



THE
SUMMER
SCHOOLS | GUIDE



next generation

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THIS IS A NEXT GENERATION PRODUCT

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INTRODUCTION

The project *Next Generation* has brought together the three largest universities in Denmark in the effort to develop and integrate entrepreneurship in their curriculum.

The University of Copenhagen (UCPH), the Copenhagen Business School (CBS) and the Technical University of Denmark (DTU) have united in a joint mission to integrate elements of entrepreneurship in already established courses – and by doing so combining innovation and entrepreneurship with the academic environment. By mobilizing the academic staff that has not actively used innovation and entrepreneurship in their teaching, the project objective is to create changes in the dominant culture as well as in the practical approach in order to increase knowledge-based growth creation.

The *Next Generation* project has run for four years – from 2010 to 2013 – and has been financially supported by the European Social Fund and Vaeksthus Greater Copenhagen.

The project activities have, among other things, included: *Summer Schools for students*, *Innovation Workshops* and the establishment of an *Entrepreneurial Teaching Corps*.

This pamphlet presents the experience and dos and don'ts of the four *Next Generation* Summer Schools. The pamphlet's objective is to inspire and assist others interested in planning and conducting an entrepreneurial summer school.

THE NEXT GENERATION SUMMER SCHOOLS

The main objectives of the Next Generation Summer Schools were to :

- Develop, test and anchor a didactical cross-disciplinary model integrating practice, relevant innovative methods and tools into traditional university teaching
- Stimulate the entrepreneurial culture at the participating universities

The first Summer School in 2010 was hosted by the Department of Economics at UCPH. The theme was *Entrepreneurship*. An already existing summer school set-up was used, as there, due to time restraints in the start-up phase of Next Generation, was no time to develop a Next Generation activity from scratch. The duration of the course was two weeks and it had 20 participants, mainly from UCPH. 5 ECTS credits were awarded for this course.

The Summer School in 2011 was coordinated by Katalyst at UCPH. The theme was *Service Innovation & Service Design*, and it was developed from scratch as a *Next Generation* activity. It attracted 36 students from CBS, UCPH (participants from both Humanities and Science) and DTU, and they were teamed up across

academic disciplines. The summer school lasted three weeks, and participants were awarded with 7.5 ECTS credits.

In 2012, the Summer School was coordinated by Copenhagen School of Entrepreneurship (SCE) at CBS. The theme was *Clean-tech Innovation*. This summer school lasted 6 weeks and had 18 participants and they were awarded with 7.5 ECTS credits, and the majority of the students were from CBS.

The theme of the Summer School in 2013 was *Innovation Inspired by Nature*, and it was coordinated by Katapult at UCPH and the course responsible institution was Department of Agriculture and Ecology at UCPH. It lasted 3 weeks and had 34 participants from all three participating universities, and from both Humanities and Science at UCPH. Participants were awarded with 7.5 ECTS credits.

The summer school knowledge sharing has been influenced by the fact that the institutions responsible for the summer schools have varied from year to year. However, there has been an overlap of facilitators and project staff, who have guaranteed the knowledge sharing between Summer School teams. As an example, Katalyst has shared the produced material, process design etc., held presentations and meetings about the Summer School and produced an evaluation report of the 2011 Summer School.

PREPARING THE SUMMER SCHOOL

The summer school preparation procedures have differed from year to year. The first summer school – held in 2010 – was already in the pipeline and was incorporated into Next Generation without many adjustments, while the project teams behind the summer schools in 2011 and 2013 worked intensively with the planning for an extended period of time.

In this section, the experience regarding the development and preparation of a Summer School is outlined and formulated as recommendations to future instigators of summer schools.

YOU CANNOT START TOO EARLY

Looking at the preparation phases for at least three of the four Next Generation summer schools (2011, 2012, 2013) there are some issues that stand out :

// It takes much longer than you think. In 2011, the project team started the process one year ahead, in 2013 it was begun 1½ year ahead, and yet some things only fell into place just before course start.

// Involvement of companies is very time consuming. Various models have been tried in Next Generation. In 2011, the companies when providing a case also paid a fee, as a way of co-financing the Next Generation project. However, in 2013 it was not possible to get the companies to co-fund.

// It should be considered if it is necessary to have many different cases, or if one or two cases for all teams at the course are sufficient to meet the learning objectives of the Summer School.

WHY A THEME FOR THE SUMMER SCHOOL IS IMPORTANT

Each Summer School has been different from the previous; this has been partly due to, e.g. different administrative standards and issues, but also the summer school themes have varied. However, the *Next Generation* Summer School team has in their evaluation of the events made the following points :

// Interdisciplinarity is a must when the theme is chosen. It must be integrated into the course and come naturally to the participants. Otherwise it will be too difficult to create a relevant and natural interdisciplinary culture at the summer school.

// If the theme of the summer school can be built on an already existing interdisciplinary cooperation or research network it would be an advantage. Hereby, a fundament for ownership and commitment is created.

// If the summer school theme can be connected to the research of the participating researchers, the value of the course will increase – to the researchers but in the end also to the students.

GET THE ACADEMIC STAFF INVOLVED AS EARLY AS POSSIBLE

The partners of Next Generation have their professional expertise within innovation and entrepreneurship and their main qualifications concern process and facilitation. Therefore, it has been crucial for all summer schools to ensure the academic connection to a field of research as e.g. biology, biomimicry, innovation or creativity. Creating this connection has given rise to the following recommendations :

// Early involvement of the academic staff in the planning raises a sense of ownership and commitment, and ensures a better integration of subjects and process in the summer school.

// The understanding of the innovation process and the interaction between academic and innovation issues has better conditions

when the academic staff is closely involved in the planning and not only appear to lecture.

// Early involvement may result in a joint ambition for the summer school.

RECRUITMENT

In Next Generation, the recruitment has been placed in the hands of the partners. There has, however, been discussions about whether marketing of and recruiting for an interdisciplinary / cross-university summer school should be addressed the same way in respect to all students; CBS, DTU, humanities or science at UCPH. The project participants' experience concerning pros and cons has led to the following recommendations :

// Former Summer School students are the best to recruit new participants, so keep them close. This could be done using social media – Facebook or LinkedIn.

// If you choose to share the recruitment responsibility between several universities or units, it is important that the expectations to and strategies for the marketing are well defined and clear to all parties; this includes making decisions on recruitment channels and success criteria.

// To avoid expectations to fall short, it is recommended to put one person in charge of all communication.



RUNNING THE SUMMER SCHOOL

As mentioned in the introduction, the summer schools have not been run the same way each year. The coordinating partner has decided on theme and content, and the location has also differed from year to year. Despite these differences, the various teams coordinating the summer schools have some common reflections that can be handed out as advice :

LOCATION

// The location is important. It needs to support the interaction between lectures and group work, and should inspire creativity.

// The physical settings are crucial; they must accommodate all the teams' work stations and room should be left for the participants' material from, e.g. research and ideation activities throughout the course. And ideally, a nice working environment is preferred.

FOCUS ON THE PROCESS

The organisers of the summer schools have mainly been innovation and learning specialists and not so much subject matter specialists in biology, service design etc. Their focus has been to develop a summer school that introduced innovative methods and supported the participants in their own innovative process based on the cases.

The key issue has been to develop a theoretical course where the participants gain as much practical training as possible, i.e. that the focus should be to produce practical training from each theoretical element of the course.

Due to the focus on process, quite a lot of effort and time have been invested in the facilitation of group work, design of interventions and presentation formats, etc. In retrospect, the summer school coordinators have the following recommendations:

// Elaborate a manual that summarizes the academic issues and the process and that secures continuity and flow.

// In case there has been no close collaboration to ensure a joint vision for the summer school, binding the lectures, exercises and the process together, the facilitation will be crucial.

// Previous students might, with advantage, act as facilitators, as they know the objective of the interaction between lectures and group work.

INTERDISCIPLINARITY

It takes some time to achieve efficient interdisciplinary collaboration. This applies to the planning of the summer school content and process, as mentioned earlier, but also to the running of the summer school. The Next Generation summer school experience gives rise to the following recommendations :

// Interdisciplinarity must have first priority when putting the teams together – this makes demands on the recruitment.

// If the teams are to reach the core of interdisciplinarity, they must be given time to work together. This requires focus on group work – and time for it – especially during the first part of the summer school .

// The interdisciplinary ambition must be formulated to the students, making it a clear, common objective.

CROSS - UNIVERSITY COOPERATION

In the project application, the Next Generation Summer Schools were designed as cross-university cooperation. This has to a varying extent been the case. Staff from all three universities has taken part in the running of the summer schools, and the summer school evaluations show a positive effect. However, the staff from the coordinating university has done the hard work in respect to the preparation phase. And the cross-university cooperation is not without obstacles. Below are some recommendations regarding this issue.

DEVELOPMENT ISSUES

// Before actual cross-university cooperation can take place, it is necessary to work up a preliminary understanding of each partner's comprehension of innovation and entrepreneurship.

// Sufficient resources must be secured to be able to reach a situation where true cooperation takes place, instead of mere approval of the coordinating partner's suggestions. This is a time consuming and expensive process.

ADMINISTRATIVE ISSUES

// Make sure you have a person in the group who knows the various universities' administrative systems, the procedures for approval of courses, qualifications and ECTS – and start out by having these aspects in place at a VERY early stage in the process.

// Create the space for various exam methods and formats, e.g. pre-summer school study weeks or similar activities.

// Do not underestimate the work load in respect to registration of students – especially when it takes place in different administrative systems – and allocate sufficient resources for this part.

STRATEGIC ISSUES

Activities like the summer schools potentially create positive attention from the public and the strategic level of the universities. It is therefore important to :

// Ensure that all participating partners have their share of the attention.

// Have a steering committee that understands the objective, the process and the challenges included in all the phases of the summer school.



THE BIG WHY ?

Why should universities allocate resources to the creation of a summer school like the Next Generation Summer School?

FOR STUDENTS

Evaluations of the four summer schools show that the form and process make a lot of sense to the students.

// Support the creation of a network in every way, before, during and after the summer school. The students themselves will optimize the value. The Next Generation project has used Facebook and the university websites for this purpose. A summer school sub-site has provided information before Summer school start on presenters, co-students and external experts, to generate and maintain information and awareness.

// Students should know about the summer school well in advance – duration, work load, ECTS value, making them able to plan their semesters.

Katalyst at UCPH was responsible for the 2011 summer school and they produced three student testimonial videos – watch them here :

<http://katalyst.hum.ku.dk/evalvering/>

(in Danish)

FOR ACADEMIC STAFF

// Apart from the summer school, additional value will be generated if the academic staff and entrepreneurship specialists can work together in the preparation of the summer school. The academic staff learns new methods and might feel like continuing the work with innovation and entrepreneurship.

// If the summer school is inspired by the research introduced by the academic staff, the summer school might be used in this research.

FOR UNIVERSITIES

// The summer school can by its focus on interdisciplinarity, secure that the universities reach their strategic goals, have interesting results to show, and it can be used for profiling in the increasing competition between universities.



LINKS

In case you are interested in reading more about the Next Generation project, go to the project's website :

www.nxtgen.dk/en/

Inspiration can be found at the Summer School 2011 website :

<http://katalyst.hum.ku.dk/sommerskole2011/>
or
<http://katalyst.hum.ku.dk/evaluering/>

The Summer School 2013 website :

http://katapult.ku.dk/summer_school2013/

Next Generation has produced a large amount of material that can be downloaded if you would like to work with the strengthening of innovation and entrepreneurship in the teaching at university. This material is available at :

<http://innovation.blogs.ku.dk/>





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