

Encuentro de Didáctica de la Historia Económica

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Sesión

Cursos/aulas virtuales: posibilidades y limitaciones

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Comunicación

The MOOCs as tools for the social capital accumulation in the Universities

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THE MOOCS AS TOOLS FOR THE SOCIAL CAPITAL ACCUMULATION IN THE UNIVERSITIES

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1. INTRODUCTION. THE BUCUM PROJECT AND THE MOOC ABOUT “THE KNOWLEDGE TRIANGLE”

This experience is an initiative of the Project BUCUM (Building Capacity for University Management). BUCUM is the second TEMPUS project that Cardiff Metropolitan University has coordinated in the MENA region (Middle East and North Africa). It involves ten universities in Libya, Morocco, Egypt and Lebanon and aims to satisfy the regional priority of University Management and Student Services. The wider objective of the project is to demonstrate that good management practices can build sustainable Higher Education cooperation between nations and “glocal” (global and local) developments. The project does this by addressing the challenges facing the management of a global university in the 21st Century.

The European partners are: British Council, Ionian University, Sapienza University of Rome, University of Salamanca, Magna Charta Observatory, Osel Consulting Ltd, Shoofly Publishing, The European Students Union, and The Leadership Foundation.

The task of the University of Salamanca is the development of a group of four MOOC. The target is to bring into play this training tool for generate teams of experts in four aspects of the university management: Quality Assurance, Career Design, Risk Management, and Knowledge Triangle

The communication is based on the experience of creating a MOOC about The Knowledge Triangle. From our viewpoint a MOOC is a new tool for learners

2. HOW YOU FIX YOUR OBJECTIVE IN A “GLOCAL” WORLD?

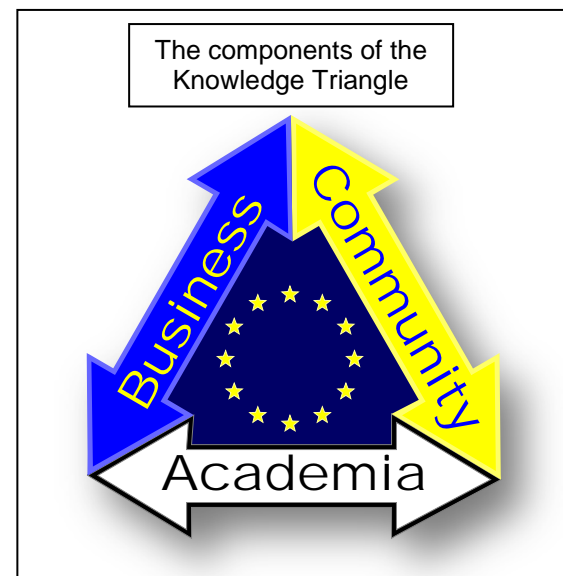
1. With a MOOCs we create a market of other educational products (Grades, Master and PhD) Then a MOOCs is a promotional tool ... a marketing action
2. The MOOCs are the American destroyers of entry barriers of European policy of protection of the Cross-border Trade in Higher Education
3. A MOOC is a cheap manner of signalization our capacities and abilities in a world where the companies of data mining process are using the data of social networks

4. A MOOC is a so easy form of increase the social capital of a community

Our project use this fourth condition of the MOOCs

3. FRAMEWORK AND DEVELOPMENT OF THE KNOWLEDGE TRIANGLE MOOC

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| Targets | <ul style="list-style-type: none"> • Awareness of the changing nature of universities: the role of a Modern University and its three missions <ul style="list-style-type: none"> ○ Teaching – Research – Reach-out • Understanding the “third mission” as: <ul style="list-style-type: none"> ○ First, the direct relationship between university research activities (Academia) and entrepreneurial innovation (Business) ○ Second, University involvement in the activities for innovation (Academia ↔ Business) and creativity from the surrounding society (Academia ↔ Community) • Awareness of the components of the Knowledge Triangle (KT): <ul style="list-style-type: none"> ○ Main institutions and its main functions: <ul style="list-style-type: none"> ▪ Business → innovation ▪ Academia → research ▪ Community → education ○ Establishments of the main institutions <ul style="list-style-type: none"> ▪ Business: clusters, technological parks, startups ▪ Academia: campus-scientific parks, spinoffs ▪ Community: departments and agencies of central, regional, and local administration for the development of the knowledge society (cultural hubs, libraries) ○ Agents of the main institutions that work at their establishments <ul style="list-style-type: none"> ▪ Firms: entrepreneurs, businessman, bankers (seed and venture capital), and angel investors. ▪ University: researchers, academic experts, and communicators (popular science). ▪ Community: <ul style="list-style-type: none"> • Government: policy makers • Society: learners, nerds, leading participants (social entrepreneurs), and users. • Consciousnesses of the limits that each society (region, city, neighbourhood) has in the implementation and development of the knowledge triangles <ul style="list-style-type: none"> ○ Starting point ○ Presence or absence of the agents involved in knowledge triangles ○ Comparison with best practices and cases about some knowledge triangles. <ul style="list-style-type: none"> ▪ Cases of entrepreneurial innovation based on university research • Improve the capacity of the universities to lead the relationships with the local community and to increase the entrepreneurial activity |
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| | <ul style="list-style-type: none"> ○ The university as a connecting factor between the surrounding community and the entrepreneurial activity ○ The university reinforces government initiatives about the society of the knowledge |
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| Course Title | THE KNOWLEDGE TRIANGLE |
| Learning Goals | <ul style="list-style-type: none"> • To know the four types of buildup/increase of knowledge: <ul style="list-style-type: none"> ○ Educational background of people (formal education, lifelong learning) ○ Relationship strengths between institutions (meetings, agreements, foundations) ○ Records of knowledge (as books, articles, data bases, protocols, standards, and designs) in places (libraries, cultural centers, labs and iHubs) with information technologies infrastructures. This knowledge and frameworks are the basis for collaborative development of ideas, projects, production process, products and artifacts. ○ Strategic vision (strategic plans, business plans, white papers, roadmaps - http://www.roadmap2050.eu/).[*] <ul style="list-style-type: none"> ✓ Note: To achieve each type the knowledge is a process that involves simultaneously to the three components of the Knowledge Triangle • To present users with the new types of firms that are involved in the Knowledge Triangle <ul style="list-style-type: none"> ○ Spinoff ○ Startup ○ Cluster • To know the three types of innovation: <ul style="list-style-type: none"> ○ Closed (inside of the firm) ○ Open (cooperation between education institutions, research organisations and business) ○ Collective (cooperation between education, business, and collaborative networks) • To know the concept of collaborative networks <ul style="list-style-type: none"> ○ A collaborative network is a web of <ul style="list-style-type: none"> ▪ entrepreneurs, businessman, professionals, bankers, and angels investors (from the firms), ▪ experts, learners, researchers, and teachers (from the university), ▪ nerds, leading participants, amateur, and users (from community). |
| Introduction | The interaction of the Academia-Business-Local Community is the key to improving conditions for innovation in a knowledge based society. |

^{*} All links and videos are examples about the type of materials/contents that can be used. They mustn't be considered a definitive material.

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| | <p>From the point of view of the University, the Knowledge Triangle is the third mission that implies transforming the traditional teaching and research university into a university intended for entrepreneurs, involving them in the generation of the capabilities, abilities, and knowledge both in the University as in the surrounding community.</p> <p>This MOOC is a tool that allows study and understanding of the Knowledge Triangle, fixes the objectives that the University must strengthen and shows the possible interactions with firms, local authorities, and surrounding community.</p> |
| Prerequisites | No pre-requisites. |
| Structure | <p>The course consists of six Learning modules</p> <ol style="list-style-type: none"> 1- Concepts about the Knowledge Triangle <ul style="list-style-type: none"> o The key of the Knowledge Triangle: the accumulation of capabilities, abilities, and knowledge o The Knowledge Triangle as part of clusters and innovation system o The Arabic viewpoint about the limits in the implementation and development of the knowledge triangles 2- Relationship of University and Industry (Industrial View) <ul style="list-style-type: none"> o Firms and curricula choice o Experiences of staff o The Arab experience: working time, production time and the Kaizen concept 3- Relationship of University and Industry (University View) <ul style="list-style-type: none"> o Guest lecturers – study cases o Source of research problems – study cases o Effort rewarded in Arab universities: the introduction of engineering expertise in traditional universities 4- Relationship of Community and University (Community View) <ul style="list-style-type: none"> o The chain reaction: phase to strengthen the knowledge triangle in our community o Developing innovation strategies and programs in local government: the case of <i>Innovation</i> at Alexandria (Egypt) 5- Relationship of Community and University (University View) <ul style="list-style-type: none"> o Incubator...What does the university need? The case of the Egyptian Incubator Association o Negotiation of common property rights 6- Implementing the Knowledge triangle. <ul style="list-style-type: none"> o The benchmark approach: Case Study o Let's get to work: your first collaborative network (videomaking) |
| Duration | <p>1 ECTS or 25 hours.</p> <ul style="list-style-type: none"> • 6 hours of contact time (see contents, interact in the forum and take examinations). • 19 hours of independent work, study and exam preparation |
| Development timeframe | |
| General Assessment | <p>Score out of 10 points</p> <ul style="list-style-type: none"> • One practical test with a value of 2 points (module 1) • Two open reviews evaluated by all students (2 point each assessment). • Final making of a video (4 points). Evaluated by all students |

Module 1

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| Module Title | Concepts about the Knowledge Triangle |
| Learning Goals | <p>Acquiring knowledge of general concepts about the Knowledge Triangle.</p> <ul style="list-style-type: none"> • The component of the Knowledge Triangle: <ul style="list-style-type: none"> ○ The three sides of the 'knowledge triangle': education, research, and innovation ○ The three angles: Community, University, and Firms. • The Knowledge triangle is: <ul style="list-style-type: none"> ○ The contribution of higher education to jobs and growth, and its international attractiveness, can be enhanced through close, effective links between education, research, and innovation. • The characteristic of a Knowledge Triangle is: <ul style="list-style-type: none"> ○ The fast increase and accumulation of capabilities, abilities, and knowledge in a community ○ The recent shift towards open innovation has resulted in increased flows of knowledge and new types of cooperation between education institutions, research organizations, and business |
| Description | <p>In this module the terms and principles of knowledge creation, diffusion, and use, and the understanding of a theoretical framework are discussed.</p> <p>We focus on a model that allows understanding the implication of local authorities, academia, industry, and civil society as key actors promoting a positive approach to innovation. Strategy development and decision-making are exposed to feedback from key stakeholders, resulting in socially accountable policies and practices.</p> <p>Science, technology, and creativity appear as essential sources of competitive and sustainable advantages at national, regional, and local levels.</p> |
| Structure | Three learning objects consisting of powerpoint slides, informative article and videos |
| Assessment | <p>Practical Test about concepts (2 points)</p> <p>Answering two questions:</p> <ol style="list-style-type: none"> a) The capabilities, abilities, and knowledge that each member of the University, firms, and community has. b) The capabilities, abilities, and knowledge that each action increases. |

Learning Object 1 for Module 1

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| LO Title | The key of the Knowledge Triangle: accumulation of capabilities, abilities, and knowledge |
| LO Time | 5 minutes Video - 20 minutes contact time |
| Content | <p>The process of accumulation of capabilities, abilities, and knowledge depends on four factors:</p> <ul style="list-style-type: none"> - <i>educational background of people,</i> - <i>relationship strengths between institutions,</i> - <i>accumulated knowledge, and</i> - <i>strategic vision</i> <p>The objective is that the student remembers the four facts about the process of accumulation of capabilities, abilities, and knowledge in the rest of exercises.</p> <p>The student must understand that the final objective is the increase of capabilities, abilities, and knowledge of the university, firms, and local communities</p> |
| File/Media used | Video- Audio- Slides |
| Type of Video | Home produced (Arab universities and USAL – University of Salamanca). An explanation of the key concepts and a debate: The Role of a Modern University Change from Ivory tower to centre of the region. Are universities for research or for vocational training? |

Learning Object 2 for Module 1

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| LO Title | The Knowledge Triangle as a part of clusters innovation and innovation system |
| LO Time | 5 minutes Video - 15 minutes contact time |
| Content | Key concepts about clusters of innovation and Innovation System |
| File/Media used | Video- Audio- Slides. One basic article (http://www.isc.hbs.edu/econ-clusters.htm). The case of Medellín (Colombia) http://www.youtube.com/watch?v=S_IM0VHUtTs |
| Type of Video | Home produced (Arab universities). An explanation of the key concepts and an Interview with an open minded Rector. http://www.youtube.com/watch?v=lfD4PVnybtQ http://www.youtube.com/watch?v=P4d3oN0bayg#t=1499 |

Learning Object 3 for Module 1

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| LO Title | The Arabic viewpoint about the limits in the implementation and development of the knowledge triangles |
| LO Time | 5 minutes Video - 15 minutes contact time |
| Content | A member of the team explains the problems, opportunities, and initiatives |
| File/Media used | Initiatives as Itida can be an example http://www.itida.gov.eg/Documents/Combined%20ITO-BPO%20Value%20Prop%20January%202012%20-%20Analysts%20Visit.pdf / http://www.itida.gov.eg/En/AboutUs/Pages/default.aspx |
| Type of Video | Home produced (Arab universities). An explanation of the problems and an interview with a researcher of the Itida. |

Module 2

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| Module Title | Relationship of University and Industry (Industrial View) |
| Learning Goals | <p>Awareness of the factors that the industry is looking for in its relationship with the university:</p> <ul style="list-style-type: none"> • The solution of problems using the scientific method • Study of the factors that improve productivity • Enhancement of workforce (both qualified workers as unskilled worker) - What skills does the Industry want? • The role of the work ethics and the cultural institutions |
| Description | <p>Industrial View → The links between University and Industry are based on qualified workforce creation (<i>educational background of people</i>) and <i>relationship strengths between institutions</i></p> <p>These links have three levels from the point of view of the firm:</p> <ul style="list-style-type: none"> • Choice of Curricula. Rules that allow the introduction of industrial objectives in the Curricula. • Research Partnerships. The essential role of researchers that are shared in master and PhD programs • Staff Development. Training and lifelong learning |
| Structure | Three small learning objects consisting of powerpoint slides and videos |
| Assessment | Practical Test without implications for her/his score. The theme of the dissertation would be: What do businessmen look for at the university? |

Learning Object 1 for Module 2

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| LO Title | Firms and curricula choice |
| LO Time | 5 minutes Video- 20 minutes contact time |
| Content | <p>Six short video interviews of entrepreneurs who have participated in the establishment of curricula.</p> <p>https://www.youtube.com/watch?v=2CzT9D0XhEc</p> |
| File/Media used | Video- Audio- Slides |
| Type of Video | Home produced (Arab universities with support of USAL). Three cases would be from the UK or another European country and other three from the local economy |

Learning Object 2 for Module 2

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| LO Title | Experiences of staff |
| LO Time | 10 minutes Video- 15 minutes contact time |
| Content | Two case studies about integration of researchers into firms: results and developed products or services. One case must be recent and the other would be a case of a senior member of R&D department that explains his/her experience. |
| File/Media used | Video- Audio- Slides |
| Type of Video | Home produced (Arab universities with support of USAL). Will be included a debate between the two researchers and their experiences |

Learning Object 3 for Module 2

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| LO Title | The Arab experience: working time, production time and the <i>Kaizen</i> concept |
| LO Time | 5 minutes Video - 15 minutes contact time |
| Content | Alfredo Moscardini explains his experience at Nissan and Pirelli <ul style="list-style-type: none">• Explanation of the production system of Nissan (Lean Production Methodology)• Short explanation of the Nissan and Pirelli plants in Castilla-Leon (Spain)• Interview to Alfredo Moscardini (Continuous training ↔ continuous improvement)<ul style="list-style-type: none">○ Nissan 'Kaizen': continuous quality improvement. Nissan states: 'We will not be restricted by the existing way of doing things. We will continuously seek improvements in all our actions.' |
| File/Media used | Video- Audio- Slides https://www.youtube.com/watch?v=EI5vpA8wdAs |
| Type of Video | Home produced. (Arab universities with support of Cardiff University and USAL). |

Module 3

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| Module Title | Relationship of University and Industry (University View) |
| Learning Goals | <p>Awareness of the factors that the university looks for in the industry:</p> <ul style="list-style-type: none"> • The industry is seen as a client (courses it needs, tasks of consulting and auditing) • The industry is seen as a source of knowledge and a source of technological and scientific challenges • The industry is seen as a key piece of the University strategic plan. <ul style="list-style-type: none"> ○ The “third mission” is an initiative of the university ○ If the objective of the university is developing a local community then it needs to make use of its relationships with the firms |
| Description | <p>University View → The links between the University and the Industry are based on human capital creation, reinforcement of relationships, improvement the knowledge and the implementation of a strategic vision.</p> <p>These links have seven levels from the point of view of the university:</p> <ul style="list-style-type: none"> • Employment Avenue • Placement • Diverse course delivery for Industry • Source of research problems • Source of guest lecturers • Financial source • A partner of the strategic plan of the university |
| Structure | Three small learning objects consisting of powerpoint slides and videos |
| Assessment | Practical Test without implications for her/his score. The theme of the dissertation would be What does the rector look for in the companies? |

Learning Object 1 for Module 3

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| LO Title | Guest lecturers – study cases |
| LO Time | 5 minutes Video- 15 minutes contact time |
| Content | Two interviews regarding to the experience of the guest lectures |
| File/Media used | Video- Audio- Slides |
| Type of Video | Home produced |

Learning Object 2 for Module 3

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| LO Title | Source of research problems and technological challenges – study cases |
| LO Time | 5 minutes Video- 15 minutes contact time |
| Content | Two cases where students can observe the relationship between firms and the university tackling a problem related to the company. |
| File/Media used | Video- Audio- Slides |
| Type of Video | Home produced videos of an institution such as ISIS Oxford http://www.youtube.com/watch?v=boxq1fmy3uU |

Learning Object 3 for Module 3

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| LO Title | Effort rewarded in Arab universities: the introduction of engineering expertise in traditional universities |
| LO Time | 5 minutes Video- 15 minutes contact time |
| Content | Technology's rapid progression continues to outpace the expertise offered by traditional universities. The firms need programs and studies created with the explicit purpose to offer a profile that allows to the professionals to include engineering aspects in their jobs. One case about the creation of a new grade o master in engineering regarding with a long-established study (e.g. chemistry) in a traditional university. |
| File/Media used | Video- Audio- Slides |
| Type of Video | Home produced (Arab universities) |

Module 4

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| Module Title | Relationship of Community and University (from the point of view of the Community) From Ivory tower to Lookout tower |
| Learning Goals | Awareness of/about the chain of institutions related to the Knowledge Triangle |
| Description | <div data-bbox="488 296 1473 842" data-label="Diagram"> </div> <p data-bbox="1496 363 1993 574">Community View → The links between University and the community are based on the capacity of the university to attract students and professionals, and is seen by the local/regional authority as the starting point of creation of a knowledge triangle.</p> <p data-bbox="1496 609 1993 790">The development of a knowledge triangle is usually based on a Regional Development Plan of the local/regional authority. The initial role of the University for the community is to be a “lookout tower”</p> <p data-bbox="488 855 1993 912">The role as “lookout tower” allows to the university to develop five functions from the point of view of the local authority and citizens:</p> <ul data-bbox="542 919 1742 1232" style="list-style-type: none"> • To help in regional development plan <ul style="list-style-type: none"> ◦ To improve Productivity, Competitiveness, Quality System Culture, and Workforce Morale • To be source of training <ul style="list-style-type: none"> ◦ To offer Career Progression, Employability, and On Job Training • To be source of scientific culture for the citizens <ul style="list-style-type: none"> ◦ To enact Personal development • To be the starting point of the chain of relationships of the knowledge triangle: <ul style="list-style-type: none"> ◦ From the University Incubator to the Technology Parks • To be the attractor of entrepreneurial innovation and creative/collaborative networks <ul style="list-style-type: none"> ◦ Raising and improving the standards and morale, Encourage Initiative. |
| Structure | Tow learning objects consisting of powerpoint slides, informative article and videos |
| Assessment | One assessment in the form of a project involving local administration |

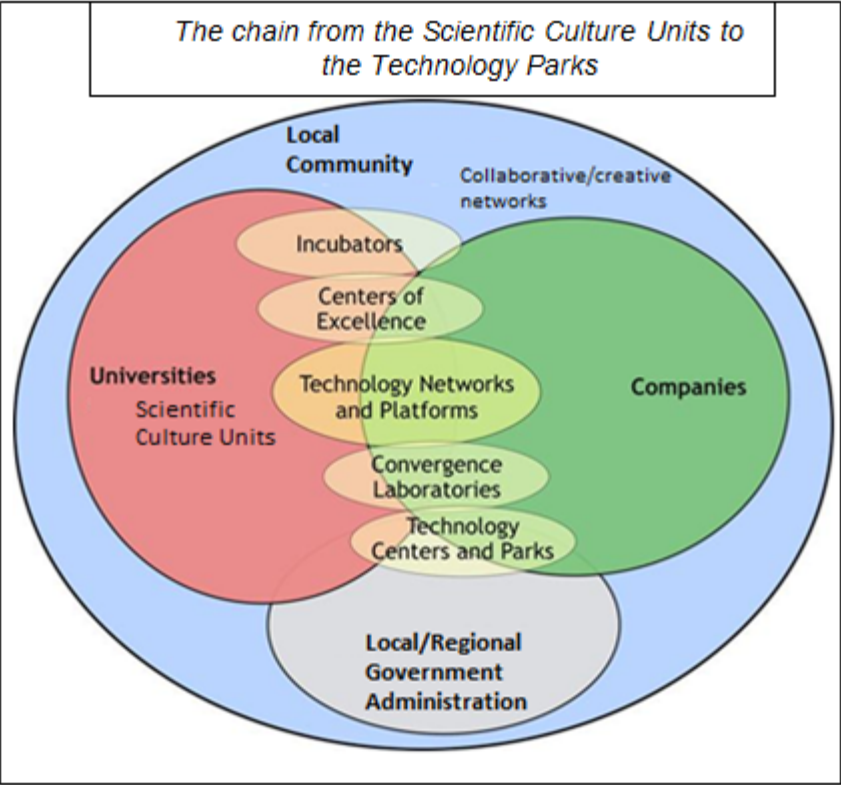
Learning Object 1 for Module 4

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| LO Title | Developing innovation strategies and programs in local government: the case of <i>Innovation</i> at Alexandria (Egypt) |
| LO Time | 5 minutes Video- 20 minutes contact time |
| Content | <p>Analysis of the culture and working environment that encourages and facilitates partnerships and collaborations between government entities and businesses, universities, non-government organizations and the local community</p> <p><i>Innovation</i> is a unique educational project which concentrate on scientific research in all fields (social science or natural science), this project is organised by Upstream initiative by collaboration with Bibliotheca Alexandrina - Depository Library. https://www.facebook.com/Innovation.Alexandria</p> |
| File/Media used | Video- Audio- Slides |
| Type of Video | This will involve a debate with different government entities that have relationship with the local community and a discussion about a case as <i>Innovation</i> at Alexandria |

Learning Object 2 for Module 4

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| LO Title | Above the local community (Understanding Copyright, Related Rights, and Industrial Property - Negotiation of common property rights and protection of traditional knowledge) |
| LO Time | 5 minutes Video- 20 minutes contact time |
| Content | <ul style="list-style-type: none"> • Programs for improving trust building and conflict management. • Intangible does not mean devoid of the appropriation regime • The role of protection of traditional knowledge |
| File/Media used | Video- Audio- Slides |
| Type of Video | Home produced and WIPO video https://www.youtube.com/watch?v=eEB5MYcj-Ns Traditional knowledge https://www.youtube.com/watch?v=f66m77mp2m0 http://www.bibalex.org/a2k/Home/Home.aspx |

Module 5

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| Module Title | Relationship of Community and University (from the point of view of the University). Search and identification of potential agents of the Knowledge Triangle | |
| Learning Goals | <ul style="list-style-type: none"> • To look for sources of information • The measure the size of university agenda (Relationships with firms and community agents that the University and their members have) • How the “Intangible Knowledge” is detected? <ul style="list-style-type: none"> ○ Educational background of people and the improvement of its productivity ○ Relationship strengths between institutions. The quality of meetings, agreements, and foundations ○ Records of knowledge: books, articles, data bases, protocols, standards, designs, libraries, cultural centers, labs, iHubs, technological infrastructures, ideas, projects, production process, products and artifacts. ○ Strategic vision. Quality of the strategic plans, business plans, white papers, and roadmaps. | |
| Description | <div style="text-align: center;"> <p><i>The chain from the Scientific Culture Units to the Technology Parks</i></p>  </div> | <p>Key aspects that we mustn't forget in the chain from the Scientific Culture Units to the Technology Parks</p> <ul style="list-style-type: none"> • Communication with Schools and students of secondary • The target: ¿ which contribution to regional economic development we wish? • Staff Retraining • Financial support |
| Structure | Two small learning objects consisting of powerpoint slides and videos | |
| Assessment | One open revision evaluated by all students (1 point each assessment). | |

Learning Object 1 for Module 5

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| LO Title | Incubator....What does the university need? The case of the Egyptian Incubator Association |
| LO Time | 5 minutes Video- 20 minutes contact time |
| Content | Three members of the university (a member of the financial section, a member of management of the research, and a member of the job creation department) discuss the problems they have had to create an incubator of the Egyptian Incubator Association. |
| File/Media used | Video- Audio- Slides |
| Type of Video | Discussion in a roundtable format. |

Learning Object 2 for Module 5

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| LO Title | Seeking creative/collaborative networks and their agents - |
| LO Time | 5 minutes Video- 20 minutes contact time |
| Content | How to get to know the innovative environment? The actors that appear in each community are different Which are the usual sources of information? What is iHub Research at Nairobi? |
| File/Media used | Video- Audio- Slides |
| Type of Video | Home produced |

Module 6

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| Module Title | Implementing the Knowledge triangle |
| Learning Goals | Practical exercise where the student needs to use all his/her abilities and capacities |
| Description | <p>Explanation about how the student should make a video with a group of real learners, first movers, entrepreneurs, amateurs, and nerds.</p> <p>The video would be about the possibilities of develop or improve three targets as:</p> <ul style="list-style-type: none"> ○ Create Reach Out Centres or Centres of Good Governance (inside University) ○ Close feedback with Local Industry ○ Change Management (inside of University) |
| Structure | One learning object consisting of powerpoint slides and video |
| Assessment | <p>Forum where the students present a case with short information and a link to a video. The students vote the best examples (2 points for the 20% of the student with better score).</p> <p>Practical test. The student has to make a video with a group of learners, first movers, entrepreneurs, amateurs, and nerds. All students vote for the best video.</p> |

Learning Object 1 for Module 6

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| LO Title | The benchmark approach: Case Study |
| LO Time | 5 minutes Video- 30 minutes contact time |
| Content | <p>Case Studies and assessment.</p> <ul style="list-style-type: none"> ○ Basque Country Clusters http://www.hegan.com/Corporativa/Default.aspx?Xqp5O3l6Vf0AfPYeW8TnRw90785678d90785678d ○ Cardiff University Innovation Network (http://www.innovation-network.org.uk/) ○ Isis Enterprise (University of Oxford) http://www.isis-innovation.com/ |
| File/Media used | Video- Audio- Slides |
| Type of Video | Official videos of specific cluster will be included here |

Learning Object 2 for Module 6

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| LO Title | Let's get to work: your first collaborative network (videomaking) |
| LO Time | 10 minutes Video- 30 minutes contact time |
| Content | Explanation about how the student should make a video with a group of real learners, first movers, entrepreneurs, amateurs, and nerds. |
| File/Media used | Video- Audio- Slides |
| Type of Video | Home produced |

4. DESCRIPTION OF THE EXPERIENCE

For coming soon