the world

by Erik Trefftz | Nov 7, 2018 | Social Innovation Academy |

It's far from rarely that we as humans revel in our admiration of historical figures who have contributed to effecting major change and who, in doing so, have shaped the world through their actions. Their innate gift for leadership, unwavering wills and seemingly inexhaustible reserves of energy have become skills coveted by today's leaders, and rightfully so: promoting major change has recurrently proven itself to be an exhausting task. However, history has tended to gloss over those who stood beside these figures, without whom such changes would probably never have been achieved. After all, it stands to reason that a single person is incapable of changing the world, but that person is able to convince the world that it needs a change. This is why today's leadership needs to consider those around them if they seek to bring forth real change. In other words, leaders need to do more than just 'lead': they need to inspire change in others.

Here are some tips for leaders to engage their environment in an inspirational way:

Educate

Instilling a need to effect change into those who work alongside you to better prepare them to lead into a new tomorrow. A great leader makes leaders of those who work around her/him. This is better accomplished by actively talking to people, by reaching out to them. Inspiring is equal parts being a leader and being a mentor; a disruptor, which leads to the second point.

1. A27: 8 tips for learning to prioritise if you want to change the world
2. A28: How to inspire others if you want to change the world
3. A29: Ability to Listen: A must for Social Innovators
4. A30: How to Turn Dreams into Action
5. A31: Think more strategically
6. A32: Look at the problem from different perspectives
7. A33: Observe the world

Theory: Initiating the training of the users in the Academy is accomplished by the 'Introduction to Social Innovation' material that provides learners with the fundamentals of social innovation theory and practice.

Link:

Introduction to social Innovation

Examples: Examples aim to provide a complementary expertise in social innovation practices, by representing the core steps of the social innovation spiral, using real-life examples seen in an array of fields.

1. E1: APPLE'S CAREKIT

2. E2: PAPERFUGE

3. E3: TECHIES IN RESIDENCE

4. E4: IOBY

5. E5: APPS FOR GOOD

6. E6: CAUSES

Interviews: Interviews were produced to ensure that learners could benefit from the real insights coming from successful existing social innovators. The idea was to increase the learner's engagement with the Academy.

Reload Greece: Building a new generation of young entrepreneurs to create ventures with a positive impact on their home countries

by Effie Kyrtata | Oct 31, 2018 | Social Innovation Interview |

Since 2010, about 350,000-400,000 Greeks between 20-30 years old who were affected by the lack of jobs, have left Greece, 2/3 of which are university graduates and holders of post-graduate diplomas. According to Financial Times, 9/10 Greeks don't think about returning... Reload Greece is a United Kingdom-based educational charity doing a fascinating job, that aims to create a new generation of entrepreneurs to build businesses that will have a positive impact on their home country. Let's find out more about the Reload Greece initiative from its co-founder and CEO, Ms. Effie Kyrtata.

Reload Greece

1. Intro question: What is the social innovation "Reload Greece" about?

1. IA1: [Fighting digital exclusion in Spain: Cibervoluntarios´ cybervolunteering and cyberoptimism](#)

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19. IA20: [How to enable more people to use entrepreneurship as a path for personal development, business and social impact: insights from Lincoln Island Initiatives' founder](#)

20. IA21: [How to use disruptive technology to enable more blind and visually impaired people to feel digital content: insights from Feelif's founder](#)

21. IA22: [How to create eco-friendly products that turn waste into high-quality and well-designed usable products: insights from the founders of Smetumet](#)

22. IA23: [How to use online platform to help young people with recording knowledge, skills and competences developed through different activities: insights from professional manager of Nefiks](#)

23. IA24: [How to create eco-friendly accessories to solve environmental problems and encourage the idea of responsible shopping: insights from Upside Down's founder](#)

[Trends](#): Articles were developed to provide the learners with an understanding of different social innovation topics that can be observed across the globe and to ensure that the users get a broader and contemporary picture of social innovation.

Social innovation in Australia and New Zealand: 8 remarkable projects

by Maja Novak | Oct 31, 2018 | Social Innovation Academy |

Technological advancements and developments, new approaches and fresh perspectives, do tactically arise to address social challenges with a strong humanitarian purpose. Social innovations can be evidenced around the globe and it is undoubtedly intriguing to analyse and investigate them separately. Why? Even if all social innovations try to address a human need, each and every of them exhibit unique elements. For this reason, we shed light upon 8 successful examples of social innovation in Australia and New Zealand.

1. Who Gives A Crap?

Turning consumers into philanthropists – a social enterprise selling environmentally sustainable toilet paper that will donate its profits to support environmental conservation and reforestation in Australia and water sanitation in the developing world.

8. A1: [8 key social innovation concepts](#)

9. A2: [8 cool examples of social innovation in North America](#)

10. A4: [Social innovation: just another hype?](#)

11. A5a: [Social innovation in Europe: 8+1 remarkable Erasmus+ projects](#)

12. A5b: [Social innovation in Europe: 8 inspiring projects funded by the EU's research programme](#)

13. A5c: [8 social innovation initiatives in Latin America and the Caribbean](#)

14. A6: [8 social impact investing terms you should know](#)

15. A7: [Do not be afraid of profit: shared value for social and traditional business](#)

16. A16: [8 amazing examples of how to address a grand social challenge](#)

17. A17: [8 mind-blowing social innovation ideas](#)

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18. A18: [8 remarkable social innovation prototyping methods and tools](#)

19. A34: [8 amazing examples of how to keep your social innovation alive](#)

20. A35: [8 social innovations that went viral](#)

21. A36: [8 social innovations that created true systemic change](#)

22. A37: [Social innovation in Asia: 8 remarkable projects](#)

23. A38: [Social innovation in Africa: 8 remarkable projects](#)

24. A39: [Social innovation in Australia and New Zealand: 8 remarkable projects](#)

[Mentor advice](#): Mentor advice were produced to involve learners in a learning system that delivers a variety of answers to specific questions in an unconventional way. Learners obtain concrete answers to concrete questions related to social innovation theory and practice.

Want to raise money for your social innovation? 8 inspiring social innovators tell you how

by Kostas Sotiropoulos | Nov 5, 2018 | Social Innovation Mentor Advice
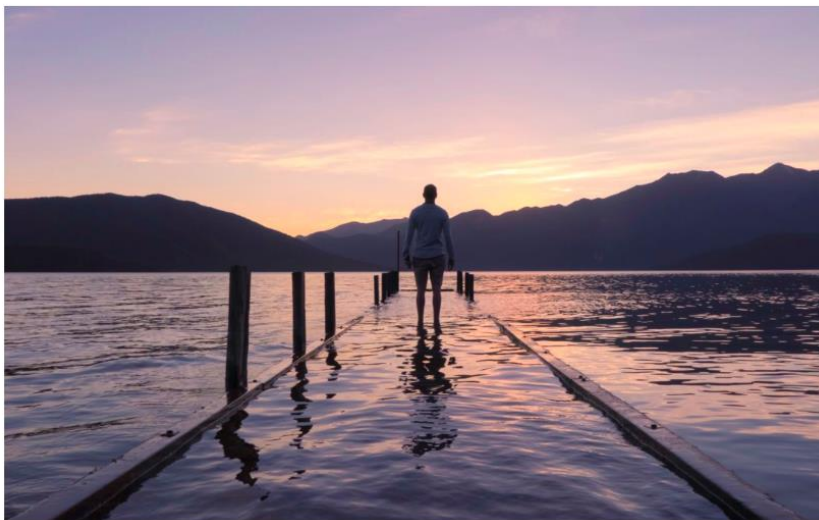
A8: [Generating great social innovation ideas: 8 successful social innovators tell us how they came up with the idea for their initiative](#)

A9: [Get over your fears and move your project forward: 8 successful social innovators tell us how they did it](#)

A10: [How to get inspired to start that passion project: 8 successful social innovators tell us how they did it](#)

A11: [Have ideas? Do you want people to join your team and cause? 8 successful social innovators tell us how to attract public attention](#)

A12: [A satisfied customer is the best business strategy at all](#)

A13: [Creative ways to raise money for your project: 8 inspiring social innovators share their ideas](#)

A14: [Finding a strategy to scale your social innovation: 8 successful social innovators tells us how they did it](#)

A15: [Change the system in the most positive ways: 8 successful social innovators share their ideas](#)

A19: [Get over your fears and move your project forward: 8 successful social innovators tell us how they did it](#)

A20: [How to start from scratch: 8 successful social innovators share their advice and tips](#)

A21: [How to attract public attention and engage your audience: 8 successful social innovators tell us how they did it](#)

A22: [Does your idea really fit the needs of its users? 8 social innovators share their experiences on meeting user needs in social innovation](#)

A23: [Want to raise money for your social innovation? 8 inspiring social innovators tell you how](#)

A24: [How to scale your social innovation? 8 successful social innovators share their tips](#)

A25: [Making your social innovation truly matter: 8 successful social innovators tell us how to change systems and perceptions](#)

A26: [Aspiring social innovators: read this one piece of advice from 8 people who managed to make their social innovation dream come true](#)

A40: [8 successful social innovators share their core piece of advice on how to make your own social innovation idea happen](#)

A41: [Overcome your fear: 8 successful social innovators tell us how they did it](#)

A42: How to start your social innovation: 8 successful social innovators share their advice and tips

A43: 8 inspiring social innovators share how to attract public attention and and make others believe in your purpose and potential

A44: Hope and imaginary solutions do not sell: 8 social innovators share their experiences on how to meet the actual user needs in social innovation

A45: 8 successful social innovators share their tips on how to scale your social innovation

A46: How to change systems in social innovation? 8 inspiring social innovators share their stories

A47: How to raise money for your social innovation: lessons learned from 8 social innovators

Glossary: The social innovation glossary has been created to explain key terms that are specific to the social innovation domain. It ensures that participants can easily acquaint themselves with the core related social innovation terminology.

1. G: venture philanthropy

2. G: network

3. G: design

4. G: participant

5. G: design thinking

6. G: beta

7. G: randomised controlled trial

8. G: innovation lab

9. G: boundary object

10. G: scaling

11. G: method

12. G: changemaker

13. G: systemic innovation

14. G: microfinancing

15. G: collective impact

16. G: socially responsible investing

17. G: social entrepreneurship

18. G: service

19. G: system

20. G: social impact bond

21. G: shared value

22. G: systems failure

23. G: social impact

24. G: social capital

25. G: systems thinking

26. G: social investment

27. G: social design

28. G: theory of change

29. G: [touchpoint](#)

30. G: [triple bottom line](#)

31. G: [stakeholder mapping](#)

32. G: [Social impact assessment definition](#)

33. G: [service innovation](#)

TASK 4

4.4. OBJECTIVES

The purpose of this task was to use the learning objectives that were defined in IO3-Task 1, guidelines developed as a result of IO2 and the user learning preferences identified on IO1-Task 2, to determine the technology to deliver learning content.

For this task, several key principles were taken into account and concretely based on the 'Checklist for Online Interactive Learning' (by the Online Journal of Distance Learning Administration) and 'The Components Of A Successful Online Learning Environment' (McCallum, 2014):

- Priority for low level of technological difficulties in accessing web site and communication

- Creating a welcoming and modern online environment

- Opportunities for students to control their online learning pace

– Options to encourage open and honest dialogue

- Instant access to content (instant download or streaming) in various formats (videos, audios, pdfs, zip files etc.).

- Text-heavy environments supplemented with other types of resources

4.5. METHODOLOGY

At its core, the methodology was based on a combination of several key principles, based on the 'Checklist for Online Interactive Learning' (by the Online Journal of Distance Learning Administration) and 'The Components Of A Successful Online Learning Environment' (McCallum, 2014). In practice, the methodology was based around the learning objectives and relied heavily on the outcomes of IO2 (which included the results of IO1-Task2).

Concretely, the technology was designed to adhere as much as possible to the following guidelines:

All the recommendations resulting from IO4 have been listed and considered one by one. The ones deemed as relevant and feasible have been divided among the partners and implemented accordingly.

T4 was carried out by Limitless with input from We4YOU and Eolas. All partners

provided feedback.

4.6.   RESULTS

The website has undergone several major changes in the navigation, colour scheme, design and overall appearance. New knowledge pieces such as new Examples have been added on request of the users. The automatic translation button by Google Translate has been installed so that at least basic translation is available into multiple languages. The comments that were either isolated and contradictory to suggestions of the majority of users, or those that were not feasible for technical reasons, or those that were deemed not aligned with the teams's strategy (e.g. a suggestion to cancel social media popups on the website) have been described as such.