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Learning Exploratorium Labs Methodological framework



HoTEL Holistic Approach to
Technology Enhanced Learning

Innovators – Opinions – Perspectives

WP4 | D 4.4.1

HoTEL WP4 - Methodological framework for Labs

Author(s)

Daniel Burgos (UNIR)
Aurora Carrasco (UNIR)
Solène Limpalaër (UNIR)

Contributor(s)

Andreas Meiszner (ELIG)
Anthony Camilleri (EFQUEL)
Claudio Dondi (MENON)
Stefania Aceto (MENON)

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1. SCOPE OF THE METHODOLOGICAL FRAMEWORK

This methodological framework describes the structure for the development of the Learning Exploratorium Labs within the HoTEL FP7 project. HoTEL will design and test an innovation support model that will help innovators to come from point A (idea, research, early prototype, small scale innovative practice) to point B (innovation, advanced prototype, exploitable product, large scale innovative practice), making a significant progress, faster and in a consistent way, taking a holistic approach (e.g. technical, theoretical, educational, relational, et cetera) with a deep knowledge of TEL.

HoTEL (Holistic Approach to Technology Enhanced Learning) is a Support action of the 7th Framework Programme which aims to design, develop and test an “Innovation Support Model” in the area of Technology Enhanced Learning (TEL), to enhance the speed and quality of innovation in TEL in Europe.

Innovation, particularly in the field of TEL, may take very different forms than the classic paradigm that moves from research through prototypes to massive commercial exploitation. In the field of TEL, innovation may frequently start in a classroom or in a community of practice, or may be the result of massive use of a technology not born for educational purpose. This means that any “innovation support model” must fit into the variety of modes and contexts in which innovation may emerge and have different, adaptable ways to support it.

The road to success for a TEL innovation depends, to a large extent, on the possibility to be understood and supported by some categories of stakeholders that are not always the same (e.g. industrial investors, school leaders, publishers, policy makers, networks of teachers, student associations, consultants...).

Furthermore, what appears a big success in a certain context may not work at all in another context (country, socio-economic environment, organization, sector). It is therefore fundamental to identify not only “what works” but also “where” and “under, which conditions”, distinguishing between success factors that are relatively “unique”, specific to the context, and others that can more easily be found or reproduced in other contexts.

2. THE LEARNING EXPLORATORIUM LABS

A **Learning Exploratorium Lab**, as addressed in the Description of Work, is about implementation and exploration of findings with real users and context, where users - along with researchers and other stakeholders- look into new approaches, solutions, models, and services, to name a few of possible outcomes. In HOTEL, Exploratoria involve society, and the ecosystem described for each of them, taking into consideration the various roles and services provided. Every Exploratorium promotes innovation across stakeholders inside the environment, and across the Exploratoria, orchestrated by HOTEL, making the user the real unit of activity and communication node of this infrastructure. The collected requirements and design in this task will be analysed and documented so that this process can be re-used in other contexts. Every Lab must fill in a generic template for self-definition (*Annex 1*).

Furthermore, the Labs are controlled, simulated systems, as safe environments, with stakeholders to test the innovation, along the whole process from A to B.

The aim of the Learning Exploratorium Labs is therefore to accelerate the innovation process, to provide a holistic approach, thanks to HOTEL innovation support model (aka methodology), in an iterative strategy.

Every Lab will assess a number of practical and theoretical implementations. The objective of the **practical implementation** of the innovations within each Learning Exploratorium Lab will be to develop these innovations in real learning scenarios, so as to test these innovations and find a way to accelerate the innovation cycle of these innovations.

On the other side, the objective of the **theoretical assessment** of the innovations within each Learning Exploratorium Lab will be to evaluate these innovations, so as to develop a series of recommendations for improvement and find a way to accelerate the innovation cycle of these innovations.

The results of this process will be used as supporting inputs to refine the Innovation Support Model.

2.1. The Learning Exploratorium Lab on Learning in Higher Education

UNIR ‘Higher Education’ Learning Exploratorium Lab in Higher Education (HE Lab) is designed around the concept of Information and Communication Technologies innovations, applied for the enhancement of learning and teaching processes and practices in a Higher Education university environment.

The HE Lab is focused on the entire University community, involving students, academic team, and administrative staff. The innovations selected through HoTEL’s Open Call for innovators to be piloted in this lab will provide a significant improvement on one or many of these stakeholders, with a special focus on Information and Communication Technology assets which support methodologies and strategies for better learning and teaching. UNIR Higher Education Exploratorium Lab will work with real users who will test the innovations in a real context, exploring how their effective adoption can be assured and supported in this context, through the “Innovation Support Model” application.

2.1.1. Approach

Learning paradigm

- Behaviourism, since we take user behaviour and user interaction to support the educational methodology, so that we can feedback the user after further analysis
- Social constructivism, since the user becomes the key factor for his/her own learning, while making social interaction and team work in the classroom and outside

Learning theory

- Adaptation theories, since we provide personalised support to students and teachers to improve their performance
- Self-regulated, since the user takes over the final decision about his/her learning itinerary and the activities to do
- Social exchange, since we take trust, reputation and interaction, as a key element to foster social activity in informal contexts, which will lead to better learning and teaching

Learning practice

- Personal Learning Environment (PLE), since the Virtual Campus concentrates the major activity of this online university population
- Open Educational Resources (OER), since we make use of as much information and knowledge over the Internet, integrated into formal units of learning

Analytical framework

Learner and teacher centred, since the users are the real motto of the university and the very basic academic, research, and support unit.

Areas of Learning

Given that we combine formal and non-formal methodologies and sub-settings to support online learning in an open, and multi-input setting our Lab will cover:

- Formal-Higher Education
- Non-formal learning

Technical approach

The types of innovative technology to be implemented and/or tested within the labs are the following:

- Cloud computing
- Collaboration environments
- Learning Analytics
- Virtual worlds

2.1.2. UNIR as Higher Education Lab context

International University of La Rioja (UNIR, www.unir.net, Spain), young online university founded on a global vision of education directly linked to companies and business, has set up the Higher Education Lab. It facilitates an innovative and high quality virtual model of higher education – leaning on a personalized, pro-active, and collaborative online learning methodology for learning and teaching.

The implementation of the Higher Education Lab will be more precisely run within UNIR's Engineering School.

This academic institution provides international courses, in two languages (English and Spanish), and involves highly knowledgeable lecturers across the world, along with a strong team of multidisciplinary professionals, working on R&D projects.

2.2. Learning Exploratorium Lab on Learning@Work

The principle question that the ELIG ‘Learning@Work’ Lab is tackling is: How can existing TEL innovation help us to teach how to innovate in TEL? With this question in mind the ‘Learning@Work Lab’ has two parallel running and inter-connected objectives:

First the ELIG ‘Learning@Work’ Lab aims at furthering our knowledge on the applicability, feasibility and scalability of new forms of workplace learning. From this perspective the Lab aims at identifying a range of innovative TEL practices and to analyse their respective value proposition, innovativeness, and why such practices can be considered to be a success. As such the ELIG Lab acknowledges that there can be a difficulty on measuring ‘success’ and that such measures might greatly vary depending on how success is defined. Do we use pedagogical, technological, socio-economic, business-economic, or other criteria to determine what can be considered as being a success?

The second objective of the ELIG ‘Learning@Work’ Lab is directly concerned with the principle question on how existing TEL innovation can help us to teach how to innovate in TEL. Innovation, particularly in the field of TEL, may take very different forms than the ‘classic innovation paradigm’ that moves from research through prototypes to massive commercial exploitation. So how can we effectively support a diversity of innovation paths, along with innovation channels, starting points, or contexts? From this perspective the Lab aims at exploring potential innovation support models that could be applied to a variety of modes and contexts; and in which innovation may emerge and have different, adaptable ways to support it.

2.2.1. Approach

The ELIG ‘Learning@Work’ Lab aims to uncover innovative TEL practices and in particular those ones that relate to fields that appear to currently gain in importance, such as:

- Learning embedded in work
- Mobilizing creativity and entrepreneurship
- New technologies, methods and tools
- Open learning culture
- Mobilizing collective intelligence

- Creating the new learning organization
- Creating an adaptive learning system

The ELIG ‘Learning@Work’ Lab aims to engage with Innovators in TEL and those that have a vast interest and experience on supporting innovation in TEL. We want to gather creative minds, thinkers, tinkers, and leaders in the field to generate ideas and uncover solutions to support TEL innovation and to teach how to innovate in TEL.

The Innovative TEL practices thus aim to support the exploration of potential innovation support models that could be applied to a variety of modes and contexts; and in which innovation may emerge and have different, adaptable ways to support it.

2.2.2. ELIG as Learning@Work Lab context

ELIG is an open group defined by a shared vision – to change the way Europe learns – with members representing the European learning and educational publishing, technology and service industry as well as leading public and private education and learning institutions. As a network of European learning innovators ELIG catalyzes ideas and actions in a wide network of learning and education stakeholders while leveraging the strong industry base and ICT expertise of our members. ELIG is highly committed with workplace learning for large enterprises and SMEs alike.

2.3. Exploratorium Lab on Informal Learning and Professional Networks

The Lab on ‘informal learning and professional networks’ will be built around an existing professional network within the TEL community. This Lab will explore and test how the adoption of an informal TEL innovation in a professional network can be enhanced and in what way a network of professionals will evolve and learn, both on an individual level as on a network level, using TEL methods. Potential accelerators for adopting the innovations will be piloted during the process and evaluated. More specifically the innovations will be implemented using the ‘Innovation Support Model’ developed within the scope of the HoTEL project.

EFQUEL, as a network of organisations and individuals will function as a real life test environment for the implementation of three TEL innovations to encourage informal learning within a professional network. The innovations will be targeting different existing subgroups of the network (stakeholder communities), involving actors around selected themes, with specific roles or with different interests, thus reaching an optimal level of stakeholders. Following the analysis of the results of HoTEL’s open call for ICT innovators and an internal brainstorming phase consisting of internal community consultations, EFQUEL will select and test 3 emerging innovative TEL methods within its own network. 7 other informal learning innovations will be tested

on a conceptual level during workshops and other knowledge exchange opportunities involving different actors from within and outside the network.

2.3.1. Approach

The Lab will choose those specific technologies that are most suited to support the selected innovations within the network environment.

Giving the overall scope the Lab has a special interest for:

- Collaboration environments
- Social networks
- Online Communication tools
- Cloud computing

2.3.2. EFQUEL as Informal Learning and Professional Networks Lab context

The Lab offers an opportunity for several projects/companies developing informal TEL innovations contributing towards the transformation of a professional network into an effective community of practice. The implementation of the selected innovations will be tested in the Lab environment using HoTEL's 'Innovation Support Model'.

On the other hand the Lab set-up and results will give all those involved in professional networks the opportunity to gain a good insight in the enhancement and acceleration of the implementation of TEL innovations in this specific network context. During the Lab experiment we therefore aim to reach not only EFQUEL members but also fellow networks/ professional bodies and institutions in the field of TEL to get their critical view and recommendations on the activities and outcomes of the Lab.

3. STAKEHOLDERS

The Labs enable the innovators to test their projects with real users in a specific context. Moreover, one of the main purposes of the labs is to encourage users to interact, collaborate, and contribute with others, so that they develop competences and achieve valuable knowledge.

This section lists and defines the various target users by settings, in addition to a common set of end users for the overall concept of the Learning Exploratorium Lab.

3.1. For all the Labs

The stakeholders identified include four broad categories of participants to be involved in the running of the Learning Exploratorium Labs:

1. **“TEL innovators”** of any background who will propose “innovations” (ideas, research results, teaching practices) that they wish to test through the HoTEL Labs, aiming at getting support exploitation. These will be gathered through the Open Call for Innovators (under the MENON responsibility), by inviting the VISIR grassroots innovators (by MENON), by inviting the experts identified within HoTEL WP1 and WP2, and by inviting other innovators (by all partners). We identify four categories of innovators:
 - Migrant innovators, whose innovation has been developed in a specific TEL sector/context and who want to test it in another sector/context. Example: a university professor that would like to test his web2.0 tools within a company.
 - Teenager innovators, whose innovation is at an early stage of development and therefore should be tested exploring the options for further development, for instance, a teacher who uses Moodle in the classroom in a new way and would like to test his/her idea to then work it out further.
 - Small scale Innovators whose innovation has been developed at a small scale and who want to test their innovation towards scalability and mainstreaming. Example: a trainer within an SME who uses a game for management training and would like to mainstream his work.
 - Researchers/inventors. Example: a researcher from a TEL-FP7 project who has developed an augmented-reality learning tool and would like to test it within a university.

2. **“HOTEL Lab managers”** who will be taking active part in the Lab activities (UNIR staff and testers, ELIG stakeholders, EFQUEL members, etc.). These will be identified and invited to join the LinkedIn group by UNIR, ELIG EFQUEL (min. 5 each).
3. **“Innovation experts”** who shall bring approaches and expertise from outside TEL: Labs might adopt a Focus Group or expert working group approach. In case of expert working group the approach might consider the following:
 - 2/3 people entrepreneurship innovators with transversal expertise, common to three labs
 - A strong chair of each panel of experts (integration work)
 - Effective assistant / secretary to take minutes during the meetings
 - The recorded virtual meetings might take the form of 45-minute individual case review (exchange of views), on a regular basis (every month or every other month).
4. **“TEL and innovation stakeholders”** who will observe, comment and validate the innovation cycle that will be under testing in the Labs. These will be invited by connecting with other LinkedIn groups and by announcing the network in many channels (by all partners under the coordination of MENON).

3.2. Learning Exploratorium Lab on Learning in Higher Education

The innovations implemented / tested in this Lab target the following stakeholders and their respective functions:

- Students: Learners of undergraduate and graduate academic programmes
- Teachers: Lecturers of academic programmes
- Academic coordinators: Director of academic programme
- Tutors: Support academic staff for lecturers; liaison with students
- Technical coordinators: Support admin staff for administrative processes, who become a key factor for smooth operational purposes; liaison between academic coordinator (e.g. Master director) and lecturers
- Researchers: Combined role with teachers, usually, working on specific fields related or not to TEL (e.g. Communication)
- Policy makers, in charge of design and implementation of educational policies on regional or national basis

- Industry representatives, from content providers, to LMS developers, through distribution and media channels, who manage a number of links in the process

The beneficiaries addressed by the Lab are the following ones:

- Between 100 and 150 students, first semester, 2013-2014
- Between 50 and 100 students, second semester, 2013-2014
- Between 20 and 30 teachers, first semester, 2013-2014
- Between 30 and 50 teachers, second semester, 2013-2014
- Between 1 and 3 tutors, second semester, 2013-2014
- Between 1 and 2 technical coordinators, second semester, 2013-2014
- Between 1 and 2 academic coordinators, second semester, 2013-2014
- Between 3 and 5 researchers, second semester, 2013-2014

The following organisations will contribute to the development of the Labs:

- UNIR Research (Research department of UNIR, <http://research.unir.net>)
- TELSOCK (Research group for eLearning & Social Networks at UNIR)
- TELspain (Spanish association for eLearning, <http://www.telspain.es>)
- SIIE 2014 (Internacional Congress for Educational Computer Science)

3.3. Learning Exploratorium Lab on Learning@Work

ELIG is an open group defined by a shared vision – to change the way Europe learns – with members representing the European learning and educational publishing, technology and service industry as well as leading public and private education and learning institutions. As a network of European learning innovators ELIG catalyzes ideas and actions in a wide network of learning and education stakeholders while leveraging the strong industry base and ICT expertise of its members. Therefore the ELIG ‘Learning@Work’ Lab aims to engage with Innovators in TEL and those that have a vast interest and experience on supporting innovation in TEL. We want to gather creative minds, thinkers, tinkers, and leaders in the field to generate ideas and uncover solutions to support TEL innovation and to teach how to innovate in TEL. The ELIG ‘Learning@Work’ is open to all ELIG members and more generally to anyone interested in Innovation in TEL.

The principle question that the ELIG ‘Learning@Work’ Lab is tangling is: How can existing TEL innovation help us to teach how to innovate in TEL? With this question in mind, the ‘Learning@Work Lab’ has two parallel running and inter-connected objectives that are addressed through two action lines:

1. The Exploratory Action Line – an Innovation Support focus

2. The Explanatory Action Line – a case study focus

The ELIG 'Learning@Work' Lab Cycle within the wider HoTEL Ecosystem

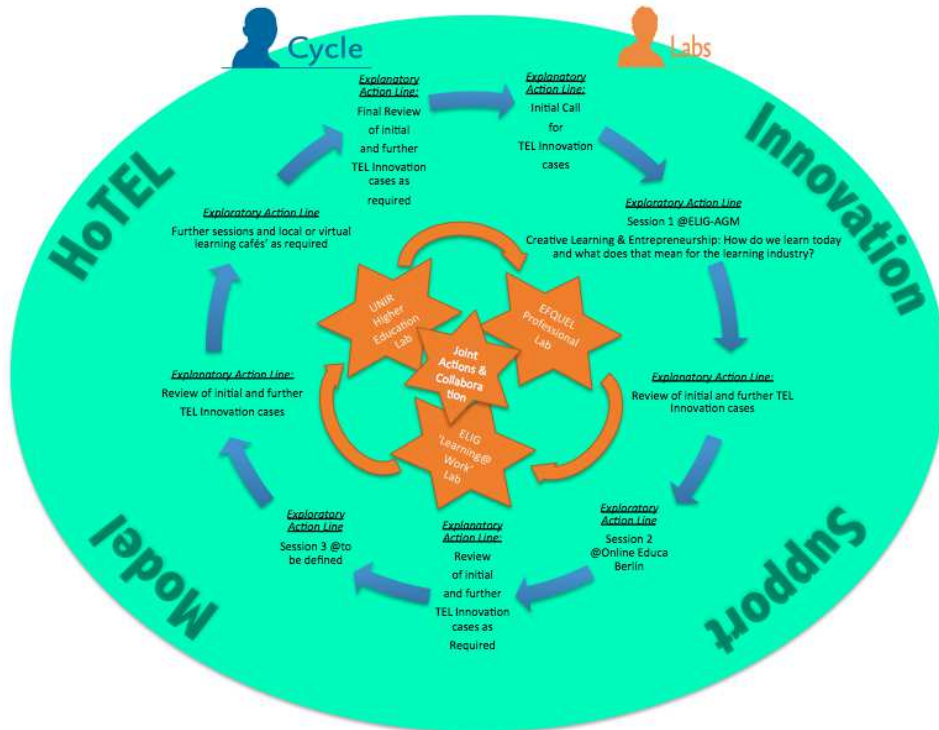


FIGURE 1. THE ELIG LAB CYCLE IN HoTEL

3.3.1. The Exploratory Action Line – Innovation Support focus

The exploratory action line is geared towards engaging with Innovators in TEL and those that have a vast interest and experience on supporting innovation in TEL. We want to gather and discuss with creative minds, thinkers, tinkers, and leaders in the field to generate ideas and uncover solutions to support TEL innovation and to teach how to innovate in TEL. As such the exploratory action line has a focus on interacting with stakeholders by means of a set of workshops and virtual sessions.

Foreseen activities of this action line include:

- Session 1 @ELIG-AGM (September 2013) on Creative Learning & Entrepreneurship: How do we learn today and what does that mean for the learning industry?
- Session 2 @online educa Berlin (December 2013); How to innovate in profound changing education ecosystems?
- Session 3 @to_be_defined; focus to be defined based on session 2 outcomes, case reviews and findings from the other two Labs.

3.3.2. The Explanatory Action Line – a case study focus

The explanatory action line aims to support the exploration of potential innovation support models that could be applied to a variety of modes and contexts; and in which innovation may emerge and have different, adaptable ways to support it. From January to July a number of virtual events that aim at furthering our knowledge on the applicability, feasibility and scalability of new forms of workplace learning based upon the TEL innovation cases and the findings from the exploratory action line activities.

Foreseen activities of this action line include:

- Set of case reviews and case studies in accordance to the HOTEL project methodology and as identified through the WP3 call for innovators and the ELIG Learning@Work Lab activities.
- Conceptual testing of cases drawing on the findings of the exploratory action line; including potential transferability of success factors.
- Support to conceptual testing through virtual online sessions as required

The timeline for both action lines is in accordance to the HOTEL project wide methodology with Lab actions being initiated by September 2013 and ending by July 2014.

3.4. Exploratorium Lab on Informal Learning and Professional Networks

Within EFQUEL, there are different stakeholder communities and target groups that are invited to participate in one or more experiments. These target groups can be considered as “professional networks” of their own because of the specific theme they work on or their common interest under the umbrella of the overall EFQUEL network.

- **EFQUEL members represented by EFQUEL core management group.** For this group we intend to test a learning innovation which generates stronger membership involvement, generate ideas, solutions, or facilitate decision making within the overall TEL professional network, which will be benefiting the entire quality in TEL stakeholders.
- **Network of Quality Professionals:** The network is designed as a growing community of EFQUEL-related professionals who can contribute to EFQUEL activities. The network dedicates itself to becoming a body to establish the principles of professionalism and professional standards in the field of quality for Technology Enhanced Learning. For this group we aim to select a learning innovation that facilitates the development of a common understanding of these principles.

- **Reviewers pool:** reviewers are involved in UNIQUE (Technology Enhanced Learning Quality Label for Universities and HE Institutions - <http://unique.efquel.org/>) and ECBCheck (Quality review and certification for e-Learning Programmes - <http://ecbcheck.efquel.org/>) reviews and form as such a pool of key experts in the field of quality in TEL. Some of them are less experienced than others and could benefit from peer learning activities. Hence we aim to focus on a learning innovation that facilitates the exchange of reviewers expertise and knowledge about quality in TEL, which could be taken to a broader community in a second stage, willing to learn about quality models and certificates.

4. LIMITATIONS AND RISKS

This section presents limitations and risks of the implementation of the Labs, as a common ground for further surveillance, and related actions.

Following, we list a number of identified, potential risks about the implementation of the Labs:

4.1. Risks from Labs Leaders

- Lack of communication between themselves, to innovators and to stakeholders
- Lack of coordination between themselves
- Lack of understanding between themselves
- Lack of understanding of the Project itself
- Lack of understanding of the innovators projects
- Lack of flexibility to adapt to innovators projects
- No respect of deadlines

4.2. Risks from innovators

- Lack of communication from Lab leaders
- Lack of understanding of the project
- No respect of deadlines
- Innovations are too mature for theoretical assessment
- Decisions from innovators too leave the Lab

4.3. Risks from stakeholders

- Lack of motivation, involvement
- Reluctance to provide their data

We assume that all the stakeholders will be eager to contribute and adopt the innovations; however it might not be the case. At this moment, and until we know the innovators, the students group and the teachers academic team, we cannot say for sure.

We must overcome the following general risks: a) internal regulation; b) state of the computer systems; c) reluctance for adoption from academic/admin staff; and d) reluctant for use from students

The following chart shows a SWOT analysis on the matter:

Strength	Weaknesses
<ul style="list-style-type: none"> • Diversity and complementarity of partners • Interesting and insightful preliminary research results (WP1 and WP2) • Credibility and visibility of the Labs implementation, within the EU funded HoTEL project • Large expertise in TEL • Great interest in and emphasis on TEL research activities and related projects • Willingness to innovate and develop cutting-edge TEL tools • Diversity of educational activities • Size of targeted stakeholders to enable accurate implementation / testing of the innovations. Diversity of involved stakeholders • Access to a large TEL related organisations network throughout Europe, Latin America and in other countries 	<ul style="list-style-type: none"> • Need for stronger and more constant involvement of all WP4 partners • Need for a better defined Innovation Support Model (cycle) • Need for clearer communication with innovators • WP3 Open Call for Innovators too vague • Need for reputation - against lack of recognition due to many characteristics as young, online, regionally-based, private university • Need for multilingual culture and notably of English speaking staff within the University

Opportunities	Threats
<ul style="list-style-type: none"> Increasing importance of ICT in learning activities nowadays and in the near future Many events taking place dealing with the eLearning Visibility of the Labs implementation, through the participation of innovators from various institutions and countries ICT in Learning currently exponentially increasing market Future of ICT that should be promising 	<ul style="list-style-type: none"> Risk of misunderstanding on Learning Exploratorium Labs objectives, due to the complexity of the project Risk of redundancy with other innovation models Too few relevant applications received Risk that the model doesn't work and the partners do not manage to validate any ISM in the end Potential disappointment of innovators expecting another type of support (more in depth, financial, implementation vs. theoretical assessment)

5. INNOVATION SUPPORT MODEL

As agreed in the Bologna Meeting on 17th-18th June, this section is prepared to feed the discussion started among project partners on “how is the model structured?” and “how will it work in practice?” It is a work-in-progress document that is waiting for partners’ contributions (particularly the Learning Exploratorium Lab leaders) and stakeholders’ feed-back during the HOTEL project development to get more consistent and mature.

Therefore, this section summarises and articulates what has been discussed and is used as a starting point to organize the first cycle of “innovation support action” that the Labs organize.

On the basis of “sectorial” adaptation and subsequent cycles of support, the HOTEL model will be improved according to the Quality Assurance approach adopted by the Project.

5.1. Definition of Innovation Support Model

HoTEL's main outcome is our learning process during the running of the Labs dedicated to the design and testing of innovations, with the aim to identify of a successful innovation process, leading to the validation of the so-called HoTEL Innovation Support Model (ISM).

According to the DoW: The HOTEL innovation cycle will be developed based on the findings of the previous analysis of the good practices, taking into account the identified learning theories of task one and will be built in the form of a framework comprising its constituencies, characteristics, processes, involved stakeholders and expected outcomes.

Furthermore, result of the design and testing of an innovation support model that will help innovators to come from point A (idea, research, early prototype, small scale innovative practice) to point B (innovation, advanced prototype, exploitable product, large scale innovative practice), making a significant progress, faster and in a consistent way, taking a holistic approach (e.g. technical, theoretical, educational, relational, et cetera) with a deep knowledge of TEL. Indeed, the ISM will help innovators identifying the problem, and overcoming it

The HoTEL innovation support model has to be designed taking into account the following question:

Why do most projects end? Projects die because the results are not good enough or something prevent this innovation from appearing to the public. Difficulties of innovators in turning ideas into something concrete.

The Innovation support model must be flexible so as to be able to adapt to various environments, contexts and TEL innovations.

5.2. Definition of Innovator

An innovator is a potential disruptor, who provides a substantially new use of technology for learning; a modification of current practice in TEL, selected through the Open Call for Innovators launched in the framework of the project.

The innovation he/she provides will be analysed within a monitored ecosystem that allows a significant change/improvement/modification of current practice on a specific context/setting.

The initial objective was to reach a number of 10 selected innovators (*See figure 3 - conceptual diagram*).

The Lab Leaders, valuing the quality more than the figures, the selection list should first be meaningful and thus will be refined in order to finally select up to 10 innovators. As innovation process, we have to readjust our previous objectives along with the development of the project so as to anticipate possible drop-outs given after the 1-to-1 negotiations with the applicants have not been achieved.

5.3. How is the ISM HOTEL model structured?

The HOTEL Project is designing and testing an “Innovation Support Model” (ISM), that means a different thing than an “Innovation Model”. We believe that Innovation, particularly in the field of TEL, may take very different forms than the classic paradigm that moves from research through prototypes to massive commercial exploitation.

In the field of TEL, innovation may frequently start in a classroom or in a community of practice, or may be the result of massive use of a technology not born for educational purpose.

This means that any “innovation support model” must fit into the variety of modes and contexts in which innovation may emerge, and have different, adaptable ways to support it.

The road to success for a TEL innovation depends, to a large extent, on the possibility to be understood and supported by some categories of stakeholders that are not always the same (e.g. industrial investors, school leaders, publishers, policy makers, teachers’ networks, student associations, consultants, et cetera).

Not all of them might ultimately influence every kind of TEL innovation with similar leverage, but it is important to consider the full spectrum of involved interests to select the most crucial representatives of stakeholders to discuss/support the innovation development.

Furthermore, what appears a big success in a certain context may not work at all in another context (e.g. country, socio-economic environment, organization, or sector). It is therefore fundamental to identify not only “what works” but also “where” and “under which conditions”, distinguishing between success factors that are relatively “unique”, specific to the context, and others that can more easily be found or reproduced in other contexts.

Based on these considerations, five “structuring assumptions” can be taken as the basis of the HOTEL Innovation Support Model:

1. Recognition of the diversity of innovation paths, along with innovation channels, start points, contexts, expected outcomes, success criteria and, in general, every single step and factor of the support model and the setting
2. Recognition of an existent difficulty on measuring ‘success’ within a TEL innovation setting. How is success defined? Do we use pedagogical, technological, socio-economic, business-economic, or other criteria to determine what can be considered as being a success?
3. Embedded flexibility and adaptability of the support model in order to match different stages of innovation development and different contexts and innovation paths. The support model must take the various key factors from every context, stakeholder, and user, to integrate them into the innovation,

so that a unique experience is produced. This unique experience feeds every actor of the setting (i.e. Higher Education, Workplace learning, and Informal Learning in Networks), included the model and the innovation themselves, making a full iterative cycle

4. The core concept in the support model is that of a “multi-stakeholder ecosystem” (with different stakeholder representatives according to the nature of the innovation proposed) that analyses and eventually tests the proposed innovation from a multi-perspective approach, identifying all the strengths and the weaknesses from each relevant stakeholder’s perspective. This test might be either:
 - a) Practical, on the ground, with real users and in a real context-setting;
 - b) Theoretical, with a deep-thinking test bench by experts and qualified users
5. Context-sensitivity of the analysis and support action proposed, in order to distinguish transferable from non-transferable success factors, according to a well-defined set of criteria
6. If implemented, the innovation must take from the support model all the required input for a fresh start, making a two-step implementation phase. With this approach, the implementation makes use of all the lessons learnt and best practices from the theoretical phase with the Lab, but it will not be restricted by them when it comes to a market-context, which might take into account an additional set of success criteria and specific implementation conditions

5.4. How will the HOTEL innovation support model work in practice?

According to the considerations presented in Section 2 and the original idea of the HOTEL proposal, the following 8 steps are foreseen in the operation of the model: This sequence of 8 phases is purely indicative of a paradigm of action; in the detail each lab may organize itself in the way that is the most appropriate to the sector covered.

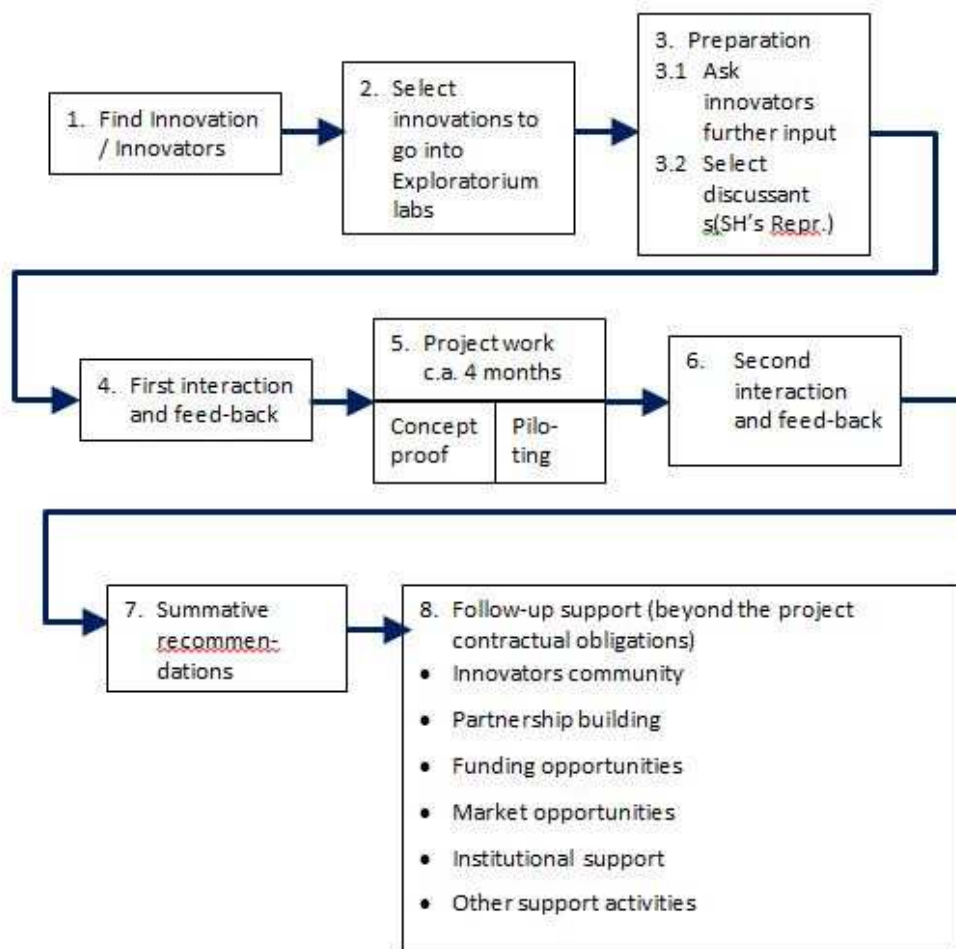


FIGURE 2. INNOVATION SUPPORT MODEL (v0.1)

The advice is that each “Lab Manager” tries to detail this section at a sectorial level and then a single document will be produced summarizing the three operational sequences and pointing out commonalties and differences.

We focus on the following general phases, to be implemented in the following section:

1. A discovery phase: We discover an innovation and the model needs to contain a format to describe the innovation in a structure format so that different innovations can be compared with each other. Here we need a set of categories to use to describe the innovation
2. An analysis phase: here we need an analysis which shows what makes the innovation an innovation. This has to be done from a full multi-stakeholder view, so that the innovation is describe and analysed from different perspectives
3. A transfer and support phase: This phase aims to see how an innovation can be either transferred to another context or how an innovation can be further developed within the same context. A number of matching exercises need to be done, e.g. mapping stakeholders from the originating context to the new context, isolating critical success factors for the innovation and transferring them to the new context, etc.

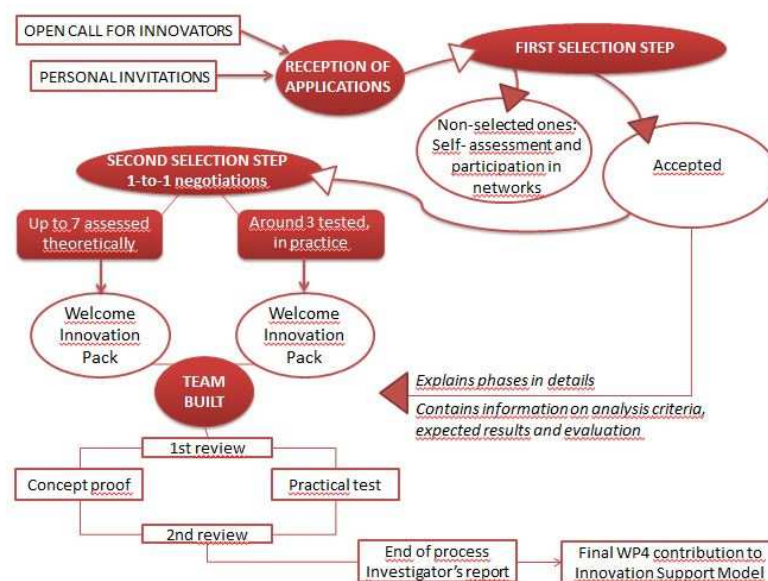


FIGURE 3. CONCEPTUAL DIAGRAM (RELATION BETWEEN LABS, USERS, STEPS, AND OTHERS)

6. IMPLEMENTATION FRAMEWORK

The running of the Labs consists in a process lasting one academic semester. We distribute the implementation in three phases, and subsequent actions. A detailed schedule is provided in the Annex 3. Every Lab is entitled to adapt the process and related action to its setting and selected innovators, as long as it is consistent with the general approach and deadlines.

6.1. Selecting the Innovations to be tested

The call for innovators is described in D.3.3.1. The applications are received through two routes:

- Applications relayed to lab leaders through the open call – all applications in the open call are collected by MENON, checked for completeness, and then relayed to the lab leader under whose purview the application is most likely to fall
- Other applications are received directly by the lab leaders based on calls made to their own networks and personal invitations

6.2. Selection of Innovators

The selection of the innovators is the exclusive purview of the chief investigator of each lab. The selection is performed using a template (Annex 4), which considers the following criteria:

Assessment of Innovation	Match with Lab
<ul style="list-style-type: none"> • Maturity of innovation (theoretical background, preliminary study) • 1 (at least) key CV committed and knowledgeable to the innovation • Level of development • Level of safety (vs. risks of implementation) • Level of impact (potential market targeted) 	<ul style="list-style-type: none"> • Match with Lab concept • Match with Lab theory (level of relation to learning theories) • Match with Lab ICT (relevance to emergent technologies) • Match with Lab innovation (added-value of project) • Match with Lab expectations (entrepreneurship passion/mood ; motivation level of engagement)

<ul style="list-style-type: none"> • Level of innovation (novelty of the idea (a breakthrough), disruption (real change) capacity) • Feasibility of assessment (real chance to be implemented) 	<ul style="list-style-type: none"> • Match with Lab users (targeted stakeholders) • Success criteria (quantitative, illustrated by figures) • Level of diversity (variety between the diverse applications) • Black-on-white agreement/disclaimer between the innovator and the HOTEL project
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The above criteria are implemented in the following way:

- ‘match with lab concept’ is an exclusion criterion – i.e. innovations which do not match with the lab concept are instantly eliminated from the list
- All other criteria are used to describe the innovation in a qualitative manner. Based on these qualitative assessments, the chief investigator of each lab selects 10 innovations for the test
- For each lab the criteria of CV committed and knowledgeable to the innovation, feasibility of assessment and black-on-white agreement with innovator will be used to determine which of the innovations to test practically, and which ones to test theoretically. In addition, this assessment will take into account the resources available to each lab, and the possibility to offer meaningful support to the various cases
- A reserve list will also be maintained, to allow each lab the possibility to replace innovators that drop out of the programme at any stage

Once each lab has completed the selection, they will inform the WP Leader about it.

6.3. Initial Contact with Selected Innovators

Selected innovators will be invited to join the support programme using a **welcome pack**. This toolkit will consist of a personalised pack as deadlines, support and conditions will differ from one to another, with the following sections (Annex 3):

- Introduction (Presentation of HoTEL, Presentation of the Labs)
- Description of the Lab (objectives, context, stakeholders, experts, end-users)
- Innovators (mission, what we expect from them (you provide), what they should expect from us (we provide), conditions, success criteria)
- Example of real life success case (inspired from entrepreneurship approach)
- Clear schedule

- Contact data, and
- Disclaimer signature

Innovators, who were not selected to join the programme, will be invited to engage with the overall networking activities of the project, by joining the WP3 Communities on LinkedIn, which will also be used to distribute opportunities for improvement, and resources on innovation and entrepreneurship.

This step should be completed by 4th November 2013.

6.4. First Interaction: Self-Assessment

Each innovator will be invited to participate in a self-assessment exercise, providing more detailed information on:

- The innovation's character
- The value proposition / innovative aspects of the innovation
- Strategic objectives of the innovators' development plan
- Analysis (SWOT) of the objectives outlined
- Development plans in terms of R&D, marketing & promotion and pricing

As part of this development, innovators will be encouraged to include measurement indicators from a common pool suggested by the project, so as to be able to compare and contrast effectiveness of implementation. These will include:

- a) Number of beneficiaries
- b) Profile of beneficiaries
- c) Learning user performance per user and target group (before and after the innovation)
- d) User interaction per user and target group (before and after the innovator)
- e) Others: user reputation, level of disruption, technological improvement, et cetera

The self-assessments will be sent out by 4th November 2013 and should be returned by 15th November 2013. The full questionnaire is provided as Annex 5.

6.5. First Interaction: Review

Each lab will nominate a panel of reviewers with appropriate expertise to analyse the self-assessments. In the case of each lab, the principle for forming the panel might be as following:

- **Lab on Learning in Higher Education:** the review panel will comprise experts on information and communication technologies (ICT) applied to education (Technology-Enhanced Learning), who have experience in various programs

and research lines within the framework of the Spanish National R&D&i Plan 2008-2011, as well as within those of the EU 7th Framework Programme.

- **Lab on Learning@Work**
- **Lab on Informal Learning and Professional Networks:** the review panel will consist of six experts, which will work in teams of 3. Each team will consist of an expert in learning design, in learning technologies, and with experience in bringing ideas from the seed through the commercialisation/exploitation phases.

The review will work in 2 stages:

Stage 1 – Each reviewer will individually analyse the self-assessment form, and provide review comments and a grade based on the following criteria:

- Learning advantage – does the innovation improve the potential for learning compared to current approaches?
- Efficiency – does the innovation show advantages over current approaches in terms of resource efficiency (time, cost and/or material resources)?
- Clarity-of-Concept – Do the marketing materials associated with the service/product explain its advantages to its target group in a clear and relatable fashion, making the key advantages of the project clear?
- Difficulty to Introduce – Does the innovation require an adopter to invest significant resources to introduce the innovation, in terms of cost, disruption to current procedures/systems, infrastructure, training and/or time?
- Quality of Objectives / indicators / benchmarks – Are the indicators / objectives in the innovator's plan Specific, Measurable, Assessable, Realistic and Time-Bound (SMART)?
- Quality of Adoption Plan – Are the activities spelled out in the plan for adoption likely to achieve the aimed for objectives, given the available time and resources?

The review will be scored and graded using the form provided in Annex 7. Stage 1 should be completed by 22nd November 2013.

Stage 2 – Stage 2 involves consolidation of the ideas into a single review decision. To do this, the scores of each reviewer will be consolidated into a single score-sheet. The lab investigator will then call a conciliation meeting between the members of the review team. The meeting will be led by a reviewer chosen as chair from amongst the three, and will strive to come up with a common view of the strengths and weaknesses of the innovation with respect to each of the criteria.

The review team will at this point describe the main barriers to adoption for each of the innovations, and will make recommendations as to how to overcome them, in

each case establishing success indicators for the recommendations. This feedback will be given using the form provided in Annex 8.

This process will be refined and adapted by each Lab, based on the setting and the focus of innovation and innovators. The conciliation meetings will have been completed, and forms filled in for all innovations by 30th November 2013.

6.6. Concept Proof & Piloting

The aim of this stage is to validate the approach of innovation support, by applying the advice offered in the previous stage to the selected innovations. The level of this support will differ, based on the type of testing being conducted.

6.6.1 Innovations Practically Implemented

These innovations (3 per lab) will be expected to implement the recommendations of the panel in practice, i.e. to modify their operations in accordance with the recommendations so as to improve their adoption potential.

The labs will also provide relevant expertise (such as technical experts, business plan experts, learning design experts, etc.) as necessary to help these innovators achieve the implementation of the recommendations.

6.6.2 Innovations Theoretically Implemented

These innovators will only be expected to implement the recommendations as a proof-of-concept, i.e. they will be asked to modify their adoption plans to take into account the recommendations from the review-team.

In both cases innovators will have the period of 6th January 2014 to 28th February 2014 to implement the recommendations.

6.7. Second Interaction: Reporting & Review

At the end of the phase described above, innovators will be asked to report on their progress, i.e. the changes implemented in qualitative terms as well as to report their performance against the success indicators established by the reviewers. This reporting will be done using the form attached as Annex 9.

Following this, the same teams of reviewers who reviewed the innovation initially will re-analyse the innovation using the same procedure as above (i.e. individual review followed by a conciliation meeting). These procedures will use Annex 10 and Annex 11 respectively. The aim of this review will be to detect whether the innovations have made progress in terms of improving their overall adoption potential.

The second interaction should be completed by 14th March 2014.

Therefore, the main milestones for implementation are:

- August-September: selection process out of the call for innovators (*Annex 2*)
- 26th of September: launch of the lab at the EFQUEL Innovation Forum. In this launching session the overall concept and strategy will be explained to the community and input from participants is collected. Community members will be invited to express their interest in participating in the EFQUEL lab.
- From 15th Oct to 15th Nov:
 - Final negotiations with innovators and formalisation of an agreement
 - First self-assessment of selected innovators
 - Contact 5/6 experts (as appropriate)
 - ➔ Start of the implementation or conceptual work process
- End of November:
 - 1st review of innovations – current stage of process - for mid-term evaluation
- For March 2014: first assessment on the implementation of innovators, partial feedback, and fine-tuning, semester 1
- June-July 2014: second assessment of the implementation of innovators, final feedback and best practices, semester 2. Final report as feedback to Innovation Support Model

A detailed schedule is provided in the *Annex 3*.

7. VALIDATING THE INNOVATION SUPPORT MODEL

This section depicts a detailed view of the selection and validation criteria for innovators, towards the final goal of validation of the Innovation Support Model. Every Lab is entitled to adapt this framework and process to its specific setting and actual features of selected innovators, as long as it fits to the general approach, final goal, and deadline, and this adaptation is duly supported by WP4 and the consortium, specially WP5.

7.1. Input for Validation

Three sources of input will be used to validate the innovation support model:

7.1.1 Input from the Innovators

The innovators will be asked to assess the effectiveness of the support process, in particular:

- The suitability of the assessment criteria used
- The usefulness of the recommendations given
- The overall experience of the process

This input will be collected using the form in Annex 12.

7.1.2 Input from the Reviewers

The reviewers will provide input to the validation process by re-reviewing cases as described in section 6.7. An improved score between the first and second reviews, recorded in Annex 10, would indicate some level of effectiveness of the support model.

7.1.3 Input from the Investigators

Each investigator will perform an analysis of the entire process, and point out strengths and weaknesses of the process, together with recommendations for improvement of the process in a free-form report.

7.2. Validating the Support model – Research Questions

The research questions for validating the support model are as following:

1. Did the ISM improve the content of the innovation (actual nature of the innovation)? In particular did it improve the innovations' relevance to emerging technologies and learning theories as identified in HOTEL WP1 and WP2?
2. Did the ISM improve the attractiveness of the innovations?
3. Did the ISM improve the transferability of the innovations?
4. Did the innovators learn through their participation in the support programme?

7.3. Success Benchmark

Based on the comparison between the first and second reviews, we have set a success benchmark – which we consider to be the minimum level at which the innovation support model is convincingly shown to have a net positive benefit on the innovations in the support programme.

This benchmark is set at a net reduction in the gap between an innovation's actual total score and maximum potential total score by a minimum of 15% and a maximum of 30% from the first to the second review.

8. CONCLUSIONS

This methodological framework will serve as the basis for implementation and testing of the selected innovations within the three learning Exploratorium Labs. It includes indeed all necessary information, agreed on by all Lab leaders along with the other project partners, for the setting-up of the Labs, as well as a clear and common WP4 action plan in the months to come, ready for adaptation into each of the Lab, according to the context.

The provided methodology and corresponding reference documents should enable a well-organised and coordinated running of the Labs, the conclusions of which are crucial to the refinement of the Innovation Support Model, which constitutes the project very purpose so as to improve innovations in the field of Technology-Enhanced Learning at short and mid-term.

ANNEXES

In this section, we provide a set of annexes, according to the following list:

- Annex 1: Lab description generic template
- Annex 2: Template for selection of innovators
- Annex 3: Welcome-pack
- Annex 4: Declaration of intentions for innovators
- Annex 5: First Assessment Questionnaire
- Annex 6: Declaration of intentions for experts
- Annex 7: Reviewer questionnaire
- Annex 8: Initial Collective Review Sheet

Annex 1: Lab description generic template

This template corresponds to the reference document for the Lab descriptions, document that has been completed by every Lab Leader so as to define their Exploratorium.

1. Concept & vision	Basic info of the ExLab
ExLab title	Name of the ExLab
ExLab Acronym	Acronym of the ExLab
Short description	Short description of the ExLab, the context, the stakeholders, the expected outcomes, the success criteria, et cetera. Everything will be depicted along this document
Slogan	Short, catchy sentence to focus the action of the ExLab
Keywords	Associated with research project (s), TEL area, key technology, et cetera,
2. Approach	We are working according to... in order to achieve our goals
2.1. Theoretical approach (D2.2.1)	What type of theoretical approach will be used at the ExLab to support innovation
Learning paradigm	Our approach is based on the following learning paradigm (behaviourism, constructivism, social- constructivism, cognitivism, competence-based), and why
Learning theory	Our approach is based on the following learning theory (social exchange, discovery learning, activity, collaborative, adaptive, problem solving, learning by doing, polymorphic distance education, self-regulated, others), and why
Learning practice	Our approach is based on the following learning practice (Microlearning; Seamless Learning; Open Educational Resources; Gamified Learning; Flipped classroom; Connectivism; Inquiry-based learning; Work-focussed learning; Personal Learning Environment; Instructionism; Action Research; Expansive learning, others), and why
Analytical framework	Our approach is based on the following analytical framework (Technology-centred; Learner-centred; Teacher-centred; Institution-centred, others), and why

Areas of Learning	Our approach is based on the following area (Formal-Higher education, Higher-Secondary, Higher-Schools, non-formal learning, workplace learning, museums, unspecified field, others), and why	
2.2. Technical approach (D1.1.2)	What type of technology will be used at the ExLab to support innovation	
	Priority	Technology
	Primary	<ul style="list-style-type: none"> - mobiles, cloud computing, augmented reality, ubiquity - ebooks, collaboration environments, online communication tools, games and virtual worlds, social networks - Gesture-based computing, Immersion, The Internet of Things, Learning analytics, Personalisation, PLE, Moocs - Others
	Secondary	<ul style="list-style-type: none"> - mobiles, cloud computing, augmented reality, ubiquity - ebooks, collaboration environments, online communication tools, games and virtual worlds, social networks - Gesture-based computing, Immersion, The Internet of Things, Learning analytics, Personalisation, PLE, Moocs - Others
2.3. Innovation approach	Description of the innovation approach	
Value proposition of your innovation overall approach	<p>Short description of the innovation opportunity and its value proposition: including the TEL settings addressed, i.e. Higher Education setting, Corporate setting, Informal education community/network setting (no more than 4-6 lines)</p> <p>Please start your answers as follows: <i>There is an innovation opportunity for....in order to contribute towards... This will be delivered by....</i></p> <p>(It should be similar to an “elevator pitch”: a concise definition of your innovation as value proposition or unique selling point)</p>	
2.4. Innovations	What type of TEL related innovations are you developing? (i.e. products, services, content, software, tools, process, practices, business models, et cetera)	
	Innovation	Description
	Innovation 1	Description
	Innovation 2	Description
	Innovation 3	Description
	Innovation 4	Description
Keywords	Associated with research project (s), TEL area, key technology, et cetera,	
3. Targets	Where and within which areas of TEL is your innovation working? Who benefits from our innovation... is interested, affected or influenced... and why?	
	Stakeholder	Description
	Stakeholder 1	Description
	Stakeholder 2	Description
	Stakeholder 3	Description
is-related-to	TEL concepts, areas, domains, what it is bound by? Which specific parts of TEL are you addressing?	
Supported by (is-based-on)	What are the main pedagogical/learning ideas that are behind the approach of your innovation?	
Collaborator/Contributor	Collaborative opportunities: we could use help with... from... people/groups/organizations that are good at... in order to achieve our goals.	
4. Internal map (DoW)	How this ExLab is related to other ExLabs and WPs within HOTEL	
Relation to other ExLab		
Relation to WP4		
Relation to WP1-WP2		
Relation to WP3		
Relation to WPs		
5. Assumptions & risks	What are your main assumptions and who are your partners? who else needs to be able to co-innovate with you before your value proposition reach your users?	

	b) Who else needs to be able to adopt your value propositions before they reach the end users?			
Main assumptions for your innovation to work	What are the main assumptions you are making in order for your value proposition to reach its intended users? – What are you taking for granted? <i>We are contributing... focusing on... because we assume... under the conditions...</i>			
Co-innovators needed	Who else needs to co-innovate with you in order for your innovation to work? (e.g. input from suppliers, software developers, platform developers, content developers, etc.?) Any decision making dependencies between them?			
Adopters/intermediaries of your innovation	Who else needs to adopt your innovation in order to reach the final beneficiaries? Does anything else need to happen before this intermediary can adopt the offer, add value and move it on? Any decision making dependencies between them?			
Risks: Obstructed by	Problems/Obstacles/Challenges we must overcome in order to achieve our innovation...			
Influences	What level of adoption risk does this element present? How willing are they to undertake this activity?			
6. Impact	How will the achievements of your innovation will improve the TEL setting?			
Outcome	List the outcomes and give short descriptions of their maturity (what is the state of readiness... proof of concept, early prototypes, functional prototypes, ready for use, best practices) <i>Has-outcome.... in the form of....</i>			
Impact	<i>we have improved for the benefit of... will-have-impact-on (expected impact)---- will-have-scientific-impact-on/ has-had-scientific-impact-on will-have-patent-impact-on /has-had-patent-impact-on will-have-product-impact-on /has-had-product-impact-on will-have-awareness-impact-on/has-had-awareness-impact-on will have impact in standards/contributed to standards...other.....</i>			
Influence	<i>The effect of our impact will be increased if.... The effect of our impact will be diminished if...</i>			
7. Assessment				
General approach	Type of assessment, theoretical background			
7.1. Variables to test	Name and definition of required variables for a proper tracking of the ExLab			
	Variable	Definition		
	Variable 1	Definition		
	Variable 2	Definition		
	Variable 3	Definition		
	Variable 4	Definition		
7.2. Success criteria	Specific figures to check the expectations against the reality			
	Variable	Minimum	Maximum	When
	Variable 1	Minimum	Maximum	When
	Variable 2	Minimum	Maximum	When
	Variable 3	Minimum	Maximum	When
	Variable 4	Minimum	Maximum	When
8. Scenario specifics	Figures and specific features to provide a unique definition of the Learning Exploratorium Lab			
8.1. Number of expected beneficiaries per target	Estimate of how many people per target/stakeholder will address this Lab			
	Target	Number	When	
	Target 1	Number	When	
	Target 2	Number	When	
	Target 3	Number	When	
	Target 4	Number	When	

Annex 2: Template for selection of innovators

This table corresponds to the template used for the evaluation of each received application form to the call for innovators, aiming at selecting the most relevant innovations.

	Value	Brief comment
Identification info		
ID		
Acronym of innovator		
Contact name		
Contact email		
Institution		
Target Lab		
Link to innovator		
Link to institution		
Link to contact profile		
Primary ICT		
Secondary ICT		
Assessment of innovator		
Maturity of innovation		
Level of development		
Level of safety (vs. risk)		
Level of impact		
Level of innovation		
Feasibility of assessment		
Match with Lab		
Match with Lab concept		
Match with Lab theory		
Match with Lab ICT		
Match with Lab innovation		
Match with Lab expectation		
Match with Lab users		
Success criteria		
Other comments		
Final recommendation	Uncertain	

Annex 3: Welcome-pack

You will find on the following pages – from p.45 to p.61 of this action plan – the Welcome-pack corresponding to the Learning Exploratorium Lab on Learning in Higher Education. This welcome-pack slightly differs according to the Lab innovators it is designed for, that is to say that a generic version has been provided to each Lab so that they could adapt it to their implementation own context.

Learning Exploratorium Lab on eLearning in Higher Education

Innovators Welcome-pack

Dear innovator,

Welcome to the HoTEL Project! We are pleased to have you on board in our Learning Exploratorium Lab on Learning in Higher Education, which will be developed at Universidad Internacional de la Rioja (UNIR).

In order to start our effective collaboration in the frame of this Exploratorium Lab, this welcome pack includes the following set of documents:

- Presentation of HOTEL
- Presentation of UNIR
- Guide for your integration to the Lab on Higher Education
- Implementation Calendar
- Declaration of intentions
- 1st Assessment Questionnaire
- Key contacts

As selected innovator of the Learning Exploratorium Lab on Learning in Higher Education, – the HoTEL Innovation Support Model implementation framework – you receive support to [put your innovation into practice/to test your innovation: specify] and network with European-wide TEL professionals. The three Learning Exploratorium Labs will work in parallel, enabling communication between the 30 selected innovators through the LinkedIn dedicated group “TEL Innovation Laboratory”.

We hope you and your colleagues enjoy your welcome-pack, which will enable you to immerse yourself more deeply into HOTEL project and issues revolving around e-Learning, and we invite you to take part in the discussions on our LinkedIn forum.

If you have questions regarding your involvement to the Labs, please don't hesitate to contact us at UNIR (see contact details p.8).

Looking forward to collaborate with you in the upcoming weeks,

Best regards,

UNIR Learning Exploratorium Lab on HE Team

The HoTEL project

HoTEL (Holistic Approach to Technology Enhanced Learning) is a Support action of the 7th Framework Programme which aims to design, develop and test an “Innovation Support Model” in the area of Technology Enhanced Learning (TEL), to enhance the speed and quality of innovation in TEL in Europe.

We believe that Innovation, particularly in the field of TEL, may take very different forms than the classic paradigm that moves from research through prototypes to massive commercial exploitation. In the field of TEL, innovation may frequently start in a classroom or in a community of practice, or may be the result of massive use of a technology not born for educational purpose. This means that any “innovation support model” must fit into the variety of modes and contexts in which innovation may emerge and have different, adaptable ways to support it.

The road to success for a TEL innovation depends, to a large extent, on the possibility to be understood and supported by some categories of stakeholders that are not always the same (e.g. industrial investors, school leaders, publishers, policy makers, teachers networks, student associations, consultants...).

Furthermore, what appears a big success in a certain context may not work at all in another context (country, socio-economic environment, organization, sector). It is therefore fundamental to identify not only “what works” but also “where” and “under, which conditions”, distinguishing between success factors that are relatively “unique”, specific to the context, and others that can more easily be found or reproduced in other contexts.



UNIVERSIDAD INTERNACIONAL DE LA RIOJA

International University of La Rioja (UNIR, Spain) is a young online university founded on a global vision of education directly linked to companies and business. UNIR facilitates an exclusive, innovative and high quality virtual model of higher education, which leans on a personalized, pro-active, and collaborative online learning methodology for learning and teaching.

UNIR is an academic institution established in compliance with the current regulations governing universities (100% open university), fulfilling all parameters and regulations of the European Higher Education Area (EHEA).



UNIR provides international courses, in two languages (English and Spanish), and comprises an academic community of over 900 highly knowledgeable lecturers across the world, along with a strong team of more than 500 multidisciplinary professionals, working on R&D projects and support services (i.e. tutoring, legal, publishing, editing, technical, administrative, etcetera). Student number keeps increasing exponentially, surpassing this academic year the fifteen thousands (ratio of 1 support staff/20 students; 1 lecturer/20 students). UNIR has premises in Spain (Logroño and Madrid), Argentina (Buenos Aires), and Bolivia (Santa Cruz), and a number of collaboration agreements with Latin American universities.

Research at UNIR covers the various scientific and humanistic fields of study (i.e. Communication, Social Science, Education, et cetera), with particular emphasis on the information and communication technologies (ICT) applied to education (Technology-Enhanced Learning).

Expertise in Educational Technology

UNIR develops various programs and research lines within the framework of the Spanish National R&D&I Plan 2008-2011, as well as within those of the EU 7th Framework Programme. For instance:

- a) Recommendation system for Online Social Networks and LMS. It is based on personal behavior, records and profile, and it also retrieves collective performance that feeds the system to provide predictions;
- b) Mobile learning and Apps development. End-user deployment for Apps in specific contexts like, i.e. outdoor field training and post-disaster management;
- c) Stakeholders and community building, in social networks, and interactions strategies based on personal and group behaviour and performance, along with personal profiles;
- d) Integration and interoperability of developments. Deep knowledge of standards and Learning Management Systems, and how to facilitate communication.
- e) Extensive expertise on project exploitation and time-to-market strategies for project outcomes.

Related main projects

Specific R&D projects are:

- Research on European funded R&D projects:
 - FP7: HoTEL, IntuiTEL, EduMotion
 - CIP: Inspiring Science Education
 - LLP: EU-University Social Responsibility, Virtual Mobility Passport, e-Mundus
- Research on nationally funded R&D Projects (i.e. Flexo, www.ines.org.es/flexo, focused on adaptive learning in major Learning Management Systems –Moodle, Lams, and .LRN-; Telma, www.telma.com.es, focused on recommendations from the user’s behavior in a Restricted Social Network for surgeons; Gametel, www.gametel.eu, focused on recommendations from the user’s interaction with an LMS on eGames for teachers;

In addition to R&D projects with public funding, Unir develops applied research for internal improvement and architecture. These projects are focused on providing a personalised, comprehensive learning experience to learners and teachers. Main current projects are: Virtual Campus, Virtual Library, Virtual Community, Virtual Press, et cetera.

UNIR Lab in Higher Education

Our Higher Education Lab (HE LAB) is designed around the concept of Information and Communication Technologies innovations, applied for the enhancement of learning and teaching processes and practices in a Higher Education university environment.

The HE Lab is focused on the entire University community, involving students, academic team, and administrative staff. The innovations selected through HoTEL’s Open Call for innovators to be piloted in this lab will provide a significant improvement on one or many of these stakeholders, with a special focus on Information and Communication Technology assets which support methodologies and strategies for better learning and teaching. UNIR Higher Education Exploratorium Lab will work with real users who will test the innovations in a real context, exploring how their effective adoption can be assured and supported in this context, through the “Innovation Support Model” application.

Guide for your integration to the Lab

OBJECTIVES

UNIR Learning Exploratorium Lab in Higher Education (HE Lab) is designed around the concept of Information and Communication Technologies innovations, applied for the enhancement of learning and teaching processes and practices in a Higher Education university environment.

The HE Lab is focused on the entire University community, involving students, academic team, and administrative staff. The innovations selected through HoTEL's Open Call for innovators to be piloted in this lab will provide a significant improvement on one or many of these stakeholders, with a special focus on Information and Communication Technology assets which support methodologies and strategies for better learning and teaching. UNIR Higher Education Exploratorium Lab will work with real users who will test the innovations in a real context, exploring how their effective adoption can be assured and supported in this context, through the "Innovation Support Model" application.

STAKEHOLDERS

The stakeholders identified might include four broad categories of participants to be involved in the running of the Learning Exploratorium Labs:

1. **"TEL innovators"** of any background who will propose "innovations" (ideas, research results, teaching practices) that they wish to test through the HoTEL Labs, aiming at getting support exploitation. These will be gathered through the Open Call for Innovators (under the MENON responsibility), by inviting the VISIR grassroots innovators (by MENON), by inviting the experts identified within HoTEL WP1 and WP2, and by inviting other innovators (by all partners) (min. 90). We identify four categories of innovators:
 - Migrant innovators, whose innovation has been developed in a specific TEL sector/context and who want to test it in another sector/context. Example: a university professor that would like to test his web2.0 tools within a company.
 - Teenager innovators, whose innovation is at an early stage of development and therefore should be tested exploring the options for further development. Example: a teacher who uses moodle in the classroom in a new way and would like to test his/her idea to then work it out further.
 - Small scale Innovators whose innovation has been developed at a small scale and who want to test their innovation towards scalability and mainstreaming. Example: a trainer within an SME who uses a game for management training and would like to mainstream his work.
 - Researchers/inventors. Example: a researcher from a TEL-FP7 project who has developed an augmented-reality learning tool and would like to test it within a university.

2. **“HOTEL Labs managers”** who will be taking active part in the Lab activities (UNIR staff and testers, eLIG stakeholders, EFQUEL members, etc.). These will be identified and invited to join the LinkedIn group by UNIR, ELIG EFQUEL (min. 5 each).
3. **“Innovation experts”** who shall bring approaches and expertise from outside TEL: they will be for example experts from Living Labs and other innovation communities.
4. **“TEL and innovation stakeholders”** who will observe, comment and validate the innovation cycle that will be under testing in the Labs. These will be invited by connecting with other LinkedIn groups and by announcing the network in many channels (by all partners under the coordination of MENON).

The innovations implemented / tested in the Learnig Exploratorium Lab on Higher Education target the following stakeholders and their respective functions:

- Students: Learners of undergraduate and graduate academic programmes
- Teachers: Lecturers of academic programmes
- Academic coordinators: Director of academic programme
- Tutors: Support academic staff for lecturers; liaison with students
- Technical coordinators: Support admin staff for administrative processes, who become a key factor for smooth operational purposes; liaison between academic coordinator (e.g. Master director) and lecturers
- Researchers: Combined role with teachers, usually, working on specific fields related or not to TEL (e.g. Communication)

IMPLEMENTATION CALENDAR

November

	Mo.	Tu.	We.	Th.	Fr.	Sa.	Su.
					1	2	3
Week 1	4	5	6	7	8	9	10
Week 2	11	12	13	14	15	16	17
Week 3	18	19	20	21	22	23	24
Week 4	25	26	27	28	29	30	

December

	Mo.	Tu.	We.	Th.	Fr.	Sa.	Su.
							1
Week 5	2	3	4	5	6	7	8
Week 6	9	10	11	12	13	14	15
Week 7	16	17	18	19	20	21	22
Week 8	23	24	25	26	27	28	29
Week 9	30	31					









March

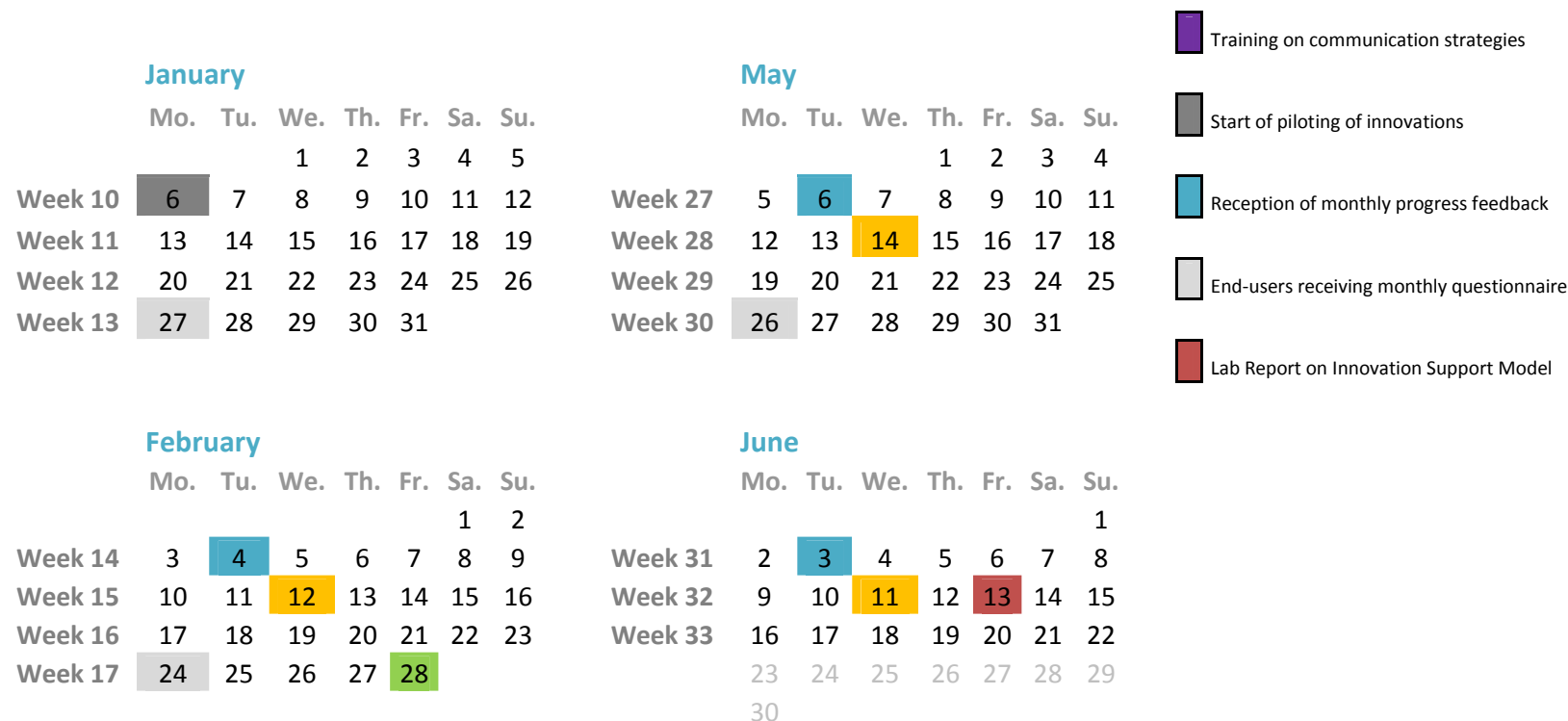
	Mo.	Tu.	We.	Th.	Fr.	Sa.	Su.
						1	2
Week 18	3	4	5	6	7	8	9
Week 19	10	11	12	13	14	15	16
Week 20	17	18	19	20	21	22	23
Week 21	24	25	26	27	28	29	30
	31						

April

	Mo.	Tu.	We.	Th.	Fr.	Sa.	Su.
		1	2	3	4	5	6
Week 22		1	2	3	4	5	6
Week 23	7	8	9	10	11	12	13
Week 24	14	15	16	17	18	19	20
Week 25	21	22	23	24	25	26	27
Week 26	28	29	30				

Activities

-  Reception of Welcome-pack
-  Involvement in Lab social network*
-  Sending of filled information form
-  Sending of filled & signed disclaimer
-  Sending of self-assessment
-  Reception of review feedback
-  Participation to online meeting
-  Preparation period



*Participation to discussion of the month on forum

The implementation of the Labs will last a semester starting from November 4th 2013 to June 13th 2014.

The following GANTT diagram can be subjected to modifications directly related to changes in the development of the different phases of the HoTEL project.

Practical implementation

CATEGORIES																																		
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	
Starting point																																		
Welcome-pack																																		
Information form																																		
Disclaimer signature																																		
Implementation process																																		
First self-assessment of selected innovators																																		
1st review of all innovators by TEL experts																																		
Innovators mutual-introduction online meeting																																		
Communication with end-users, technical preparation																																		
Piloting of innovations																																		
Sending of monthly questionnaire to end-users																																		
Sending of monthly progress feedback to innovators																																		
Forum stimulation: progress (conclusions and doubts)																																		
Second self-assessment of selected innovators																																		
2nd review of all innovators by TEL experts																																		

Theoretical assessment

page 48 | HoTEL

HoTEL | page 49

Annex 4: Declaration of intentions for innovators

To: [official name of the coordinator of the Lab]

Contact person's name: [insert name of the Lab contact person]

Address: [insert full official address of the Lab hosting organisation]

Tel: [insert telephone number of the Lab hosting organisation]

Project acronym: HOTEL

Project full title: "Holistic Approach to Technology Enhanced Learning"

Grant agreement no: 318530

I, the undersigned,

[forename and surname of the innovator]

representing [if any],

[full official name of the innovator's organisation] [ACRONYM]

[full official address]

[name of the contact person],

for the purposes of the implementation of the project HOTEL" Holistic Approach to Technology Enhanced Learning "

hereby:

Confirm that [name of the innovator/ innovator organisation] **has agreed** to be involved in the Labs and **has received and understood** the personalised welcome-pack submitted to [name of the innovator/ innovator organisation].

[name of the innovator/ innovator organisation] is fully committed to contribute to the implementation of the Lab activities as specified by the schedule agreed with the Lab and in line with the tasks attributed to it. No budget expenditure is foreseen for [name of the innovator/ innovator organisation]

I hereby confirm that the information I have provided in the Open call for TEL innovators and in the consecutive document are compliant and [name of the innovator/ innovator organisation] is legitimately entitled to operate on the presented innovation and that key staff involved in the innovation will be available to collaborate, and [name of the innovator/ innovator organisation] will do everything to cooperate efficiently.

2. Declare *[name of the innovator/ innovator organisation]*'s agreement to let the Lab hosting organization the right to:

- a) Share — to copy, distribute and transmit the innovation
- b) Remix — to adapt the innovation

Under the following conditions:

c) **Non-commercial** — the Lab hosting organizations as well as the may not use this innovation for commercial purposes.

d) **Attribution** — The Lab hosting organization must attribute the innovation in the manner agreed with the *[name of the applicant organisation/coordinator of the project]*.

3. Confirm that **I am aware** that the HOTEL" Holistic Approach to Technology Enhanced Learning " and the Lab hosting organization in particular may publish *[name of the innovator/ innovator organisation]* 's name and address in any form and medium, including via the Internet (and the social networks).

SIGNATURE

[Forename, surname, function of the legal representative of / innovator organisation]

[signature]

Done at *[place]*, *[date]*

In duplicate in English

Annex 5: First Assessment Questionnaire

to be filled in by investigator			
Ref:	A-ww-x-y-zz ¹	Lab:	
Innovation:			
Date Received:	dd/mm/yy	Verified by:	

sheet protocol			
Notes	<ol style="list-style-type: none"> 1. All information below should be filled in by the primary innovator, or staff with knowledge of the innovation process. Word-limits should be respected in all cases and all fields should be completed. 2. The innovator should attach or make reference to a demo of their product – in the form of a video/report explaining it, a login to access the service or other appropriate means of access. 3. All data is kept confidential in line with the Non-Disclosure Agreement signed between the Lab Coordinator and the Innovator. 		
Sheet completed by:	Name, Affiliation		
Date Completed:	dd/mm/yy	Contact email:	

description of the innovation	
Name:	Name of the Innovation
Purpose:	What is the innovation for? (max. 40 words)
Stage of Development:	Initial – Idea / Research Project / Pilot / Prototype / Commercialised
Description	
Describe the nature of the product. What does it do? (max. 500 words)	

¹ A = Form Reference (do not change); ww = innovation reference; x = form series number (always 1 for this form); y = lab number, zz = sheet revision number

value proposition	
Target Groups:	<ul style="list-style-type: none"> • <i>who are your main potential clients / users? (max. 4)</i> • • •
Value Propositions	
Describe how your innovation will bring an advantage to your target groups, from your perspective . What problems does it solve? (Max 3 statement x80 words each)	
Prior Art	
What existing services does your innovation improve upon, replicate, draw upon? Provide references where appropriate. (max. 300 words)	
Key Messages	
What are the 3-5 main messages you will use in marketing to your target groups? (max. 30 words each)	
<ul style="list-style-type: none"> • • • • • 	
Innovative Element	
Describe the <u>main innovative element</u> – what does your product/service do different? (max. 100 words)	
Product Demonstration	Please provide instructions on how to view a demonstration of the product/service being evaluated.
Product Literature	Ref #1: Describe the product literature in attachment. Ref #2: Describe the product literature in attachment.

	
strategic objectives		
Type	Objective	Success Indicator
Short-Term (6 months)		
Mid-Term (18 months)		

analysis	
describe the strengths, weaknesses, opportunities and threats of your strategy to achieve the objectives above (max. 20 words each)	
Strengths	Weaknesses
<ul style="list-style-type: none"> • • • • • 	<ul style="list-style-type: none"> • • • • •
Opportunities	Threats
<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • •

•	•
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development plans
<p>product development strategy</p> <p>Please give an overview of your R&D strategy in the next 6 months. The overview should include: concrete goals of the strategy, actions to be undertaken, barriers to success (risks) and success benchmarks. Max. 500 words.</p>
<p>marketing & promotion strategy</p> <p>Please give an overview of your marketing & promotion strategy in the next 6 months. The overview should include: concrete goals of the strategy, actions to be undertaken, barriers to success (risks) and success benchmarks. Max. 500 words.</p>
<p>pricing strategy</p> <p>Please give an overview of your pricing strategy in the next 6 months. The overview should include: concrete goals of the strategy, actions to be undertaken, barriers to success (risks) and success benchmarks. Max. 500 words.</p>

Annex 6: Declaration of intentions for experts

This document corresponds to the declaration of intentions between the experts and the corresponding Lab, binding terms and conditions for the assessment of innovators.

LETTER OF INTENT

To: [official name of the coordinator of the Lab]

Contact person's name: [insert name of the Lab contact person]

Address: [insert full official address of the Lab hosting organisation]

Tel: [insert telephone number of the Lab hosting organisation]

Project acronym: HOTEL

Project full title: "Holistic Approach to Technology Enhanced Learning"

Grant agreement no: 318530

I, the undersigned,

[forename and surname of the expert]

representing [if any],

[full official name of the expert organisation] [ACRONYM]

[full official address]

[name of the contact person],

for the purposes of the implementation of the project HOTEL" Holistic Approach to Technology Enhanced Learning "

hereby:

Confirm that [name of the expert/ expert organisation] **has agreed** to be involved in the assessment of the HoTEL Learning Exploratorium Labs Innovators and **has received and understood** the reviewer assessment questionnaire.

[name of the expert/ expert organisation] is fully committed to contribute to the assessment of the Innovators as specified by the schedule agreed with the Lab coordinator and in line with the tasks attributed to it. No budget expenditure is foreseen for [name of the expert/ expert organisation]

I hereby confirm that the information I have provided to the Lab are compliant and [name of the expert/ expert organisation] is legitimately entitled to evaluate the innovators and that

key staff involved in the assessment will be available to collaborate, and [name of the expert/ expert organisation] will do everything to cooperate efficiently.

2. Declare [name of the expert/ expert organisation]'s agreement to let the Lab hosting organization the right to:

- a) Share — to copy, distribute and transmit the assessment tool
- b) Remix — to adapt the assessment tool

Under the following conditions:

c) **Non-commercial** — the Lab hosting organizations as well as the may not use this innovation for commercial purposes.

d) **Attribution** — The Lab hosting organization must attribute the innovation in the manner agreed with the [name of the applicant organisation/coordinator of the project].

3. Confirm that **I am aware** that the HOTEL" Holistic Approach to Technology Enhanced Learning " and the Lab hosting organization in particular may publish [name of the expert/expert organisation] 's name and address in any form and medium, including via the Internet (and the social networks).

SIGNATURE

[Forename, surname, function of the legal representative of / expert organisation]

[signature]

Done at [place], [date]

In duplicate in English

Annex 7: Reviewer questionnaire

This document constitutes the questionnaire that will be used by the reviewers to assess the innovators, to be adapted by every Lab, if needed.

to be filled in by investigator			
Ref:	B-ww-x-y-zz ²	Lab:	
Innovation:			
Date Received:	dd/mm/yy	Verified by:	

sheet protocol			
Notes	<ol style="list-style-type: none"> 1. All information below should be filled in by the assigned reviewer. Word-limits should be respected in all cases and all fields should be completed. 2. The reviewer should use this form to assess the innovation based on the information contained in Sheet A. 3. All sections should be scored on a 1-7 scale, in accordance with the instructions given in each section. 4. Investigator will check all reviews to ensure coherence between scores and reasons for scoring, to identify low/high scorers, and make note of these in the 'harmonisation note' sections. Such sheets will be returned to the reviewers in question to be optionally reconsidered. 5. All data is kept confidential in line with the Non-Disclosure Agreement signed between the Lab Coordinator and the Reviewer. 		
Sheet completed by:	Name, Affiliation		
Date Completed:	dd/mm/yy	Contact email:	

learning advantage			
Guiding Question:	Does the innovation improve the potential for learning compared to current approaches?		
Score:		1 = innovation shows less potential for learning than current approaches. 3 = innovation shows no significant difference to current approaches. 5 = innovation shows significant potential improvement over current approaches 7 = innovation shows a high potential improvement over current approaches.	
Description			
Outline the reason for your score (max. 100 words)			

² B = Form Reference (do not change); ww = innovation reference; x = form series number (+1 for each reviewer filling in the form); y = lab number, zz = sheet revision number

Harmonisation Note	to be filled in by investigator	
efficiency		
Guiding Question:	Does the innovation show advantages over current approaches in terms of resource efficiency (time, cost and/or material resources)	
Score:		1 = innovation is less-resource efficient than current approaches. 3 = innovation shows no significant difference to current approaches. 5 = innovation achieves significant efficiency improvements 7 = innovation high efficiency improvements.
Description		
Outline the reason for your score (max. 100 words)		
Harmonisation Note	to be filled in by investigator	

Clarity-of-concept		
Guiding Question:	Do the marketing materials associated with the service/product explain its advantages to its target group in a clear and relatable fashion, making the key advantages of the project clear?	
Score:		1 = marketing material is confusing, and conveys an unprofessional image 3 = marketing material does not make the advantages of the product/service particularly clear, or is not directly relatable to the target group 5 = marketing material is of good quality: it conveys advantages concisely, clearly and shows an understanding of the target group's needs 7 = marketing material is excellent: it convincingly positions the product/service as a clear improvement over current approaches, and addresses the addressed stakeholders' needs precisely
Description		
Outline the reason for your score (max. 100 words)		

Harmonisation Note	<i>to be filled in by investigator</i>	
Difficulty to Introduce		
Guiding Question:	Does the innovation require an adopter to invest significant resources to introduce the innovation, in terms of cost, disruption to current procedures/systems, infrastructure, training and/or time?	
Score:		1 = introduction requires an amount of resources which seems disproportionate to advantage 3 = innovation is difficult to introduce, but will recoup investment in the longer term 5 = innovation will be easy to adopt – the effort required is low, and in line with expectations 7 = innovation requires little to no effort to adopt
Description		
Outline the reason for your score (max. 100 words)		
Harmonisation Note	<i>to be filled in by investigator</i>	

Quality of Objectives / Indicators / Benchmarks		
Guiding Question:	Are the indicators & objectives in the innovator's plan Specific, Measurable, Assessable, Realistic and Time-Bound (SMART)?	
Score:		1 = Objectives/Indicators meet 2 of these criteria or fewer 2 = Objectives fully meet 2 of these criteria and partially meet more 3 = Objectives fully meet 3 of these criteria 4 = Objectives fully meet 3 of these criteria and partially meet more 5 = Objectives fully meet 4 of these criteria 6 = Objectives fully meet 4 of these criteria and partially 1 more 7 = Objectives fully meet all criteria
Description		
Outline the reason for your score (max. 100 words)		

Harmonisation Note	<i>to be filled in by investigator</i>
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Quality of Adoption Plan		
Guiding Question:	Are the activities spelled out in the plan for adoption likely to achieve the aimed for objectives, given the available time and resources?	
Score:		1 = the plan is too ambitious given planned activities and/or available resources 3 = the plan may succeed, given some luck and the correctness of all assumptions 5 = the plan is well resourced, well planned and likely to succeed 7 = the plan is well resourced, well planned and supported by significant external supporting factors, and therefore extremely likely to succeed
Description		
Outline the reason for your score (max. 100 words)		
Harmonisation Note	<i>to be filled in by investigator</i>	

Overview of Scores		
Learning advantage		<div>Total Score</div> <div>/42</div>
Efficiency		
Clarity-of-concept		
Difficulty to Introduce		
Quality of Objectives/Indicators		
Quality of Adoption Plan		

Annex 8: Initial Collective Review Sheet

This document constitutes a basic tool that will be used by the reviewers to assess the innovators, to be adapted by every Lab, if needed.

to be filled in by investigator			
Ref:	C-ww-x-y-zz ³	Lab:	
Innovation:			
Date Received:	dd/mm/yy	Verified by:	

sheet protocol			
Notes	1. All information below should be filled in by the chair of the review-team. Word-limits should be respected in all cases and all fields should be completed. 2. The review-team should discuss their individual findings on the case in an online meeting, and use this sheet to record their collective observations. 3. All statements in this sheet should be supported by a consensus from the part of the review team. 4. All data is kept confidential in line with the Non-Disclosure Agreement signed between the Lab Coordinator and the Reviewer.		
Sheet completed by:	Name, Affiliation		
Date Completed:	dd/mm/yy	Contact email:	

Overview of Scores					
	R1	R2	R3	Tot	
Learning advantage					/126
Efficiency					
Clarity-of-concept					
Difficulty to Introduce					
Quality of Objectives/Indicators					
Quality of Adoption Plan					
TOTAL					

main barriers to adoption	
Area	Barrier

³ C = Form Reference (do not change); ww = innovation reference; x = form series; y = lab number, zz = sheet revision number

	recommendations to improve adoption	
Ref	Recommendation	Indicator of Success
1		
2		
3		

other comments