Workshop Manual

Version: 1st October 2014

How can crowdsourcing help you?

Use the Challenge Academy platform

http://challengeacademy.eu

Cat and Mouse case study - https://www.youtube.com/watch?v=zl9MwD0VZXM

Slides for the workshop https://www.slideshare.net/secret/GF5Lvtz9FYI1JX

Lifelong Learning Programme

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This manual is aimed at trainers of academics, organisations and others for developing collaborations between universities and companies, public and non-profit organizations.

The purpose of this manual is to give you

1. An overview of what crowdsourcing is and how it can help you innovate in your teaching, research and commercial engagement. Specifically, crowdsourcing can increase collaboration with companies and public or non-profit organizations and help you to focus your academic activities on real life problems. In the context of teaching it can help you to apply real world insight to curriculum development and help students to recognise what companies and public or non-profit organizations needs. Crowdsourcing can also encourage research that has specific practical outputs and creates tangible and measurable impact.

2. A guide to how to run a *Challenge Academy* Workshop.

This document highlights the importance for academics to be connected with external organisations in an increasingly globally connected and competitive commercial environment. To emphasise this point the manual presents you with case studies of good practice to show you how you can increase the positive productive connections between business, yourself and your higher education institution. Having read this manual you will have the foundations of crowdsourcing knowledge. This will also help you to get started using the *Challenge Academy* platform.

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1. THE CHALLENGE ACADEMY

Challenge Academy aims to build links between companies and public or non-profit organizations and higher education institutions by offering a crowdsourcing platform that connects these different worlds. *Challenge Academy* is essentially a website that offers a place for academics or students to share their research and apply it to an organisations' non-mission critical "business" problems. These challenges are considered and selected by either a) academics or b) students and their supervisors for developing creative solutions to these real problems. It is expected that the best solution presented had an award. The awards could but are not excusive to: Internship, Financial, Work experience, Certification, Recommendation, Vouchers, Money, Scholarships, Research funding etc.

In *Challenge Academy* companies and public or non-profit organizations share their "business" problems with higher education institutions and this enables academics and students from all around Europe (and potentially the rest of the world) to offer - in return - innovative solutions.

Through *Challenge Academy* - and the use of crowdsourcing - higher education institutions can become more innovative in how they engage their students. At the same time companies and public or non-profit organizations can become more competitive, be profitable and extend their sustainability. Bringing real world challenges into the higher education institution environment will improve student's employability.

To achieve this vision *Challenge Academy* has these main objectives:

1. To bring crowdsourcing into productive use by organisations and Higher Education Institutions (HEIs);
2. To more closely align teaching curricula with the needs of the companies and public or non-profit organizations;
3. To reinforce communication and knowledge transfer between employers and educators.

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This document is aimed at individual running workshops for Challenge Academy and not for distribution for everyday users. This sets out a template and you are welcome to adapt it to your needs.

This document is structured as follows: it will outline what crowdsourcing is and how you can benefit from it. It offers you some examples on how to use the Challenge Academy Platform.

1.1. What is Crowdsourcing?

Crowdsourcing is an emerging concept and has a range of different, sometimes conflicting interpretations. In its simplest form crowdsourcing is a new name for the old adage, "two heads are better than one." *Challenge Academy* applies the concept of crowdsourcing in the following way: *Challenge Academy offers an online platform for applying the skills and knowledge of the collective student population to solve business-related non-mission critical challenges.*

One of the most high profile examples of crowdsourcing is *Wikipedia*. Authored and edited by thousands of individuals around the world this combination of efforts has created the largest (and arguably most accurate) encyclopedia that has ever existed. By canvassing the experience, knowledge and perspectives of a great many people what is ultimately produced is arguably a superior repository of knowledge.

The *Idea* blog breaks down the concept of crowdsourcing still further by identifying 4 different types of crowdsourcing. Of these, the two most relevant to *Challenge Academy* are described as 'Collective Knowledge' and 'Collective Creativity'.

Collective Knowledge is development of knowledge assets or information resources from a distributed pool of contributors...

Collective Creativity taps into creative talent pools to design and develop original art, media or content. This can mean new creative works by professionals, or non-professional.

"Crowdsourcing means involving a lot of people in small pieces of a project. In educational and nonprofit outreach, crowdsourcing is a form of engagement, such as participating in an online course, collecting photos of butterflies for a citizen-science project, uploading old photos for a community history project, deciphering sentences from old scanned manuscripts, playing protein folding games to help scientists discover new ways to fight diseases, or participating in online discussions."

(Source: Idea - http://www.idea.org/blog/2013/02/19/what-is-crowdsourcing-and-how-does-

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it-apply-to-outreach/)

"Crowdsourcing is the process of getting work or funding, usually online, from a crowd of people. The word is a combination of the words 'crowd' and 'outsourcing'. The idea is to take work and outsource it to a crowd of workers.

Famous Example: Wikipedia. Instead of Wikipedia creating an encyclopedia on their own, hiring writers and editors, they gave a crowd the ability to create the information on their own. The result? The most comprehensive encyclopedia this world has ever seen.

Crowdsourcing & Quality: The principle of crowdsourcing is that more heads are better than one. By canvassing a large crowd of people for ideas, skills, or participation, the quality of content and idea generation will be superior." (Source: DailyCrowdSource - http://dailycrowdsource.com/training/crowdsourcing/what-is-crowdsourcing)

"Despite the jargony name, crowdsourcing is a very real and important business idea. Definitions and terms vary, but the basic idea is to tap into the collective intelligence of the public at large to complete business-related tasks that a company would normally either perform itself or outsource to a third-party provider. Yet free labor is only a narrow part of crowdsourcing's appeal. More importantly, it enables managers to expand the size of their talent pool while also gaining deeper insight into what customers really want.

With the rise of user-generated media such as blogs, *Wikipedia*, *MySpace*, and *YouTube*, it's clear that traditional distinctions between producers and consumers are becoming blurry. It's no longer fanciful to speak of the marketplace as having a "collective intelligence"—today that knowledge, passion, creativity, and insight are accessible for all to see. As *Time* [magazine] explained after choosing the collective "You" as the magazine's 2006 Person of the Year, "We're looking at an explosion of productivity and innovation, and it's just getting started, as millions of minds that would otherwise have drowned in obscurity get backhauled into the global intellectual economy."" (Source: CBS News - http://www.cbsnews.com/news/what-is-crowdsourcing/)

"Crowdsourcing means involving a lot of people in small pieces of a project. In educational and

nonprofit outreach, crowdsourcing is a form of engagement, such as participating in an online course, collecting photos of butterflies for a citizen-science project, uploading old photos for a community history project, deciphering sentences from old scanned manuscripts, playing protein folding games to help scientists discover new ways to fight diseases, or participating in online discussions." (Source: Idea - http://www.idea.org/blog/2013/02/19/what-is-crowdsourcing-and-how-does-it-apply-to-outreach/)

More information and articles about crowdsourcing

Doan, A, Ramakrishnan, R. and Halevy, A. (2011) "Crowdsourcing systems on the World-Wide Web", Communications of the ACM, 54(4), 86-96, doi.org/10.1145/1924421.1924442Brabham, D. (2008) "Crowdsourcing as a Model for Problem Solving: An Introduction and Cases", *Convergence*, 14(1), 75-90, doi.org/10.1177/1354856507084420 Estellés-Arolas, E. and González-Ladrón-de-Guevara, F. (2012) "Towards an integrated crowdsourcing definition", 38(2), 189-200, doi.org/10.1177/0165551512437638

Howe, J. (2006) "The rise of crowdsourcing", Wired.

Leimeister, J., Huber, M., Bretschneider, U. and H. Krcmar (2009) "Leveraging Crowdsourcing: Activation-Supporting Components for IT-Based Ideas Competition", *Journal of Management Information Systems*, 26(1), doi.org/10.2753/MIS0742-1222260108

1.2. An Overview about companies - universities cooperation

The UK's *Association of Business School*'s in conjunction with the UK Government recently launched the Small Business Charter. The charter sets out to establish a benchmark for university-company collaboration in terms of specific actions that can be undertaken to improve and increase levels of communication.

Assessing the scale of engagement with companies by each university involves consideration of 30 separate actions. Each action is considered to represent leading practice. Of the thirty actions the following 28 are relevant to institutions across Europe and are worth reflecting upon at a personal and institutional level to consider how *Challenge Academy* can assist universities to work more effectively with companies.

1. *Taught undergraduate and postgraduate programmes focus on the growth and development of businesses and/or their managers* Programmes may include presentations from business leaders, use relevant problem-based case studies or have curriculum development co-created in consultation with industry.

2. *There is provision within the institution of dedicated innovation/accelerator/start-up space* In many cases the major commitment from an institution takes the form of the provision of short-term leasable space. Examples include Manchester Metropolitan University's InnoSpace (www.innospace.co.uk)

3. *Undertake publicly funded business development initiatives* Individual countries and the European Union provide a range of funding opportunities to support small business. Many require collaboration of the company and a knowledge partner (university). Examples of recent relevant EU calls -

4. *A dedicated facility with the capability and capacity to respond to the needs of small businesses.* University's respond in different ways to the needs of local small businesses. However, the key issue for small businesses is to navigate the hierarchy and complex communications of universities to find the right relevant people to work with.

5. *Actively engage alumni through mentoring, peer support, awareness raising and role modelling activities* - managing an alumni network for a wider range of purposes beyond fundraising produces productive and valuable engagement in both directions and encourages alumni to support the university 'in kind'. Alumni also obtain direct access to a continuous supply of prospective talent.

6. *Offer opportunities to undertake projects and placements with a small business/enterprise focus;* Students struggle to individually access small businesses outside the realm of the direct experience. The university offers the opportunity to act as a broker in the developing relationships between businesses and students.

7. *Provide support to small businesses/enterprises that has impact*

8. *Enterprise and SME development is part of the mission of the institution*

9. *Research conducted within the institution supports and theories enterprise/small business activity*

10. *Small business is involved the governance of the institution* This form of input generally comes in the form of participation on a School advisory board and external advisory input into course and project developments.

11. *There are long-term University-company collaboration(s)*

12. *The institution participates in regional networks of entrepreneurs or small business fora*

13. *Small businesses are engaged as suppliers by the university for various services*

14. Relationships with private sector providers and professionals to offer specialist advice to small businesses

15. Working with small business support agencies

16. The school is a source of advice and support for small businesses and enterprises

17. Working with bodies that represent small business and enterprise e.g. Chambers of Commerce

18. Engagement with local authorities on business support strategy and the national agendas for growth

19. Dedicated start-up space for students within the institution e.g. incubators

20. Opportunities for students to participate in business start-up programmes

21. Student support offered post-graduation with employment opportunities in small businesses

22. Internships in small businesses embedded within a student's course or programme

23. Placements in small businesses embedded within a student's course or programme

24. Small businesses mentoring of students by experienced entrepreneurs embedded within programmes

25. Entrepreneurship society integrated into the mission and work of the institution

26. Dedicated Small Business/Enterprise/Entrepreneurship faculty that deliver programmes with appropriate expertise, research knowledge and underpinnings

27. Enterprise modules that include contributions from practicing small business managers

28. Availability of enterprise modules for students

1.3. How can you benefit from Challenge Academy?

Challenge Academy brings a range of benefits to academics, companies and public or non-profit organizations and students.

Benefits to academics:

- increase collaboration with companies and public or non-profit organizations partners
- focus on real life research problems that are currently faced by companies and public or non-profit organizations
- bring real world insight into teaching materials
- help students to recognise the current needs of companies and public or non-profit organizations

Benefits to companies and public or non-profit organizations:

- find potential solutions to non-mission critical business challenges
- gain inspiration from the answers and solutions that are pitched
- identify potential employees – employ the person who created the solution, benefit from their skills and develop their knowledge
- develop closer links with higher education institutions locally and internationally

Benefits for students:

- find a dissertation topic or an open case study assignment – *Challenge Academy* will offer inspiration and guidance for topics needed by companies and public or non-profit organizations
- showcase solutions to challenges
- see how others have already solved similar problems
- identify future employers – if they like your solution they will probably like you too
- start a business inspired by a challenge that you have worked on

[source: http://blogs.salford.ac.uk/business-school/crowdsourcing/]

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1.4. How to use Challenge Academy

This is a technical overview of the platform and outline of the main features.

Login page
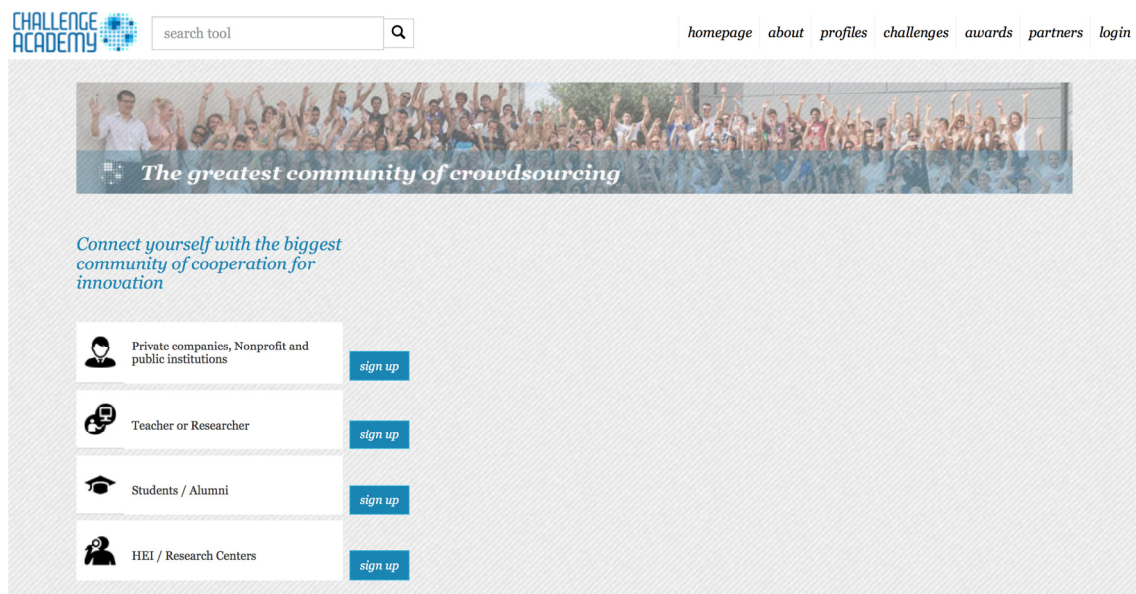
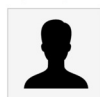**Where to get your username and password for *Challenge Academy***

CHALLENGE ACADEMY

Welcome to

Challenge Academy

Academic / Teacher

Personal Information

Profile image

Select your image (máx: 512kb)

Browse... No file selected.

Title

select from the current list ▾

Name   **Surname**

E-mail

(The password will be automatically sent to your e-mail.)

Name of institution where i work

select from the current list ▾

Area

Choose your area(s) from this list

Are you Alumni from any HEI named below

▾   select from the current list ▾

Type what you see in the image

66717867

generate new captcha image

☐ I agree to *Challenge's Terms of Service* and *Privacy Policy*

Create my account

Finding your way around - the key parts of *Challenge Academy*

CHALLENGE ACADEMY | search tool 🔍

Advanced Search

Search:

Filter

Publish Date:

Author:

No Results Found !

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Challenge academy profiles

Profiles

	Private companies, Nonprofit and public institutions	Academic / Researchers	Student / Alumni	HEI / Research Centers
Present Challenges	✔	✖	✖	✔
Present Dissertations	✔	✔	✖	✔
Answer Challenges	✖	✔	✔	✖
Receive notifications of new challenges	✖	✔	✔	✔
Create teams	✖	✔	✔	✖
Create and invite to a knowledge network	✔	✖	✖	✔
Public profile	✖	✔	✔	✖
Be published in the search	✖	✔	✔	✖

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2. THE WORKSHOP

2.1. Using Challenge Academy

So far these notes offered some advice on what crowdsourcing is and how it could benefit you. Now we are looking at the workshop delivery.

Refer to the PowerPoint template REFERENCE HERE TO SLIDESHARE which gives you a suggested outline for activities and video content.

"A Cat and Mouse Story" - case study

Video link: - https://www.youtube.com/watch?v=zl9MwD0VZXM

Watch a video if you have no facility on the day you can read out this text and translate it into your own language:

"Felix has been told he can't drink milk.

Its apparently some nasty thing called lactose that does him no good.

His humans are now getting him lactose-free Cat-Milk from the supermarket, but in the meantime there is rather a lot of milk for him to deal with.

What can he do?

Felix turns to the internet, to check his Facebook page - he particularly likes all the cat pictures - and sees a mention for the Challenge Academy. He signs up and in no time there's an email in his Inbox.

The email includes a link for Felix to click that takes him to the Challenge Academy website. He completes the form and asks the students for help - what do to with all this milk?

Very soon there are lots of ideas for a solution to Felix's problem - and one in particular that immediately catches his eye: the milk can be turned into cheese, and swapped with the mice for the tin of tuna they found at the back of the cupboard!

But wait! Excited by the prospect of all this lovely cheese in exchange for just one tin of tuna, the mice discover - to their horror and surprise - that they really don't like cheese. Who'd have guessed that

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cheese would be such a poor last resort for mice, who'd much rather tuck into a nice tin of tuna!

So... the mice decide to turn to the Challenge Academy: what to do with all this cheese??

Can you help?"

Workshop activity (30 minutes): The mice with too much cheese problem… continuing the problem/challenge.

2.2. Help mice to get a solution

1. Working in pairs open a test account on the *Challenge Academy* website.

How can challenge academy help you?

- Working in pairs participants will:
- *Give us 3 examples that would work here (on post-its) share with each other?*
- *Give us 3 methods where you could use it – PhD's, dissertations etc*
- *Can you think of 3 people that you can contact now that would be interested in this platform? Contact them NOW!*
- Report your discussion to the group

2.3 About UC-Crowd project

UC-CROWD is a European project which is on-going since October 2013, with support of the Lifelong Learning Programme of the European Commission. ISCTE – Higher education institution Institute of Lisbon is the coordinator of the 13 partners consortium across Europe which includes 7 Higher Education Institutions, 5 Companies and public or non-profit organizations and 1 Research Centre.

Based on "Project Management life cycle" we divided the project in four phases: Start Up phase, the Planning phase, the Execution phase and the Closure phase.

In the first stage of the project, the efforts will be focused on asking the academics and business involved about their needs and expectations regarding the open innovation platform, and to create a European business case. By the end of this period, there will be an evaluation to assess the quality of the collected data. This stage will be between October 2013 and April 2014.

The second stage will be the technological development, based on the reports supplied by the previous stage. This activity will be closely monitored by the partners who will test and evaluate the platform every step of the way, so that we monitor all the work, overcome all obstacles and prevent possible errors. This stage will be between January and August 2014.

The third stage consists of the implementation and use of the platform by the academics in their classes, and companies and public or non-profit organizations use it to put challenges. This process involves academics, students and companies and public or non-profit organizations and is one of the most important phases of the project since it is the practical part of the entire project. At this stage we will give some training to a group of academics that will carry out the pilot study. After this activity there will be an evaluation of the results obtained in order to provide suggestions and make the necessary adjustments. This stage will be between April 2014 and February 2015.

The fourth stage will be used to evaluate the pilot study, to adjust and implement the academics training. During the 2nd semester, we will invite other HEIs and companies and public or non-profit organizations to join the platform and prepare the sustainability plan. This stage will be between September 2014 and June 2015.

2.4. Help to spread the word about UC-Crowd platform to others

Please do share the link to our website http://uc-crowd.iscte-iul.pt with your colleagues

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Like us on Facebook - https://www.facebook.com/uccrowd

Share our blog post - http://blogs.salford.ac.uk/business-school/crowdsourcing/

Email us if you have any questions - uc-crowd@iscte.pt

Here is a template for an email that you can use to share the news about the project:

====================

Subject: Challenge Academy

Hi!

I hope you are well. Not sure if you are aware but there is an interesting website that allows you to crowdsource solutions to real life business problems.

LINK TO WEBSITE

Please do let me know what you think of the above

Best wishes

Workshop Evaluation Questionnaire

Please help us to improve our workshop and the Challenge Academy platform.

1. How likely will you be using Challenge Academy?

Not Likely [ ]   Likely [ ]   Very Likely [ ]

2. Do you feel confident in using the Challenge Academy platform? Please tick all categories that apply to you:

	Not Competent	Competent	Very Competent
Creating your profile			
Creating a challenge			
Assigning students			
Finding a challenge			
Claiming a challenge			

3. Confident about formulating and identifying a suitable Challenge Academy challenge?

Not Confident [ ]   Confident [ ]   Very Confident [ ]

4. Can you think of 3 people that you can contact now that would be interested in this platform?

Yes [ ]   No [ ]

5. How could this platform and or workshop be improved?

_____

_____

_____

_____

6. Could we have a **quote from you**, which we can use for promotional purposes? By providing this quote you agree that this text will be used on Challenge Academy websites and other material.

_____

_____

_____

How should this quote be **attributed to you – name, position and organisation**?

_____

_____

Date: _____   Location: _____

Reports template

Post workshop report structure – we are expecting this to be a couple of pages long not much more:

Title page – Listing your partner country, name/s of the report author, date, location

Summary of the workshop evaluation questionnaire – Describe the workshop by sharing information on Who, What, When, Where, Why and How the workshop was conducted. In particular highlight:

- **What went well?**
- **What did not go well?**
- **What can we improve and learn for future workshops of this nature?**

Appendix: Original questionnaires

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