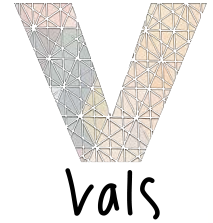




University of Udine

DIEG – Department of Electrical, Mechanical and Management Engineering



WP2 - OPEN INNOVATION PROCESS MODEL

Alessandra Commisso
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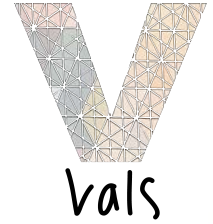
3rd VALS Project Meeting
Udine (Italy)
23-24/02/2015



Lifelong
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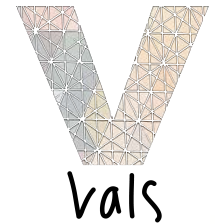
Agenda



- Deliverables description and state of the art
- Academic gains and problems
- Mentors' gains and problems
- Application scenarios analysis
- Review of 2.1 deliverable: refinement proposal



Deliverables description and state of the art

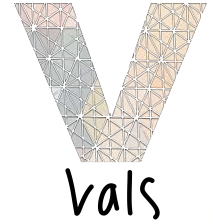


	DELIVERABLE	DESCRIPTION	MONTH	
2.1	Open Innovation Process Model	Open Innovation Process Model	8	May 2014
		Resources-Gain-Problems-Motivations		
		Possible scenarios definition (Students possible usages)		
2.2	Report on Course and Supervisor Alignment	I Report describing recommendations and experiences of the application of the Open Innovation Model in the academic institutions	22	July 2015
2.3	Revised Open Innovation Process Model	Revision of the 2.1 based on the feedback achieved	22	July 2015

LEGENDA:

- = Completed
- = Work in Progress

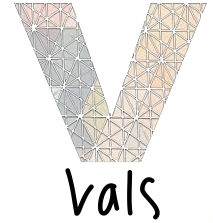
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Academic Gains (1/2)



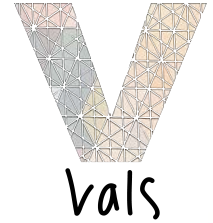
For students:

- Dealing with real business / software development issues
- Opportunity to put in practise the academic studies
- Course or thesis credits

BARRIERS IN PERCEIVING THE GAIN:

- Students' focus on exam scores and short term vision
- High committment and need of time

Academic Gains (2/2)



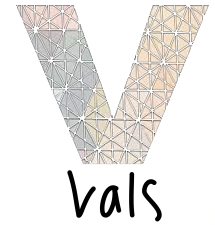
For professors:

- Reputation in academic world
- Consolidation of university – company collaboration
- Teaching experience interfacing with external resources (outside academic boundaries)
- Obtaining a practical outcome for the company and, if accepted, a new employee already qualified

BARRIERS IN PERCEIVING THE GAIN:

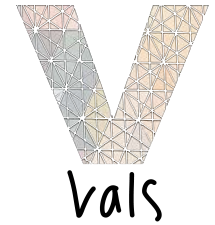
- Perception of extra commitment
- Lack of remuneration

Academic Problems (1/2): Students



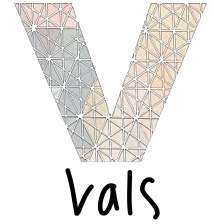
PROBLEM	REAL OBSERVATION	NOTES
Lack of self-motivation to participate → only few students	Yes	
Lack of commitment → potential bad proposals	Yes	
Timing	Yes	
Suggestions not accepted	No	No Uniud student developed a whole project -> partners opinion
Problems with tools	No	No Uniud student developed a whole project -> partners opinion
Project failure	No	No Uniud student developed a whole project -> partners opinion

Academic Problems (2/2): Professors

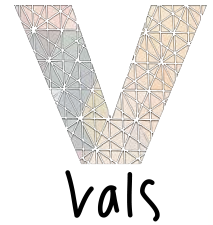


PROBLEM	REAL OBSERVATION	NOTES
Difficulty in finding students (need to select the best / most motivated students)	Yes	
Final assessment and alternative assignments criteria definition if the project is rejected by the company	Yes	
Disagree with the mentor	No	No Uniud student developed a whole project -> partners opinion
Final assessment criteria definition	No	No Uniud student developed a whole project -> partners opinion

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Mentor Gains

- Improvement of corporate image towards stakeholders
- Feedback from an OSS expert that interface both business and academic world
- Company's projects and their formulation being examined by a third person (academic people)
- Qualification of a potential future employee
- Getting projects results and implementing them in the company / foundation

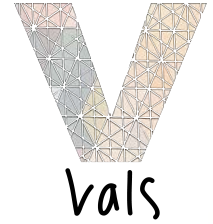
Do you agree?

Mentor Problems

- No sensibility / attraction to seek outside the company's boundaries
- Privacy and data export (legal obstacles)
- Proposal definition (to be really feasible)
- Feedback not reached
- Expects only “final” and immediately feasible solutions, not intermediate ones
- Timing
- Assessment criteria definition

Do you agree?

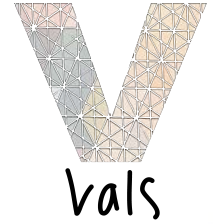
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Scenarios analysis(1/2)

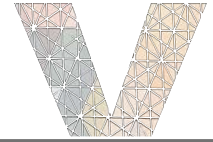


HYPOTHESIZED SCENARIOS

1. The project replaces the course assignments or represents the practical part of an exam evaluation
2. One exam in the curriculum is the project itself: a new course
3. The project is a thesis issue (first/master/PhD degree, it depends on the effort) or covers the internship credits



Scenarios analysis(2/2)

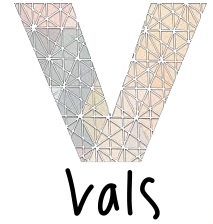


HYPOTHESIZED SCENARIOS	OBSERVED APPLICATION	ACTUAL FEASIBILITY	REASONS
1. Course assignment or practical part of an exam	Yes, but feasible only in specific courses	No	• No availability from Computer Science department • Too difficult for Engineering professors
2. New course	No	No	• Limits for national educational programme
3. Thesis issue or internship credits	Yes	Yes	• Placement



Deliverable 2.2:

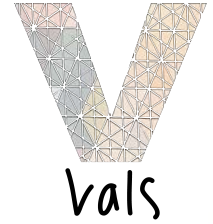
Feedback from your experience



For the scenarios which you really observed, please give a description of the following aspects:

- Adapted content
- Improvement perceived in the learning process
- Problems found
- Special characteristics of each institution in its contexts (in the different countries).

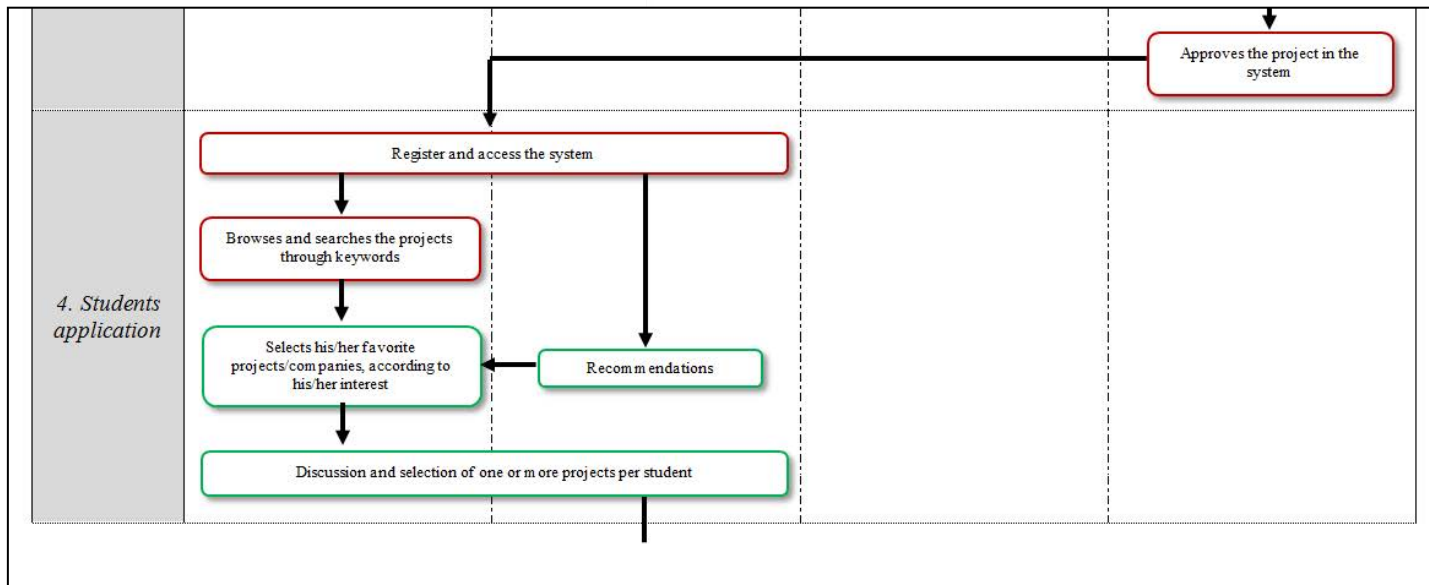
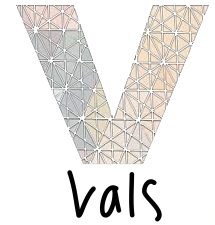
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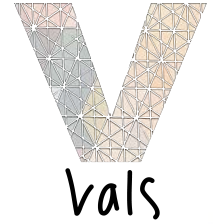
Refinement proposal (1/3)



Phase 4: Student Application

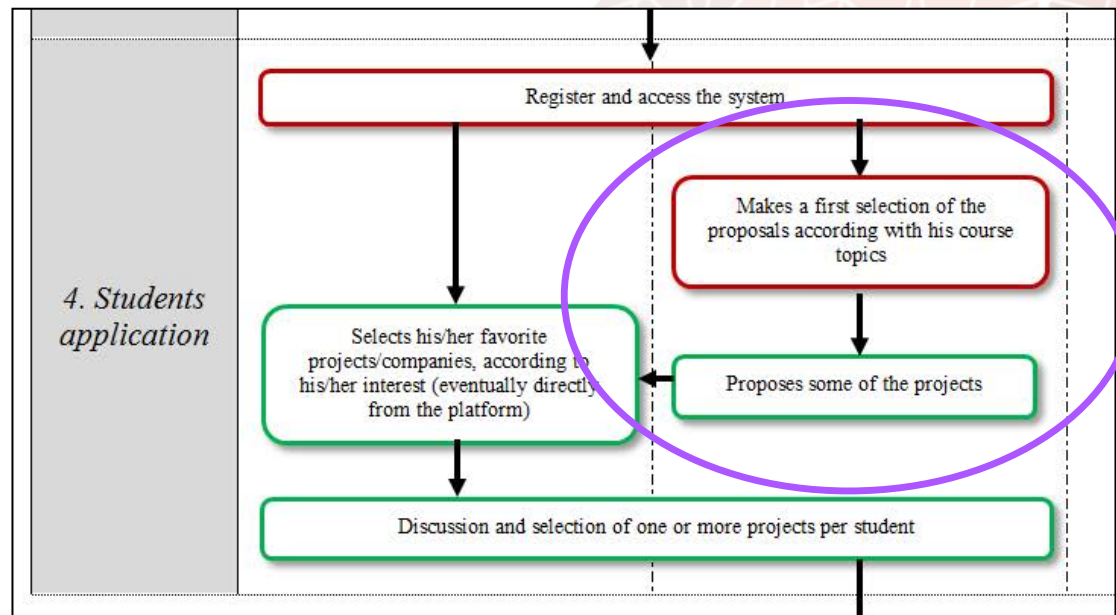
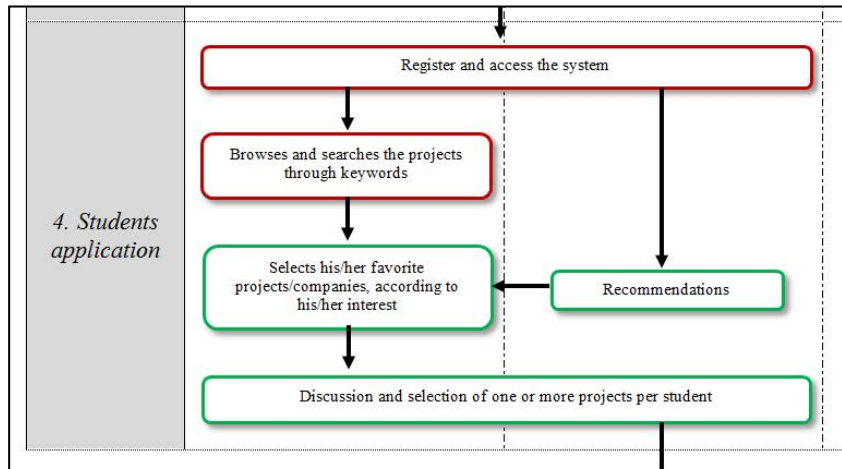
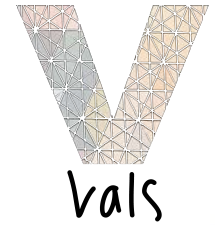
- According to our experience, the very first selection of the projects is made by the professor, who looks for the projects that could be developed from the students and selects them depending on his course topics

Refinement proposal (2/3)

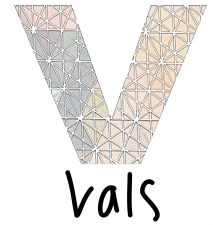


- In everyone of the 3 scenarios, this first selection of the projects is actually made by the professor, because of the educational purpose of the platform
- Maybe the professor filter could have different weight depending on the student's experience

Refinement proposal (3/3)



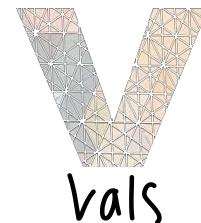
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- García-Peñalvo, F. J., Cruz-Benito, J., Conde, M. Á., & Griffiths, D. (2015). Semester of Code: Piloting Virtual Placements for Informatics across Europe *Proceedings of Global Engineering Education Conference, EDUCON 2015. Tallinn, Estonia, 18-20 March 2015*. USA: IEEE



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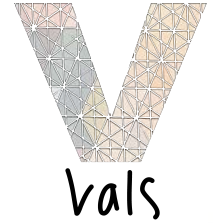


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Thanks for your attention



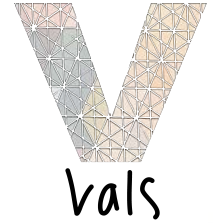
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