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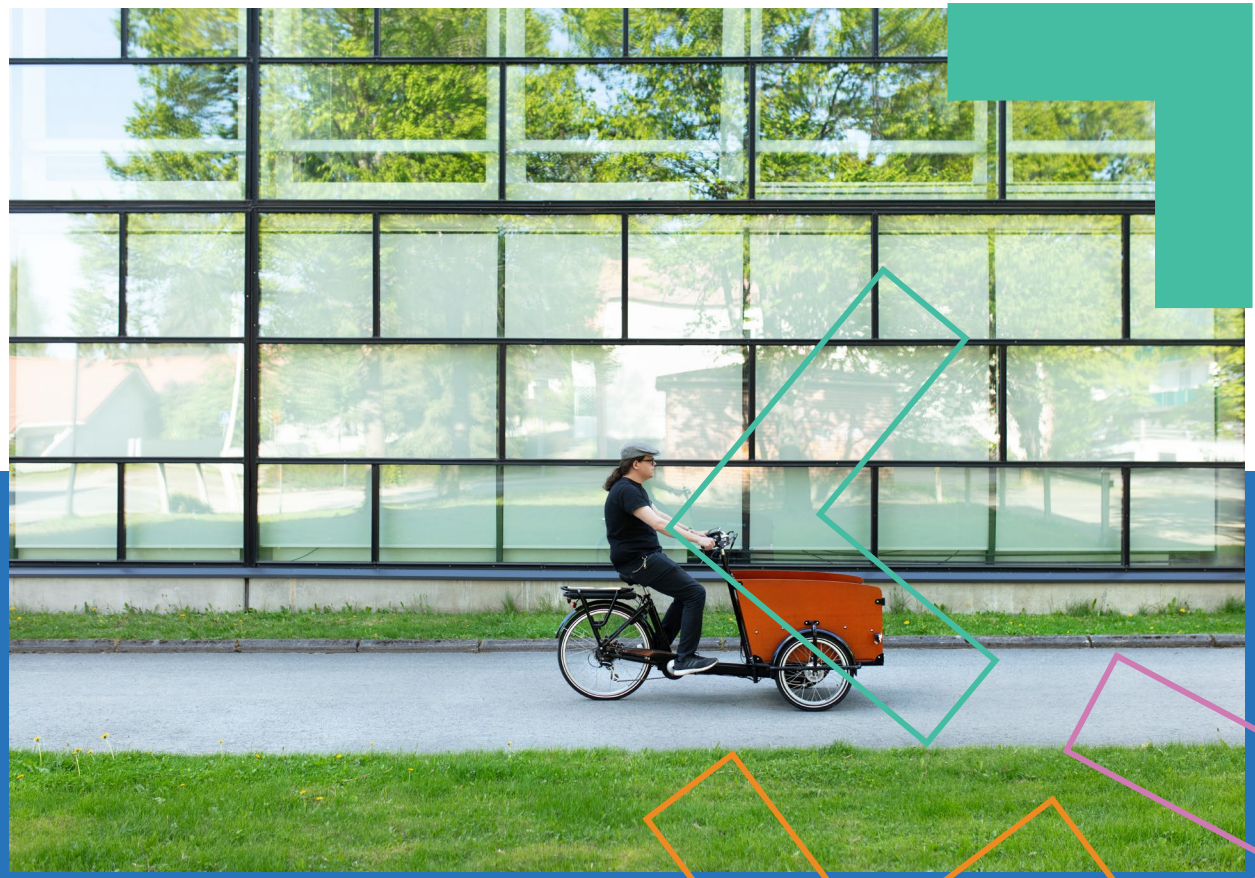
RUN InnoBoost

bioeconomy, future industries, and social innovation



Welcome to

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HAMK's Week

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Introduction to the Online Week

INTRODUCTION

The innovation week is hosted from Mon 22nd to Thu 25th of September

Each lecture session is hosted in ZOOM, between 10 AM and 11 AM CET

The additional Open sessions with the lecturers are hosted in ZOOM between 12 PM (noon) and 1 PM on Mon-Wed and 10 AM to 12 PM on Friday

Each lecture is recorded, and added to Innoboost.eu as soon as possible

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ABOUT US

Lecturers of the week

Milla Mäkinen(Ph.D)

Principal Research Scientist, HAMK Edu

Expert in Service Design

Laura-Maija Hero(Ph.D)

Principal Research Scientist, HAMK Edu

Expert in Innovation and Innovation Pedagogy

Jukka Raitanen (MBA)

Senior Lecturer in Business Administration

Community Development, Service & Business Design

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Themes of InnoBootCamp, HAMK's Week

Part 1: How to Innovate (Tuesday)

- Introduction to Module (Jukka)
- Innovations, what and why? Why Innovating is a necessary skill? (Laura-Maija)
- Methods of Innovation (Laura-Maija)
- Workshop on Innovation

- Discussion & Wrap-up @ Open session

- Student assignment: Read an article about Innovation. What can you learn from the material? Based on Inno cards, what type of capabilities do you possess, and what would you need to develop?

Part 2: Design Thinking (Wednesday)

- Introduction to Module
- What is design thinking?
- Why design thinking for innovation?
- Putting design thinking in practice: methods
- Case: Design thinking in practice (Milla & Ricardo)

- Discussion & Wrap-up @ Open session

- Student assignment: Read or watch one positive and one critical material about Design Thinking. What can you learn from the material? How design thinking can boost innovation and what might hinder its innovation impacts?

Part 3: Design Sprint (Thursday)

- Introduction to Module
- Why Design Sprint?
- Design Sprint methodology
- How to facilitate a Design Sprint
- Case study

- Discussion & Wrap-up @ Open session

- Student assignment: Read a given article on creating a Design Sprint. Compare the design sprint methodology to another development format. What similarities and differences can you locate? What pros and cons are in the development methods?

Case Study:

- In addition to the other material, the students should read two articles
  On Innovation, Design Thinking or Design Sprints. The students should reflect on the materials from their own point of view on the matter, but also consider their study demands.

  EQF 6-level students should analyse the material from their own perspective, and what they can learn from the topics
  EQF 7-level students should focus on the learning on how the processes are led, or can affect leadership methods in their own area
- EQF 8- level students should focus on comparing and analysing the theoretical background of the material, and the methods used in the articles more thoroughly

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Learning Objectives

Learning Objectives

How To Innovate aims to gain a basic understanding and knowledge of methods and tools regarding innovation. After the part, the students can understand and explain how to innovate. This part enhances the students' innovation capabilities and helps them understand various roles and skills in innovative teams through Innovation cards.

Design Thinking aims to gain a basic understanding of the design thinking approach to problem-solving and innovation. After the part, the students will understand and be able to explain the design thinking approach and how it relates to innovation. This part enhances students' creative thinking capabilities and helps them understand the possibilities and constraints of the design thinking approach for problem-solving and innovation. The students get an empirical point of view of the approach.

The purpose of **Design Sprint** is to understand the Design Sprint development method, ways to implement it in fast development projects and the steps included in the method. After the part, the students will understand and be able to explain the Design Sprint methodology. This part enhances the students' understanding of agile and fast development, including its possibilities, limitations, and constraints. The students get an empirical point of view of the development method.

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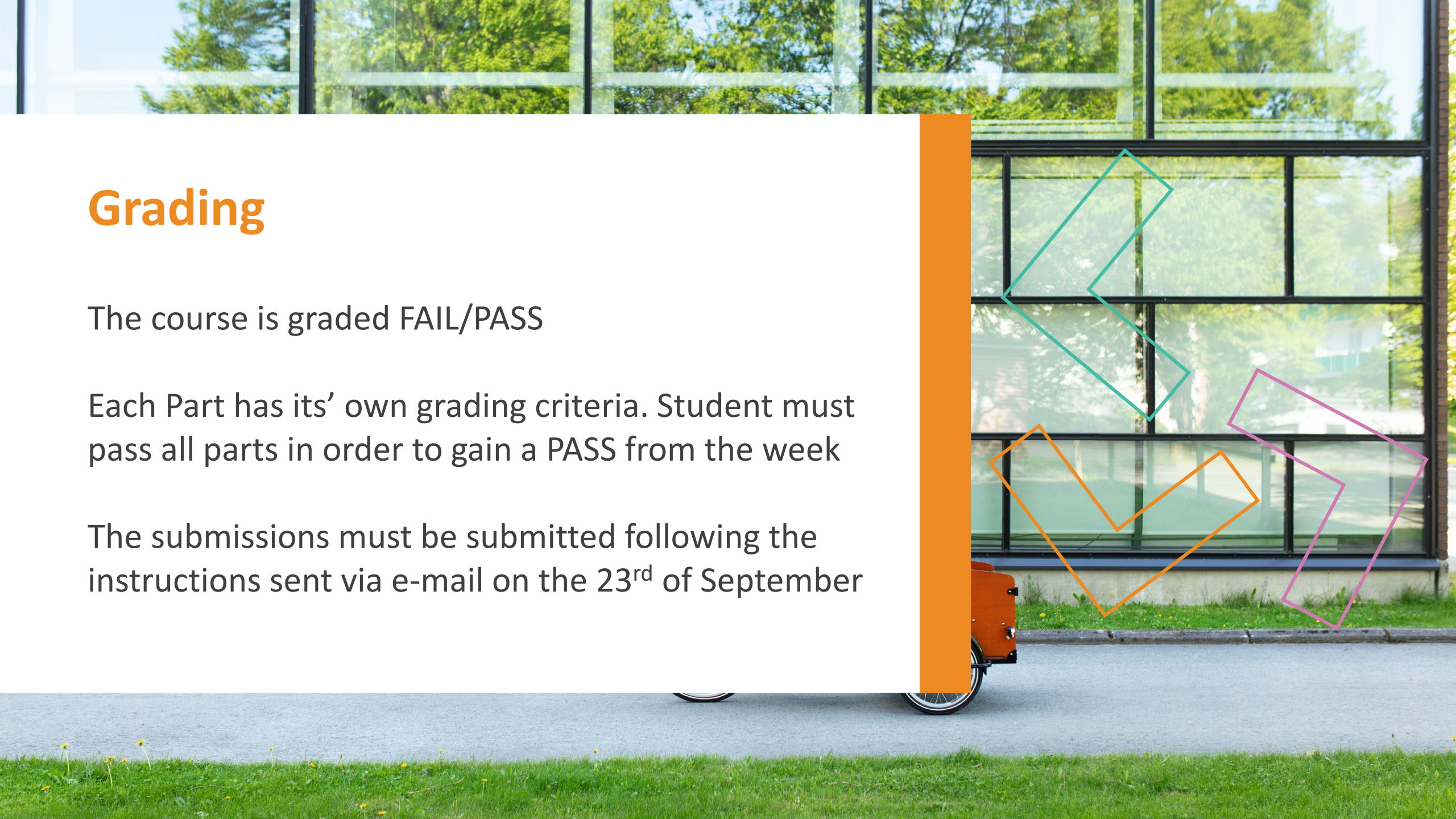
Grading

Grading

The course is graded FAIL/PASS

Each Part has its' own grading criteria. Student must pass all parts in order to gain a PASS from the week

The submissions must be submitted following the instructions sent via e-mail on the 23rd of September



Grading in detail

- Part 1: The student submits a detailed learning report of their findings, their own analysis of innovation as a method, and innocards. The report is referenced based on the HAMK referencing guide. The length of the learning report is between 1,5 and 2 pages. The report can include pictures

- Part 2: The student submits a detailed learning report of their findings and own analysis of Design Thinking based on the course material. The report is referenced based on the HAMK referencing guide. The length of the learning report is between 1,5 and 2 pages. The report can include pictures

- Part 3: The student submits a detailed learning report of their findings and analysis of Design Sprint as a development method. The report is referenced based on the HAMK referencing guide. The length of the learning report is between 1,5 and 2 pages. The report can include pictures

- Case Study: The students analyse the articles on the topic and explain how design thinking, design sprints, and innovation methods are represented in the material. The length of the analysis is between 1,5 and 2 pages. The report can include pictures

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Question and Answers

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