LIVING LABS TOOLKIT

Co-creating knowledge: a guide to launching a Social Economy Living Lab for testing innovative teaching methods

Social Economy 4Ces

D.4.2: SOCIAL ECONOMY LIVING LABS TRAINING TOOLKIT

Lead partner: Stimmuli for Social Change

PROJECT INFORMATION

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Contents:

List of abbreviations:

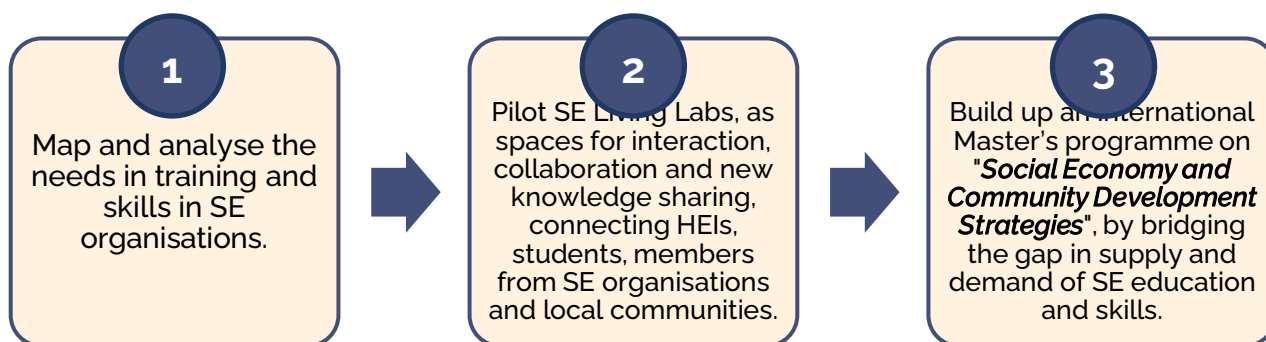| HEA	Higher Education Area
SE	Social Economy
WP	Work Package
HEIs	Higher Education Institutions
LL	Living Lab
SL	Service Learning
ENoLL	European Network of Living labs
EC	European Commission
DT	Design Thinking

CHAPTER 1: INTRODUCTION

1.1 Few words about SE4Ces

SE4Ces is a Knowledge Alliances project, funded by Erasmus+ programme, that brings together 9 European partners, specifically 4 Higher Education Institutions (HEIs), 3 SE organisations and 2 Research and Training Institutes. The project builds on four essential Social Economy (SE) principles, as illustrated on the right side of the page:
1. **C**ommunity development,
2. **C**onnected societies,
3. **C**o-creation of knowledge, and
4. **C**ollaborative educational practices.

Based on these principles, the project seeks to cultivate an enabling environment for the SE area by promoting productive and sustainable partnerships among various stakeholders within the SE educational landscape.

The main objectives of SE4Ces are the following:

1
Map and analyse the needs in training and skills in SE organisations.

2
Pilot SE Living Labs, as spaces for interaction, collaboration and new knowledge sharing, connecting HEIs, students, members from SE organisations and local communities.

3
Build up an international Master's programme on "*Social Economy and Community Development Strategies*", by bridging the gap in supply and demand of SE education and skills.

The innovative approach of Living Labs is a cornerstone for SE4Ces activities and the co-development of educational material, as it consists of a new pathway for both academic and non-academic SE stakeholders to engage in co-creation of new ideas and in co-teaching and joint reflection of the developed material in critical areas of SE. The main reason behind this multi-stakeholder partnership is to understand needs in SE education and current curricula, identify related challenges, and motivate relevant stakeholders (students, professors, and SE entrepreneurs) to learn from each other and contribute to new educational experiences and networking opportunities. In parallel, students from SE-related studies learn to collaborate with SE organisations and gain new skills through problem-based and active learning opportunities focused on community problems, by enriching their knowledge and being better prepared for their professional future.

1.2 Aim and objectives of training toolkit

This guide was designed to serve as a training toolkit for the effective preparation and implementation of a SE Living Lab, an open partnership that includes both co-creation and pilot activities on SE-related topics, enriched with innovative teaching methodologies. The toolkit is complementary to the [SE Living Labs framework](#) report (D.4.1) which offers the overall methodology and conceptual framework for this collaborative process. The tookit aims at promoting cooperative methods in education on SE and social entrepreneurship, by offering hands-on tools and step by step guidance on how to jointly prepare and run a SE Living Lab and is addressed to the following groups:

- participating universities, interested parties and academic staff from HEIs (professors in SE, trainers),
- university students and final recipients of the SE4Ces educational package and master's programme
- representatives and members of SE organisations/SE entreprises

Interested parties from the abovementioned target groups can be further supported by this toolkit in the following aspects:
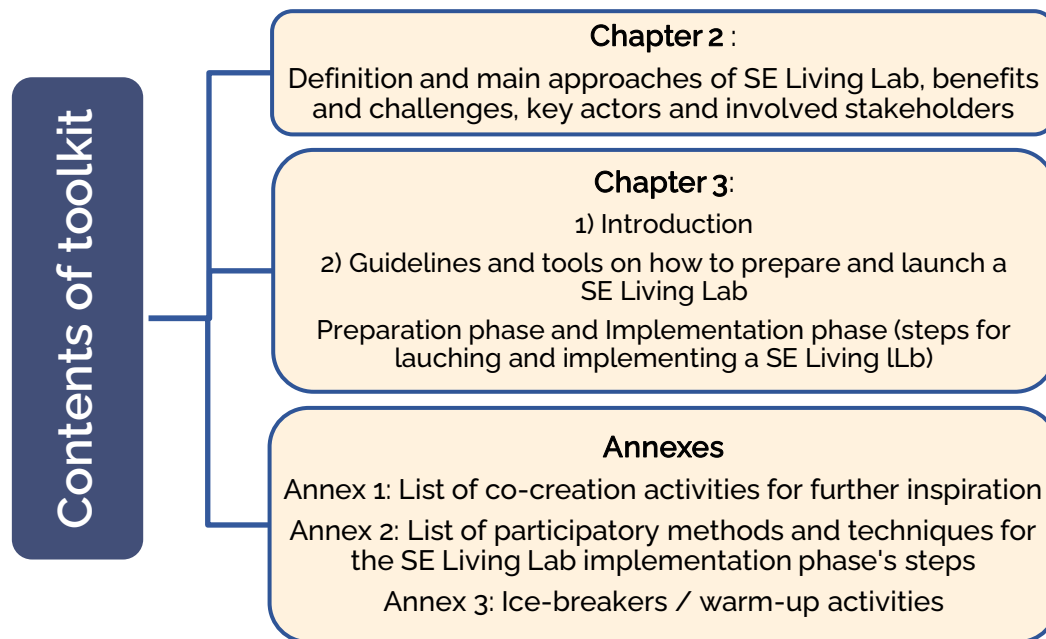
- how to prepare and launch a SE Living Lab
- how to contribute actively to its different phases
- how to facilitate their own co-creation activities in the Social Economy area through **collaborative** and **action-learning** methods.
- how to reach out and inspire other stakeholders and community members to be engaged in the co-creation, testing, and reflection of educational material and other collaborative activities

The added value of this toolkit is first the possibility that is offered to professors and SE practitioners to improve their professional development and second the opportunity offered to students to cultivate multiple transversal skills through inspiring methods in learning and teaching, as useful tools to enrich their knowledge in SE education.

All SE Living Labs' participants learn in practice **how to apply a new collaborative model for co-designing and pilot testing educational material and collaborative methods so as to improve the existing educational agenda of SE curricula**. In this way, knowledge sharing between academic actors and SE organisations is fostered and new opportunities are generated to meet effectively the increasing needs for SE skills in the labour market.

Overall, the toolkit can be utilised by any HEI or SE organisation that may be interested in applying the suggested methodology and in piloting parts of SE4Ces educational package and a variety of collaborative tools/ methods suggested by this manual. To simplify the whole process, the toolkit provides the target groups and potential participants with many resources and adaptable methods, thus allowing them to pick up and choose the tools or activities that fit better to their own examined topics that reflect their needs and consider their national specificities.

What does the toolkit include in the following chapters?

Contents of toolkit

Chapter 2 :
Definition and main approaches of SE Living Lab, benefits and challenges, key actors and involved stakeholders

Chapter 3:

1) Introduction

2) Guidelines and tools on how to prepare and launch a SE Living Lab

Preparation phase and Implementation phase (steps for lauching and implementing a SE Living lLb)

Annexes

Annex 1: List of co-creation activities for further inspiration

Annex 2: List of participatory methods and techniques for the SE Living Lab implementation phase's steps

Annex 3: Ice-breakers / warm-up activities

CHAPTER 2: SE LIVING LAB AND ITS APPROACHES

Chapter 2 begins with the definition of each approach that is used and structures a SE Living Lab and continues with the contribution of these approaches for its actual implementation. Another goal of this chapter is to present the benefits and challenges when using such approaches to run a SE Living Lab. The chapter closes with the description of key actors who participate in the different phases of this collaborative partnership.

2.1 Core definitions and used approaches

2.1.1 Definition of SE Living Lab[1] and its core approaches

> A Social Economy (SE) Living Lab is a multi-stakeholder partnership that brings together **SE organisations**, **students**, **educators** from SE-related studies, and community members to collaborate towards a common vision: share knowledge, explore needs and challenges, exercise transversal skills, co-create and test new material in practice to meet the needs in SE education area.

The SE Living Lab encompasses three general approaches 1) **co-creation** of new educational material, 2) application of **co-teaching** methods to foster a collaborative model in testing of any co-created material or activity and 3) application of **Service Learning** (SL), with the active students' engagement in community service. The synthesis, testing and evaluation of co-developed material and all accompanied activities reflect the project's values (presented in sub-chapter 1.1: *Few words about SE4Ces*) underpinning its overall co-creative philosophy in all phases of this participatory process.

2.1.2 Role of co-creation, co-teaching, and SL as approaches in a SE Living Lab

Co-creation[2]:

Co-creation in education is defined as a '*collaborative, reciprocal process through which students together with teachers and other stakeholders contribute equally to curricular or pedagogical conceptualization, decision making, implementation, investigation, or analysis'* (Bovill, 2015). Co-creation is considered also as a way to disrupt hierarchies and is ultimately about a different mindset that re-positions students and staff as active collaborators in the diverse processes of teaching and learning, empowering students to be actively engaged in and share the responsibility for their own education (Cook-Sather, Bovill & Felten 2014)
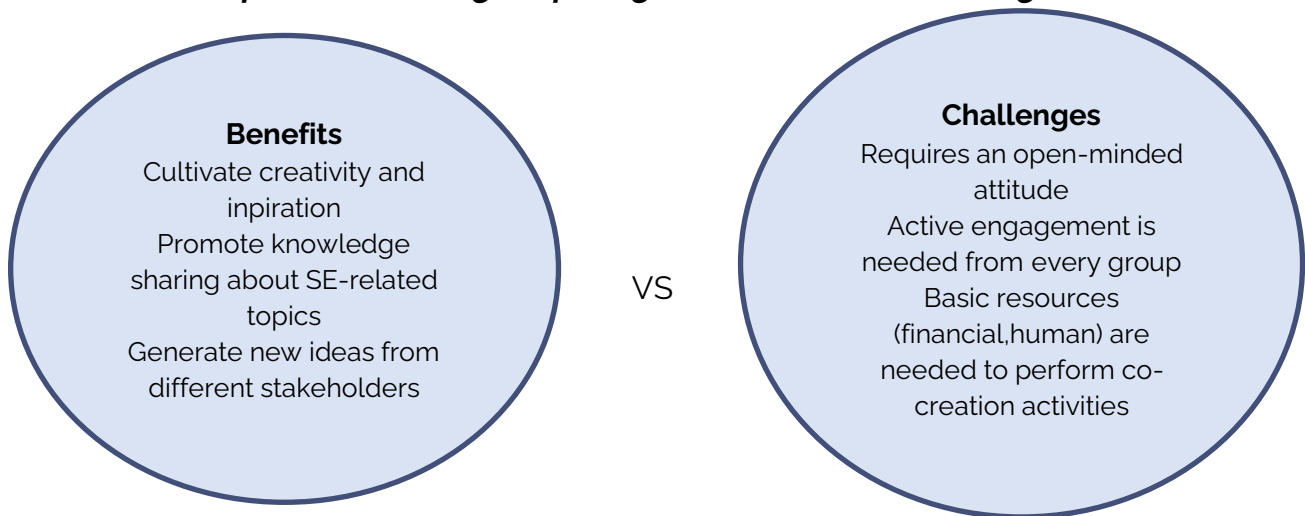
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[1] Source for the image of Living lab: https://www.unusualcollaborations.com/upcoming-events/living-labs-workshop
[2] Source for the image on co-creation: https://ultimatewater.eu/stakeholder-engagement/co-creation/

Benefits and challenges of using co-creation in a SE Living Lab:

Benefits
Cultivate creativity and inpiration
Promote knowledge sharing about SE-related topics
Generate new ideas from different stakeholders

VS

Challenges
Requires an open-minded attitude
Active engagement is needed from every group
Basic resources (financial,human) are needed to perform co-creation activities

In a SE Living Lab, co-creation is the first participatory approach that refers to a **mix of various exploratory activities** among students, professors, and SE organisations. These activities aim to investigate and identify the needs, perceptions and experiences of a targeted audience toward specific problems or issues. This is the **starting point** of the implementation of a SE Living Lab before proceeding to the synthesis and piloting of any foreseen educational material. For example, in the SE4Ces project, the application of co-creation, as a first adopted approach for implementing the Living Labs, began with the organisation and implementation of two interrelated activities: 1) one **introductory LL** (in March 2022) in each one of the project's four pilot countries (United Kingdom, Greece, Italy, Spain) and 2) two **co-creation workshops** (between May and June 2022) under the auspices of the project's participating HEIs.

In both co-creation activities, participants brainstormed about the following four topics:
1) *Running a SE enterprise*
2) *Cultivating skills for contributing to SE*
3) *Support structure for SE*
4) *Creating and assessing value/ impact*.

The key goals of SE4Ces co-creation workshops were the following:
- Share experiences on needs and challenges of invited SE stakeholders (Living Lab)
- Brainstorm and collect ideas for innovative teaching methods before proceeding to the co-development of new material (local co-creation workshops)

After the co-creation activities, the consortium partners focused on the **synthesis of all shared ideas into concrete material** in the form of modules based on the abovementioned selected topics. Next, they organised a couple of ignition meetings, as reflection sessions, and a learning mobility training workshop for educators and SE practitioners from each pilot country before starting piloting the material with the students in their own context. The same model can be followed by any organisation interested in applying the followed methodology in their own environment irrespective of the selected topic. The concrete steps and a list of innovative methods that any interested parties can apply during but also between co-creation and pilot activities are presented in sub-chapter 3.2.2.:

Co-teaching

Co-teaching is generally defined as a process that involves '*two instructors who provide simultaneous instruction to a group of students over a period of time*', e.g., a semester). Both instructors **mutually** engage in planning, teaching, and assessment throughout the instructional time (Lock, J., 2016). Co-teaching activities vary, ranging from *short lectures* and *field visits* in SE organisations to *mentoring programmes* coordinated both by SE educators and entrepreneurs.

In the framework of a SE Living Lab, co-teaching is the second approach that is leveraged for testing in practice the new co-created material through a series of collaborative teaching approaches. In the section 3.2 of the toolkit (Steps for launching a SE Living Lab) in the *Experimentation* phase, a mixture of examples and concrete co-teaching methods for SE curricula is presented, operating as a source for further inspiration in a creative way.

What are the necessary conditions for collaborative learning?

Here are some **golden rules** (Meilleur, 2020):
- ❖ **Fair speaking time.** There should be a fair distribution of time for everyone in the group to speak or contribute with their ideas.
- ❖ **Listening to each other.** The quality of relationships is a key factor in collaborative learning and teaching, and this begins with active listening. Thus, learners need to be particularly good at listening to each other.
- ❖ **Openness and respect.** A climate of openness and respect must prevail so that everyone feels comfortable sharing their ideas or points of view and so that no one feels pressured to adopt another's ideas or points of view.

Benefits and challenges of applying co-teaching in a SE Living Lab:

Benefits

Positive pedagogical impact for teachers and students
Collaborative evaluation of course
Foster mutual respect and inclusiveness in diverse opinions and teaching styles
Source: Woods (2022)

VS

Challenges

Acceptance of opposite ideas or of a different teaching strategy
Possible lack of common vision and effective planning among main participants
Difficulty to adopt multiple teaching methods and styles in a topic

What is Service -Learning (SL)?

Service Learning (SL) is the third approach of the Living labs methodology that is applied in the pilot activities of co-created material. SL is defined as '*a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems, and at the same time, reflecting upon their experience as they seek to achieve real objectives for the community and deeper understanding for themselves'* (SERC, 2023).

SL is a flexible pedagogy which can be used in several classroom and community settings. Students, community partners, and professors/ instructors, as facilitators of students, are key players in developing effective SL activities. It should be highlighted that although SL, as pedagogy, shares some of the components of volunteerism, community service, internships and field education, unlike these activities, it applies **equal focus to both learning and the service goals**. It requires an academic context and is designed so that the service and learning goals are mutually reinforcing (SERC, 2023).
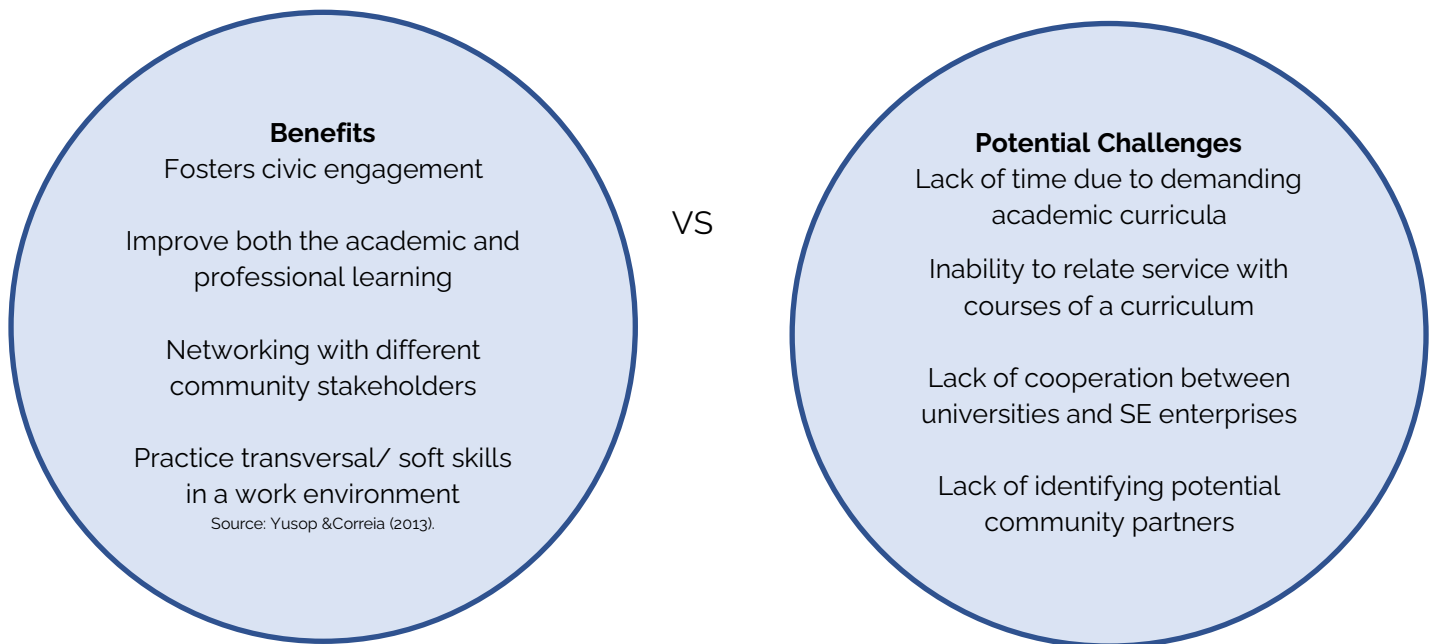
Did you know that...

Reflection is a core part of a Service Learning experience where students reflect and evaluate **critically** their experience. (SERC, 2023)

In the framework of the SE4Ces project, students, mainly from post-graduate programmes, connect directly with SE organisations to gain practical experience and new skills through the development of real projects while offering community service combined with theoretical knowledge and leading to direct impact in their local community[3].

Benefits and challenges of applying SL in a SE Living Lab[4]:

Benefits
Fosters civic engagement

Improve both the academic and professional learning

Networking with different community stakeholders

Practice transversal/ soft skills in a work environment
Source: Yusop &Correia (2013).

VS

Potential Challenges
Lack of time due to demanding academic curricula

Inability to relate service with courses of a curriculum

Lack of cooperation between universities and SE enterprises

Lack of identifying potential community partners

An additional approach that the SE Living Lab can encompass in the initial steps of its implementation is the **Design Thinking** (DT) method[5]. DT is a method that was initially applied in the business sector as a means to increase innovation and competitiveness. It is an iterative process in which a team seeks to understand their users, challenge assumptions, redefine problems and create innovative solutions which they can prototype and test. According to Plattner et al. (2011), DT is defined as "*a human-centric methodology that combines or involves several academic disciplines, such as engineering, social sciences, and business, to produce innovative products, services, procedures, and solutions*". As a participatory method, it can fit better to the co-creation approach and the first exploratory steps of the SE Living Labs' implementation phase.
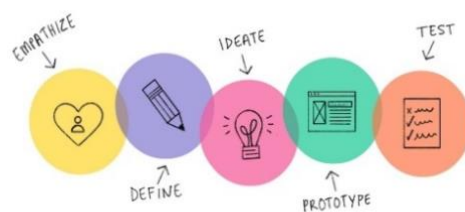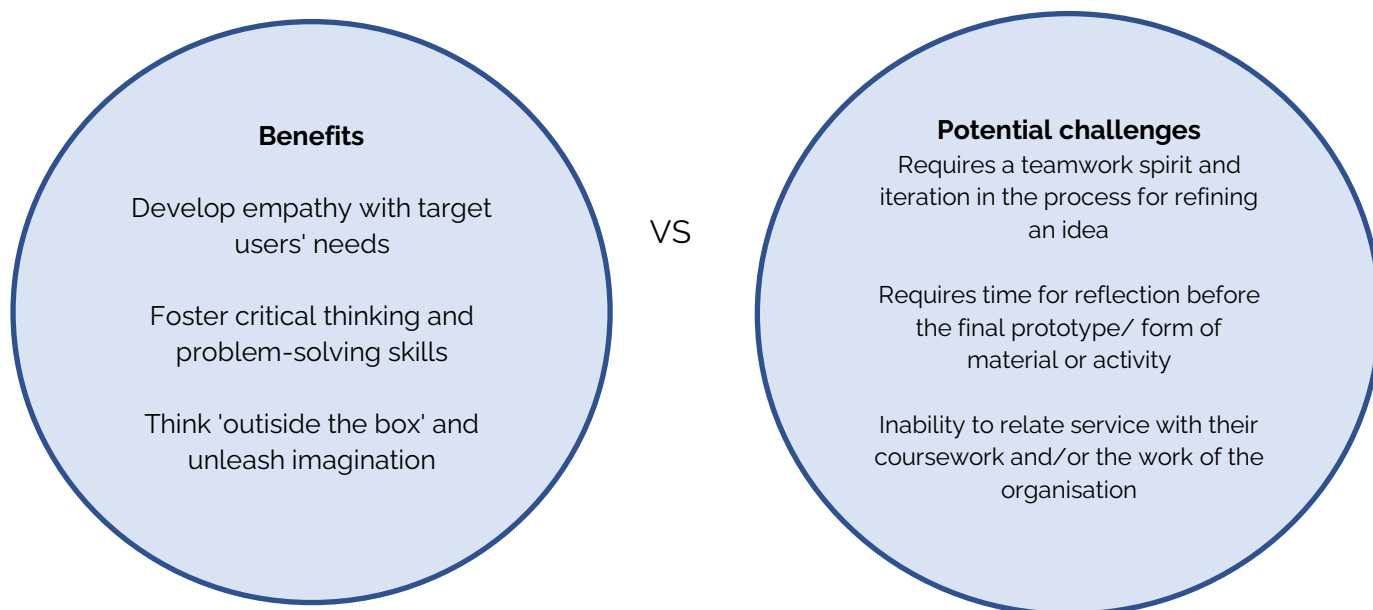
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[4]Karasik, R. (2004). 15 Whispers and Sighs: The Unwritten Challenges of Service-Learning. https://quod.lib.umich.edu/t/tia/17063888.0023.018/--15-whispers-and-sighs-the-unwritten-challenges?rgn=main;view=fulltext & https://www.tnstate.edu/servicelearning/documents/Benefits%20and%20Challenges%20of%20Service%20Learning.pdf

[5] Source of the image of DT: https://www.devteam.space/blog/how-to-use-the-design-thinking-process-to-develop-a-product/

The co-creation approach combined with the DT process can include the following stages in a SE Living Lab: **1) empathise, 2) define, 3) ideate, 4) prototype**. In the activities of a SE Living Lab, the term 'prototype' means that participants co-design and turn the shared ideas into concrete material. The overall plan and steps of the SE Living Lab's methodology (including ideas from DT method) is presented in sub-chapter 3.2.2 in the *Implementation* phase (Steps 1, 2, 3).

Finally, some benefits and challenges of using DT in co-creation are summarised below:

Benefits and challenges of using DT in co-creation[6]:

Benefits

Develop empathy with target users' needs

Foster critical thinking and problem-solving skills

Think 'outiside the box' and unleash imagination

VS

Potential challenges
Requires a teamwork spirit and iteration in the process for refining an idea

Requires time for reflection before the final prototype/ form of material or activity

Inability to relate service with their coursework and/or the work of the organisation

2.2 Key actors in the SE Living Lab

A SE Living Lab brings together both academic and community stakeholders such as educators, trainers, students, SE practitioners from SE organisations or cooperatives, experts in SE or local community actors to encourage a participatory process towards the co-creation and testing of educational material. They all participate equally in co-creation, testing and evaluation of any new educational intervention or product of their collaboration. However, in some phases, like in the application of co-teaching methodologies, the key role in the organisation and implementation of such methods may be taken over by specific groups such as educators and professionals from SE organisations. The latter can still act as co-instructors and/ ormentors of students.

Respectively, in SL activities, students have a different and more leading role, as they can collaborate and interact directly with a SE organisation. The other actors' role (e.g., the educators) is supportive so as to give extra ideas and guidance, if needed, to the main target groups and motivate them to maximise the impact of the envisaged outcomes, in relation with their academic course or knowledge that is practically tested in the SL activity.

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[6] Source of information on Design Thinking: Friis Dam R. & Yu Siang T. (2022). *What is Design Thinking and Why Is It So Popular?* Interaction Design Foundation. https://www.interaction-design.org/literature/article/what-is-design-thinking-and-why-is-it-so-popular

Role and contribution of each actor:

1. Educators

University educators/ professors/ trainers have a central role in the different phases of a SE Living Lab. They can be either in the organisers' team or participate as facilitators during the launch of SE Living Lab's activities, in close cooperation with students and SE professionals. Depending on the number of foreseen activities and on the available resources (e.g., time, funding, etc.), it may be more efficient for a university to involve **more than one** educator, mainly in the co-creation activities, as the SE Living Lab requires an active engagement and coordination for all parts and one person is not sufficient to manage simultaneously many tasks. In the Exploration phase (Step 1), educators can bring their expertise and skills to the table in all stages of co-creation (*empathise, define, ideate, co-design or co-prototype*), by sharing knowledge, expertise and encouraging all participants to share ideas, irrespective of their experience or familiarisation with the examined topic and its final outcome. The educators as facilitators are responsible for promoting interaction and teambuilding among participants and being open-minded in the different ideas shared by co-creators-contributors of other groups.
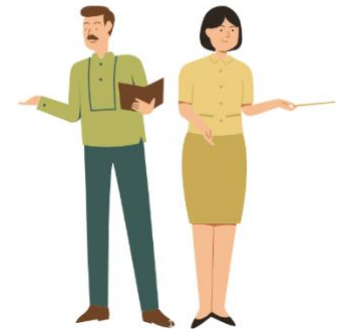
2. SE professionals[7]

SE professionals and actors from SE umbrella organisations (social enterprises, mutual benefit societies, cooperatives, and other forms of SE) are one of the main target groups in a SE Living Lab. An actor from a SE organisation is the agent who enters the SE Living Lab phases from the business world, reflecting on the examined topics from an SE entrepreneurial or *business* perspective. Given their restricted free time due to work priorities and professional activities in their organisation, it is not always easy to convince and engage SE professionals to take part in all phases.

Depending on their availability, area of interest, level of knowledge, and expertise in relation to the examined topic, their role in the activities of the SE Living Lab varies; they can be either organisers of a co-creation activity in close collaboration with universities, mainly with educators or they can participate actively in the **planning** (before the actual development of material), or during the **development** phase (that is to say the stage after ideation, the *prototyping* phase) or during the first co-creation activities (mainly in Empathise or Define stages) to support students and other participants to explore community or societal problems through case studies.

In the surveys' responses analysed in the SE Living Labs Framework the role of SE actors was considered critical by educators and students in all countries in the **refining** process, giving feedback and extra ideas for the refinement of co-developed and/or tested material. In the Experimentation phase, they can be **co-instructors** of some educational pilot activities by

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applying co-teaching approaches, while in the SL activities they can play a significant role in the connection of students with their organisations.

3. Students[8]

Students are considered one of the main participants in the preparation and implementation of a SE Living Lab. They can be engaged either as supporters or co-facilitators in the organisation and actual co-creation and pilot activities or as end-users by testing and validating the co-developed educational material for fine-tuning process.

Overall, a basic objective of a SE Living lab is to empower, engage and motivate students through a bottom-up and experiential learning process. The scope is not only to invite them to communicate and share ideas and opinions, but also to motivate them to influence and bring change for society, cultivating a sense of 'agency' and developing skills as future employees. Students' total number as participants in SE Living Lab activities can vary, according to the needs, capacities, and resources available.

4. Other external actors:

Experts in SE and relevant areas

SE experts are encouraged to participate in the activities and different phases of a SE Living Lab to inspire SE educators, professionals, and students to think 'outside the box' and bring their expertise into the process so as to focus more effectively on their real-life experiences and societal challenges.

Local community actors, volunteers[9]

It is highly suggested to involve in a SE Living Lab local stakeholders such as local businesses, NGOs, public agencies, cooperatives and generally citizens as volunteers in activities especially in the piloting process where some ready-to-use co-created material is being tested with a greater number of end-users. These people can help students understand the needs and challenges experienced by the local community, they can share with them the problems they face and discuss together possible solutions. The involvement of community actors is also recommended in the context of SL experience. The application of this action-learning method aims at increasing students' community engagement and at cultivating their empathy and a better understanding of both the problem/ project they investigate and the identity of SE stakeholders this problem/ examined topic is related with.

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[8] The image for students is inspired by the following source: https://www.freepik.com/free-photos-vectors/student-cartoon

[9] The image for local community actors is inspired by the following source: https://www.pixtastock.com/illustration/61625747
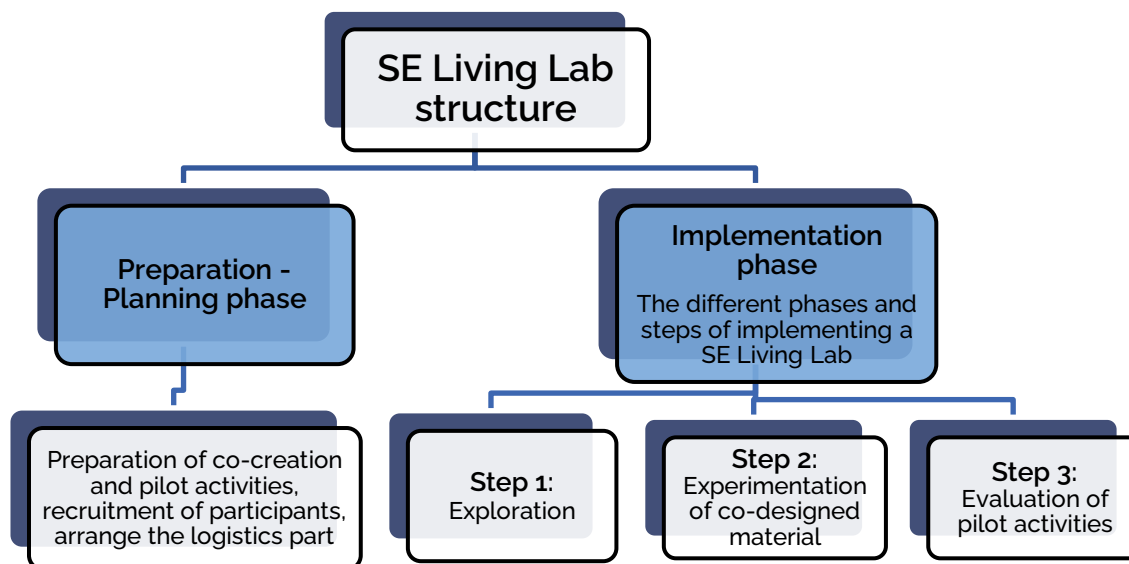
CHAPTER 3: PREPARATION AND IMPLEMENTATION OF A SE LIVING LAB

3.1 Introduction

The main aim of Chapter 3 is to help potentially interested organisers and participants of the SE Living lab be better prepared and coordinated for all its phases.

To begin with, the SE Living Lab as a whole process includes two main phases: the **Preparation- Planning phase** and the **Implementation phase**. The latter phase consists of three separate but interconnected components- steps: the ***Exploration*** step, the ***Experimentation*** step and the ***Evaluation*** Step, as shown in Figure 1:

Figure 1. SE Living Lab structure

In the next sub-chapters, the toolkit offers guidelines both for the preparation-planning phase and for the implementation phase (co-creation, pilot and reflection). The implementation phase is enriched with a variety of adaptable tools and innovative methods that participants of SE Living Lab can apply **during each step** of this phase. To some extent, parts or elements of the suggested methods are currently being tested by university partners in their pilot activities of SE4ces educational material (e.g., the method of role playing, production of podcasts, etc.), adjusted to their own selected topic and national context.

All these resources and methods are analysed in more detail in the sub-chapter 3.2.2.

3.2 Guidelines and tools on how to prepare and launch a SE Living Lab

3.2.1. Preparation phase

Before delving into the actual implementation of any co-creation, actual piloting or reflection activity, it is essential to first go through a set of essential rules as preparatory steps for organising and implementing effectively a SE Living Lab. The following guidelines of this sub-chapter include useful information and necessary checklists for the team of main organisers of the SE Living Lab; this information is related to logistics' management, recruitment of participants, ways to reach out to potentially interested stakeholders from universities and SE organisations, list of online and offline ways to carry out co-creative activities,etc.

Setting up the process

For better organisation and preparation,it is recommended that the organisers of a SE Living Lab apply the following stages and tips before launching officially a SE Living Lab:

I. **Arrange the logistics and practicalities of co-creation and pilot activities**

The main organisers of a SE Living Lab (educators, SE professionals and students) should agree together on suitable dates and possible settings - locations where the co-creation, co-teaching and SL activities can take place, always considering their available resources. If no funding is secured for organising and implementing all such activities, the core team of organisers can collaborate with another university or a local authority to share the expenses and implement the activities together or to reach out to potential sponsors that support universities in large engagement processes like in this case.

A rule to remember:

A SE Living Lab can be a long process with several meetings and activities. As such, the facilitators should select wisely a couple of appropriate dates and places where participants can meet in person or virtually.

Regarding the **locations** where co-creation or pilot activities can be carried out, SE Living labs organisers can select among the following options:

- a classroom
- a community building/space
- the premises of a SE organisation/ enterprise or cooperative (this can also fit to a SL activity)
- outdoor spaces, like gardens or exterior co-creative spaces
- local open community hubs
- Virtual/ online activity. Online sessions do not often require many resources for carrying out collaborative activities. However, the online format is not always the best option; for example, during the application of co-teaching for testing the material by two different teaching styles or during the application of SL process.

> **Tip for facilitators:**
>
> Try to carry out **face-to-face** activities so as to foster real interaction among participants and enable them to get involved directly with community problems.

For virtual activities, a list of examples of well-known online whiteboards are suggested which can be used as collaborative virtual spaces in combination with a physical activity or as additional stand-alone tools, in case of hybrid events or workshops: eg):

- ✓ Miro: https://miro.com/ (for idea generation/ brainstorming)

- ✓ Mural: https://www.mural.com/ (for brainstorming)

- ✓ Jamboard:https://www.bu.edu/dli/2022/07/14/5-reasons-to-use-google-jamboard/

- ✓ Mentimeter (for answering questions/ take part in short activities): https://www.mentimeter.com/

- ✓ Loomio: https://www.loomio.com/ (a tool, designed for any online group to make clearer, more collaborative, better decisions together)

- ✓ Stormboard (online whiteboard and team collaboration software): https://stormboard.com/home

- ✓ IdeaFlip: https://ideaflip.com/ (for sharing and presenting ideas)

- ✓ Slido: https://www.slido.com/ for carrying out live short polls, Q&A, quizzes

For the **internal** management and coordination among the main organisers of a SE Living Lab, the following pathways/ sub-steps are suggested to be followed:

1. Leverage wisely online tools or Google docs, not only for practical issues but also for uploading any co-designed material or the content itself. The **_SE4Ces Wiki Platform_** is a good example of a repository for gaining more inspiration and overseeing the progress of co-created material synthesis.
2. Use a cloud-based collaboration tool[10] (**_Google Drive, Dropbox, or Microsoft Teams_**) to create a template or write a summary of the first steps within the whole process, involving also partners that will help you find potential participants and will share with you the roles of facilitators and the needed resources (capacities, time, funds).
3. Make sure that there is a sufficient promotional material or stationery for a face to face or hybrid activity, such as: leaflets, creative kit for executing an activity during a prototype phase, A4 papers, pens, pencils, markers, flipcharts, participation certificates and assessment sheets to get feedback after each activity.

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[10] The image for cloud-based tools is inspired by the following source: https://www.digitalinformationworld.com/2022/04/how-does-cloud-collaboration-deal-with.html

II.   Engage various stakeholders as participants

The organisers of SE Living Lab's activities should consider what kind of actual participants and contributors should be engaged in each activity of SE Living Lab, depending on the focus area or topics that are examined in co-creation activities. At the heart of the SE Living Lab's philosophy lies the engagement of several stakeholders and the multiple benefits that this kind of synergy and co-operation can bring. Ideally, every phase of the SE Living Lab should be a mix of SE trainers, SE professionals, social entrepreneurs as well as students (not necessarily with the same academic background) and external stakeholders and local community actors. First, it is recommended for the core organising team to prepare a list of potential participants and contact them so as to explore their availability and willingness to join.

1st idea: **Leverage your personal networks** from other activities: with contacts it is meant about contacts/ stakeholders you know beforehand.

2nd idea: **Make use of social media accounts**[11]
 (Facebook, LinkedIn, Twitter) or create a new website or Facebook page with an ad hoc purpose to disseminate and 'spread the word' for any planned activities, motivating **new** participants to join in your activities. Additionally, experts in the process can be engaged in setting up the **agenda of the event** and they can support facilitators and organisers to attract and contact **local** stakeholders (persons from cooperatives, associations, mutual benefit societies, social enterprises, etc.), by informing them on the activities and scoping out which phases they may be interested in contributing during the Experimentation phase.

Before the official launching of co-creation or pilot activities, the facilitators should reflect on the following questions:

✔ *Are all participants aware of the venue, date, and time of co-creation (or pilot) activities?*
✔ *Are they all aware of the content, objective and structure of the designed sessions and steps?*
✔ *Is there any prior reading/ research work to be done from us as core team to share it with participants to get familiar with the topic/ theme?*

III.   Develop a good understanding on SE and the examined topics

Another important preparatory step for the core team that organises a SE Living Lab is to be aware of what SE is about, what the benefits are of SE in education and society, along with the principles and current policies/ frameworks, or whether there are new job opportunities for students in this area.

Useful links and sources for helping facilitators delve into the concept and values of SE:

- https://www.youtube.com/watch?v=GDSqf2Kjxi8&list=PLgU9wN6nOMveDoA8qBcPb AKqOWR96KsSn&index=2 (*What is the social economy about?* This is about a short video

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[11] The included image was inspired by the following source: https://darvideo.tv/dictionary/social-media-animated-video/

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explaining the main features of this alternative way of doing business – produced in the context of the 'Social economy Action Plan').

- https://ec.europa.eu/social/main.jsp?catId=1537&langId=en (*Social Economy Action Plan* – adopted by the European Commission (EC) on 9th of December 2021. A policy file from the European Commission. Through this plan, the EC proposed concrete criteria to help mobilise the full potential of the social economy. The aim of this action plan is to enhance social investment, support social economy actors and social enterprises to start-up, scale-up, innovate and create jobs.).

- https://www3.weforum.org/docs/WEF_Unlocking_the_Social_Economy_2022.pdf (*Unlocking the Social Economy Towards an inclusive and resilient society* – A report that makes an introduction to the SE and begins to explain its potential to drive an inclusive digital transition and a green economy).

IV. Pay attention to potential risks in the actual implementation[12]

- **Potential difficulty in the creation of the SE Living Lab's partnership** due to bureaucratic or timing obstacles. Such kind of risks need to be anticipated and managed by the organisers of SE Living Lab, e.g., by having prepared a contact list of additional participants to fill in the potential gap of the participatory process.

- **Low level of engagement or refusal from some participants to take part in the activities of the SE Living Lab**. At this point, the organisers and facilitators can think of some attractive incentives for potential stakeholders to participate in the Living Lab, such as: the possibility of cooperating with a SE enterprise as a short-term intern gaining some income and practical experience (*good option for students*), the possibility of co-publishing a paper (may be of interest to SE educators/academics) or offering them informal training or mentoring with SE professionals as part of their life-long learning and professional development, etc (good for SE enterprises or trainers).

V. Foster empowerment in evaluation methods and ask for productive feedback

A SE Living Lab is an active partnership that requires the engagement and interaction of multiple stakeholders; for this reason, it is essential for facilitators to encourage and promote the participants' active role and critical thinking for the evaluation of every activity. The leading group in a SE Living Lab can select an evaluation strategy that fits well to the methodology and philosophy of a SE Living Lab. The selected evaluation approach should correspond to the core values of SE. For example, in the context of SE4Ces project, the developed methodology for the pilot implementation of educational material is based on an ***empowerment evaluation*** approach, combining inclusiveness with a focus on improvement of the educational master's programme that is currently developed.

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[12] Inspired by the following source: Colobrans, J. (2019). Living lab Guide. In the context of MINDb4ACT.

This approach requires a more collaborative mndset and a progressive data collection, as it involves several cycles of evaluation, reflection, and action.[13] It also aims at enabling participants to evaluate the outcomes and executed activities in several cycles so that they can gradually refine the piloted material, take corrective action and test its effects while the programme is still ongoing. Finally, in terms of the co-creation- co-production and testing activities, it is recommended that facilitators use a variety of participatory methods considering the following criteria:[14]

Objectives	Reasons for involvement and expected outcomes
Topic	The nature and scope of the issue
Participants	Who is affected/benefited, interested, or can contribute to ideas/ solutions for the outcome
Time	Amount of time available to apply a method
Budget	Availability of resources and securing that for in-person activities there is sufficient resources to perform the activity or you need to also reach out to possible sponsors.
Brainstorming and delegation of roles in the SE Living Lab activities	Before each planned activity the core team should discuss and agree on the role that each person will take over during the process. E.g., a professor can be the rapporter, the students of the core team the notetakers or and a member of SE organisation can be a coach or mentor and viceversa, depending on the objectives and structure of the activities.

Additional checklist for organisers before any co-creation or pilot activities:

DOs

✓ Offer incentives to stakeholders to participate directly from your first invitation, by emphasizing the benefits they can gain through their engagement.

✓ Keep in mind to first get in advance the consent of participants if you plan to share images in which they participate to as to be in line with EU GDPR

DON'Ts

- Do not reach out to potential participants belatedly for an upcoming activity, as it will be difficult to ensure their availability to join in such participatory activities*
- Avoid sending long impersonal invitation emails, unless it is to be sent via a mailing list. Keep in mind to always include the scope of the activity and their role in the activity.
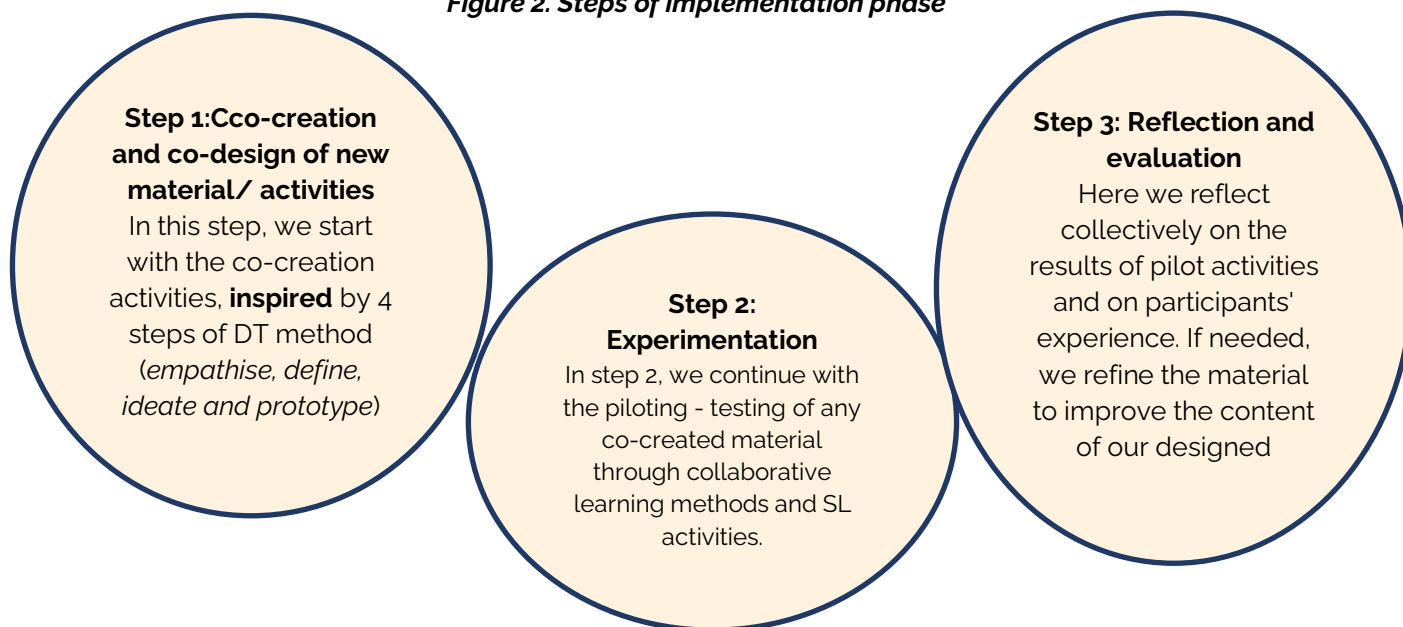
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[13] More information for the empowerment evaluation approach can be found here: https://www.betterevaluation.org/en/plan/approach/empowerment_evaluation

[14] Inspired by the following source: Slocum, N. (2003). PARTICIPATORY METHODS TOOLKIT. A practitioner's manual. Belgian Advertising (B.AD).

3.2.2. Implementation phase: Steps 1, 2, 3

As already introduced in the sub-chapter 3.1, the the implementation phase includes three concrete steps: Steps 1, 2 and 3. These steps pertain to three innovation stages that structure the operation of a SE Living Lab in practice: **Exploration, Experimentation and Evaluation**, as it is illustrated below:

Figure 2. Steps of implementation phase

Step 1:Cco-creation and co-design of new material/ activities
In this step, we start with the co-creation activities, **inspired** by 4 steps of DT method (*empathise, define, ideate and prototype*)

Step 2: Experimentation
In step 2, we continue with the piloting - testing of any co-created material through collaborative learning methods and SL activities.

Step 3: Reflection and evaluation
Here we reflect collectively on the results of pilot activities and on participants' experience. If needed, we refine the material to improve the content of our designed

The steps are in line with the co-creative methodology that was developed in the [SE Living Labs framework](#) and was applied also in the initial co-creation phase of the project. In the following parts, we present in more detail each step of the implementation phase, including its objectives and scope, innovative methods and relevant tools that can be leveraged by stakeholders of the SE Living Labs throughout the whole process.

> **Step 1: Exploration of needs and co-creation of new material/ activities**
> **'Understand needs, define challenges and co-design new learning models**

Overview – objectives:

The aim of **Step 1** is to initiate the SE Living Lab's implementation phase. This phase starts with a series of exploratory, co-creation activities, irrespective of the form of the activities (they can be implemented as workshops as we did in SE4Ces project or as stand-alone co-creative ideation sessions) that will result in the co-design and synthesis of new material or new activities. The co-creation process includes both mapping and exploration activities and aims introducing participants to the topic that is investigated in SE Living Lab's activities. The specific goal is to motivate them to share, explore and discuss their needs, challenges and experiences in relation to examined themes on SE. To cultivate creativity and a sense of team building among participants from the beginning, the co-creation activities can be implemented by being divided in **four co-creation parts**, inspired by the DT method: 1. *understand the needs*

and trends of a group (as potential end-user), 2. define, 3. ideate, and 4. prototype – co-design the solution.

These parts are explained in more detail below[15]:

i) **Understanding the currect state of play by identifying local needs and trends**

The first part of co-creation in a SE Living Lab focuses on exploring needs, challenges and future opportunities, based on participants' and end users' own experience around the examined topic(s). For example, if the goal of the SE Living Lab is to bring together participants to co-create an innovative teaching approach on business planning or on the optimization of operation system fo local cooperatives, it is essential that key actors of SE Living Lab become aware of the needs and challenges of social entrepreneurs and members of cooperatives in order to cultivate a sense of empathy and better understanding for their way they co-exist and create benefit for society.

Additional example: 1) if the goal of the SE Living lab is to co-create a new experiential module in the area of support structures on SE area, participants should start by exploring the local ecosystem as also institutional or structural opportunities and challenges in their local community that allow for or embed the SE area to thrive and all relevant stakeholders to collaborate more effectively.

In this first part, everything starts with the understanding of the problem from the real world, that is why the end-user's opinion, feelings and experience need to be identified from the first step. As part of a co-creation process, participants can also carry out field trips or conduct interviews with potential end-users or members from the local community (depending on what is their target groups) to identify needs and challenges.

Suggested tools and methods for the first sub-step[16]:

1.   Observations: You can apply field visits and just observe where your users go and see what they care about.

2.   Interviews or focus groups: you can carry out one-on-one interviews with a few of your users to understand their attitudes on the topic you explore.

3.   Empathy map: empathy maps consist of a nice idea to consolidate all of the valuable information discovered from possible interviews. Empathy maps capture what people do, say, think, and feel in the context of the problem.

4.   Brainstorming and visual brainwriting: this is another way to construct a mapping process and identify needs and perceptions of end-users and taget groups. A useful tool to perform this process is Jamboard, a Google cloud that operates as collaborative whiteboard that makes makes learning visible and accessible to all collaborators. Check it the tool here.

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[15]Note: Don't be confused with the word prototype. In the context of a SE Living Lab, by prototype we mean the process where participants co-design and **turn the shared ideas into concrete material**, as already explained in sub-chapter 2.1.2 in the part of co-creation.

[16] You can explore more tools for this stage of Exploration step in this link: https://voltagecontrol.com/blog/5-steps-of-the-design-thinking-process-a-step-by-step-guide/

ii) 'Define' the goal and challenges around your topic

Once participants have shared their experiences and needs around the examined topic, they should reflect on developing their own problem statement around this topic, in relation to their final aspiration of their SE Living lab. In the SE4Ces workshops in Italy, participants reflected on various tools for the last topic and finally suggested the production of podcasts as a new educational methodology to enable students to understand better different aspects and points of view on the topic: organizational welfare, salary system, and diversity management) and learn new skills in podcast production.

To sum up, the define stage comes after the '*Understand the needs*' initial stage and helps in identifying challenges or gaps experienced by the target users and describing why a problem matters to the users.

Here are some tools for the sub-step 'Define the goal and challenges around your topic'[17]:

1) Clustering and Themes: Group and cluster ideas together until you find the prevailing or most prominent themes: As you explore the empathy data, you can focus on identifying patterns and problems across a diverse group of people.

2) Point Of View (POV): it is about a smart way for setting a **meaningful and actionable problem statement** tool, which will allow you to ideate in a goal-oriented manner. You articulate a POV by combining these three elements – user, need, and insight. You can articulate your POV by inserting your information about your user, the needs and your insights in the following sentence: [*User* . . . (descriptive)] *needs* [need . . . (verb)] *because* [insight. . . (compelling)]

iii)'Ideate – envision' solutions

Remaining in the **co-creation** activities, the next stage after defining any problems and challenges is the ideation part, in the middle of a co-creation process, where participants of a SE Living lab (as co-creators of their own material or new collaboration) share their solutions/ ideas, but at this point, the ideas are not structured or synthesised in an actual prototype. In the part of ideation, SE living labs stakeholders should leave space for more ideas. At a later stage, they will result in the final, more concrete solution. that may hinder them from including such a module in their study courses and practices and next to brainstorm on several ideas – solutions through which such a module can be better incorporated into their curriculum.

Here are some tools for the '*Ideate the solution*' sub-step:

1) **Storyboarding**: Participants create a visual story that presents their ideas and the possible outcomes of those ideas, allowing them to understand what works and what needs improvement.

2) **Mind mapping** is a visual technique that establishes relationships between the problem your team is trying to solve and potential solutions.[18]

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[17] Ibid. https://voltagecontrol.com/blog/5-steps-of-the-design-thinking-process-a-step-by-step-guide/

[18] Note: you can explore additional methods for Ideation and generation of solutions in the following link: https://www.indeed.com/career-advice/career-development/ideation-techniques

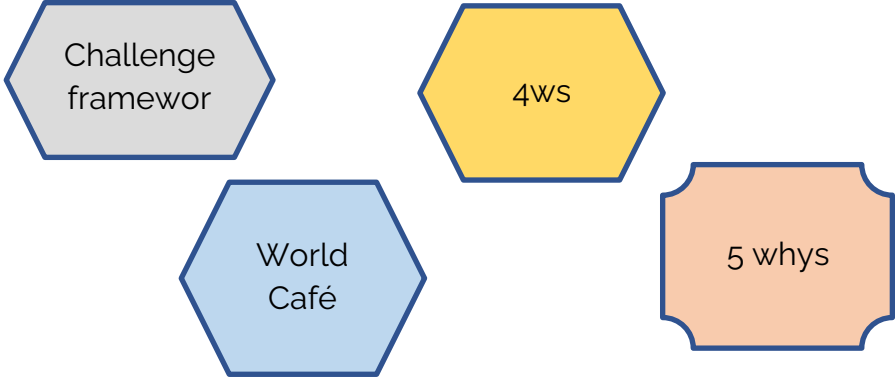**iv) Turn shared ideas into new educational opportunities– Time for Prototype!**
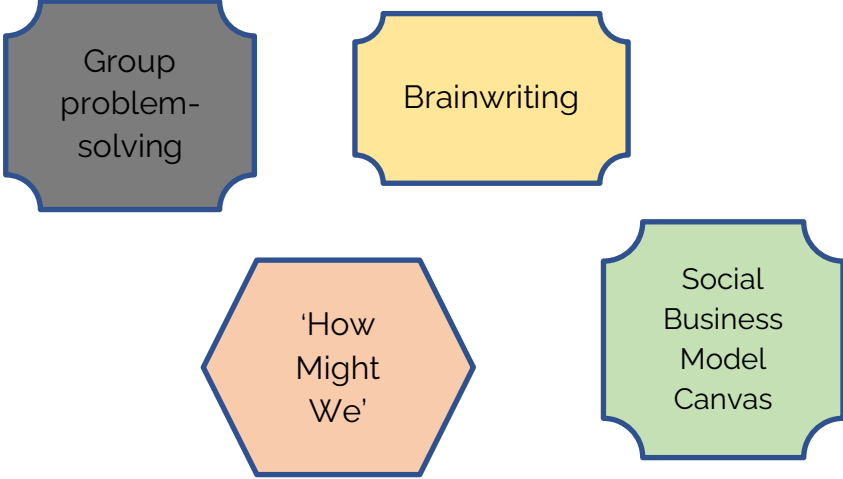
After the ideation part, the **actual co-development and synthesis of the material** *(the so-called **Prototype** phase of DT method)* follows; the involved participants should reflect on and decide **the form that any new material or idea they have envisioned will take**, be it a programme, a new curriculum, an activity or a kind of collaboration. For example, if the final aspiration is the co-development and pilot testing of a new platform in the area of SE education, participants should decide on the following aspects: structure of the platform, target groups that will benefit from the platform's function, content, thematic areas, and purpose of platform - i.e., if the platform will

The prototype is the stage **after the ideation**.
Examples of prototypes as part of SE Living labs activities: a new module, a new form of educational material, a new education-related cooperation among universities and SE organisations

have both an educational and a networking character, etc. The testing of the platform and any co-designed activity regards the next step (Exeprimentaion) as the piloting processof co-created solution.
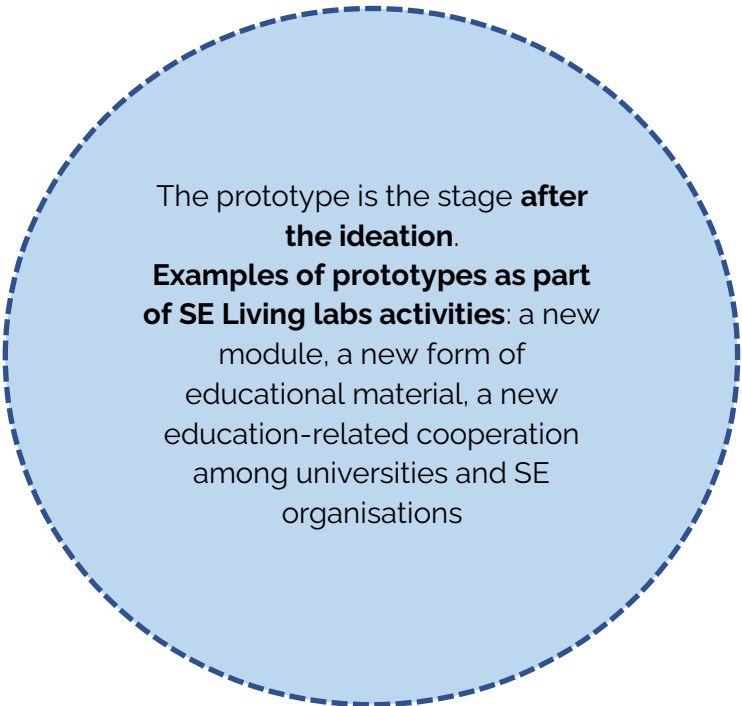
Suggested tools / methods to be used in Step 1 for each stage (Understand needs – Define- Ideate- Prototype)[19]

Stage in co-creation	Suggested methods/ tools
Understand the current state of play and local needs[20]	Value Proposition Canvas Empathy interviews User personas Focus groups

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Define the goal and current challenges [21]	Challenge framewor 4ws World Café 5 whys
Ideate - **Envision** a common solution [22]	Group problem-solving Brainwriting 'How Might We' Social Business Model Canvas
Prototype – *turn ideas into concrete material* [23]	• **Podcasts -** a different way of offering students a different learning style: https://www.codlearningtech.org/2016/06/21/the-beginners-guide-to-educational-podcasting/ Note: the podcasts is a new tool that is also currently being tested in the pilot activities of the project in Italy for the topic of corporate welfare. The responsible partners have already designed a structure on the topic of corporate welfare and the podcasts will serve as the new collaborative method that will inspire students of the pilot activities to study current issues and new content (organizational welfare, salary system, and diversity management), by developing new skills in podcast production. • **TED talks –** inspiring practice for promoting soft skills: https://www.codlearningtech.org/2016/06/21/the-beginners-guide-to-educational-podcasting/ • **Board games** (a gamification-inspired approach to design something in a new topic), like the *Commonspoly* (https://commonspoly.cc/game)

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[21] Source for the Define stage's image: https://unichrone.com/blog/design-thinking/5-steps-of-design-thinking/

[22] Source for the Ideation step's image: https://www.codesigningschools.com/toolkit-phase-four

[23] The shared ideas for *prototype* - the form that an idea can take as material or final outcome after the first co-creation activities - were inspired by the reports of the project's local co-creation workshops and were suggested for the following topics: *cultivation of skills in SE, value assessment, support structures for SE, running a SE enterprise*.

Source for the image of prototype's - synthesis of ideas' stage: https://www.vectorstock.com/royalty-free-vector/design-thinking-process-vector-27123245

The gamification approach has been selected in the project'spilot activities for the topic of "SE support structures". Specifically, the Spanish pilot partners in SE4Ces project dedicated some months in order to develop this prototype and structure of the gamethe game is currently being piloted and its aim is to be tested with other students and community members in order to show good knowledge and familiarity about the main pillars of the support structures needed to support social economy. It is a creative tool that can help participants express their opinion on existing top-down and bottom up supporting mechanisms.

The game or any relevant gamified tool can be used in relevant topics **related to the connections between structures and policies** and to the identification of local conditions that support or not the SE stakeholders to thrive.

- **Creation of a map as part of a course of an entire semester.** The main features of this map would include aspects such as: *mapping across space* (through locally contextualised case studies) *and time*, with both looking at the history of a particular SE enterprise and the historical socio-economic context which makes up the wider support structure.
- **Role playing –** it can illustrate and bring into life a concept or solution through a story. It allows for much more spontaneous, natural, and real insights. A role-play, just like prototyping, can be used to make modifications and gather more data from the activity.[24]

Note: the method of role-playing is already being used in some of the pilot countries of SE4Ces project. Specifically, it was selected as an innovative method for the topic of "*Cultivating skills in SE*" of the master's programme, where students with support of members from SE organisations and professors express opinions and learn how to negotiate or solve problems by playing roles and practising their soft skills. If you are interested in discovering more on this topic, you can visit the Wiki Platform's page of the project focused on this topic: https://socialeconomy4ces-wiki.auth.gr/index.php?title=Topic_2:_Cultivating_Skill_for_Social_Economy

- **Organisation of virtual tours or an emergency scenario to get more insights about a SE enterprise -** this activity can be used with game-based elements. For example, the tours would be organised by one student equipped with a camera, while the others follow from the class in real time. The class focus on a topic such as *guessing the roles of the different people in the organisation* and could give instructions to the student who holds the camera to get hints and complete the mission. The activity can also be used in topics related to organisational structures, to decision-making processes and human resources management of the SE organisation.

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[24] The activity is also presented in Annex 2 in the ideation stage's activities.

> **Extra tips for facilitators!**
> - Don't begin immediately with co-creation activities – apply first a short ice-breaker activity to let participants feel more confident and less nervous (*for warm-up introductory activities you can consult Annex 3*)
> - Encourage all participants to express their opinion, no matter the level of their knowledge of or expertise in SE, their age or background.
> - Introduce more interactively the topic and objective of co-creation activities to participants, e.g., through a video, a Power Point (PPT) presentation or a case study.
> - After each activity, **introduce a feedback session for participants to share their experience on the discussed topics** (e.g., via a postcard to mention if their expectations were met or via a short Google form survey). This can also help the core team of organisers to make any necessary modofiactiosn in the content of co-designed material before it is officially tested at pilot level.

The SE4Ces experience' from co-creation activities

The SE4Ces partners used a similar methodology for initial co-creation – exploratory activities before proceeding with the synthesis of material. Before moving on with the Experimentation phase (Step 2), we share experiences **during the co-creation workshops of SE4Ces project, using experiential boxes that summarise what worked well and what not.** They highlight the uncertainties, problems, solutions risks that SE4CEs partners encountered in their co-creation activities, some helpful tips for those wishing to embark on similar activities, and some hidden risks that may be experienced.

The UK experience (UoEssex) do/don'ts in Living Labs::

DOs	- Contacting potential participants in advance and asking them to introduce you to others who may be willing to participate was useful (*cascading method*). - Try to invite participants from diverse backgrounds and experiences; this diversity increases the richness of debate and generated ideas. - At the beginning of SE lab/co-creation workshop, use an *ice-breaking* activity related to the focus of workshop/ co-creation activity, like the '3 words' or 'Looking around'. (https://www.sessionlab.com/library/energiser) - Give participants a few minutes to gather their thoughts individually before embarking in collective discussion and summarising the main points through **sticky notes**. - The time frame for the event (*3 hour for each co-creation workshop*) worked well; it allowed participants to engage in the conversation, to learn from each other and build a collective story around each theme.
Don'ts	- Ahead of the workshop, and again at the start of the workshops, **participants need to be given clearer and more complete information about the expected outcomes** and be reminded of the activity's focus. - Don't let the discussion get bogged down during any brainstorming phase. The facilitators should be prepared in directly guiding the groups and moving from the brainstorming to the development phase. - Some participants may need some encouragement to participate; for example, students were sometimes more reticent to speak. We need

	to think about more structured approach to encourage participation for all.

The Greek experience (AUTH) do/don'ts in Living labs & co-creation workshops:

DOs	• Lack of time was a challenge for reaching out SE organisations. To avoid unproportionate participation, it is important to **give incentives and carefully choose the day and time of the LL**. • Pay attention to the **gender balance** of the group to avoid a gender-biased outcome. • Questions are better understood when they were articulated in a more practical manner, e.g., through examples. • Some participants were confused regarding the objective of the LL. It is important to **clarify the objectives at the beginning of the workshops** and use concrete examples (e.g., texts, slides, or videos) of the intended output. • Before the workshops and in the beginning of them it is important to make sure that participants understand the methodology and the objectives of the workshop. Otherwise, it takes a lot of time to engage them in a vivid co-creation process. • Creative thinking via examples and questions can help participants think out of the box. • Let participants lead the discussion in the second workshop was effective, when they were already familiar with the methodology
Don'ts	• Former acquaintance of participants can limit the scope of the discussion, especially in small groups. It is important to take this into consideration when splitting the participants in smaller discussion groups. • Some topics (e.g., social impact assessment), require a certain level of experience and involvement. For example, students might find it more difficult to participate in a co-creation process. To maintain a proportionate participation **former sharing of knowledge and competences could be helpful**. • Having large groups (more than 12 people) leads to less time available for the co-creation process, as more time is needed for the introductory part.

The Italian experience (UNIBO) do/don'ts in Living labs & co-creation workshops:

DOs	• Before starting the co-creation workshops, innovative methodologies were presented through **examples**. The overview of methodologies helped participants to focus more on the objectives. • Participants were divided in two groups for the brainstorming section. This helped them to get familiar with other participants and with the topic. **Working in teams helped every participant to interact and to give their opinion on the theme**. Also, the role of facilitators (both UNIBO and AICCON) is essential to inspire and to help shy participant to express themselves.

	• Participants were actively involved in the brainstorming. **Role-playing and game approaches** had worked among participants. • The co-creation process took most of the time and proceeded with a *'trial-and-error'* process. At the end, we synthesised the methodology in a pre-made storyboard/scheme. It helped participants to rework on what they proposed and to explain to the others their idea. • The transdisciplinarity and varied backgrounds were appreciated, as well as the **mix of experiences and perspectives**. It was also important to compare visions of people from different generations and from various academic backgrounds. • It is crucial for facilitators to help participants clarify the objective **from the beginning** and not to lose the focus.
Don'ts	• **On-line events that last more than 2/2.5 hours are not effective**, because participants lose focus and motivation. • Participants found topic 3 and 4 more difficult than topic 1 and 2. It is important to give them **knowledge and competences** before the LL session. Regarding workshops, participants seemed to need more competences and knowledge to get familiar with before the session. It is important to **give them some material about the objective.** • It is important to explain what the output is to reach (for instance, if participants have to create a whole module or a lesson as part of the LL's goal). The output was not clear enough in our co-creation workshops.

The Spanish Experience (UAB):

DOs	• Give an extensive introduction. The participants **must know what to expect and what the goal of a workshop is**. • Make sure the tasks and the questions are clear from the beginning. • Know when to adapt the format of the workshop if needed. • Stick to the time schedule as much as possible. • Have a scenario ready, as well a strategy for how to round up the conversation and organise the different inputs. This is especially important in the conclusion of the brainstorming phase of the workshops. **Note:** the preparation of a ready to use scenario can be useful in the *Ideation* part, where participants in a brainstorming activity can share multiple ideas for the **solution(s) that they will co-create over a specific problem- challenge** under a selected thematic area.
Don'ts	• Make sure people are not dominating the conversation too much. It is important to make sure everyone is engaged and has a chance to participate in the development of outcomes. • The discussion may drift away from the question or the topic of the task. • It is important that the facilitators can keep the conversation on track to meet the goals of the LL or the co-creation workshops.

Step 2: Experimentation - Try out the co-created material

Overview – objectives:

Step 2 concerns the **experimentation and pilot phase** of the co-created/ co-designed material/activity occurred in the previous step (Exploration). The pilot period is a moment where the participants -co-creators of the SE Living Lab start to test their co-designed product in practice with the end-users[25] (*for example a new course, a series of seminars about how to run a SE enterprise, etc.*). In this phase, participants apply co-teaching methods and SL through the new teaching / training material and methodologies that were co-developed in the previous Step. During the testing and piloting activities local community actors can also intervene in the process, where relevant. The pilot phase is not launched all at once. It **requires some interim refinement meetings** among the main actors of the SE Living Lab to adjust or refine the content of the co-designed material or activity before start testing it in practice.[26]

Methods/ tools for **co-teaching/ collaborative learning**[27]:

1. *Simulations* (similar to role-playing activities)

2. *Live prototyping*

3. *Case studies through problem-based learning*

4. *Think, Compare, Share* – a collaborative learning method that can be used before the official piloting and can be combined with brainstorming.

5. *Peer teaching*

6. *Gamification (or game-based learning)* - for creating and testing a learning scenario or acting out roles of different actors in SE area.

7. *Open Innovation Hackathon*

Regarding SL activities, students are the protagonists. They test in practice the co-created material, a specific topic that is investigated and enriched with new methods through they previous step while offering service to the community or new ideas to SE organisations-enterprises (e.g., by collaborating with a SE organisation or doing volunteer work). Designing and organising a SL activity is quite challenging; for this reason, educators should be flexible and open to their students' views as the latter group is engaged with the action learning experience. A good and effective SL process (in terms of educational outcomes and learning objectives) **should follow a specific format**. Creating a detailed plan for each step of the SL experience facilitates the discussion with potentially interested students about the whole organisation on the process while keeping also their motivation at a high level. An effective model

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[25] Note: Sometimes, it is likely that the end-users will be the partcipants themselves. The aim is to start disseminating and pilot testing new material with more people form the main target group to get feedback and improve its content.

[26] In the framework of the project, these meetings are called '**ignition**' meetings and are foreseen to take place before and after the learning mobility prior to the official pilot implementation period. More information on this period can be found on D.4.1 in sub-chapter 3.1.3 (*Co-teaching and socially driven approaches* – the role of co-teaching in SE Living Lab framework).

[27] All suggested collaborative learning methods are described in detail in Annex 2 – Step 2 (Experimentation)

to delve into the steps of SL experience is the 'IPARD' process. More specifically, the 'I' stands for **Investigation,** the 'P' for **Planning &Preparation**, the 'A' for **Action** (the most action-oriented part), the 'R' for **Reflection** and the 'D' for **Demonstration,** as the following diagram illustrates[28]:
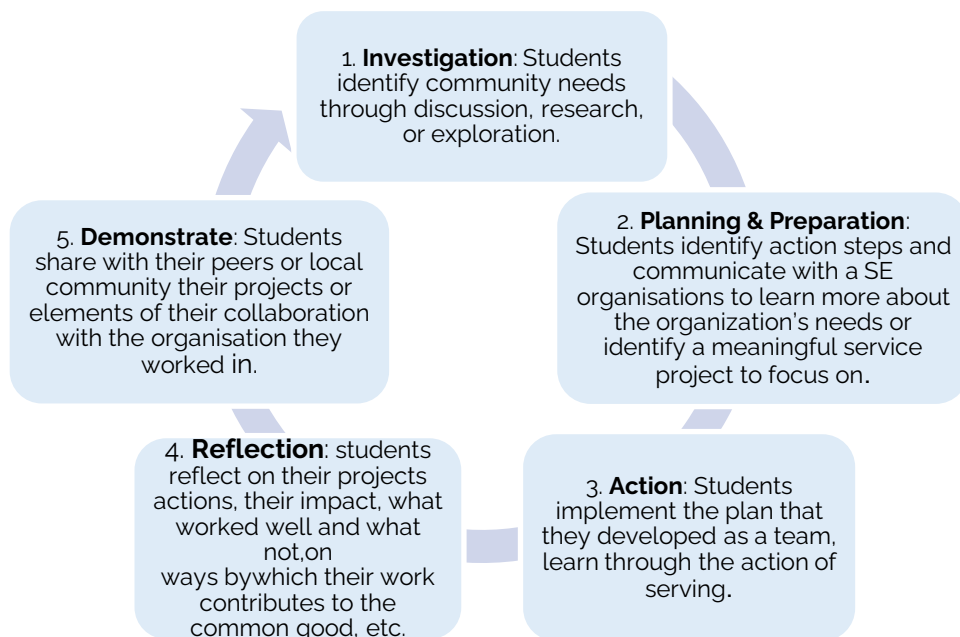
Figure 3. The IPARD process in SL experience
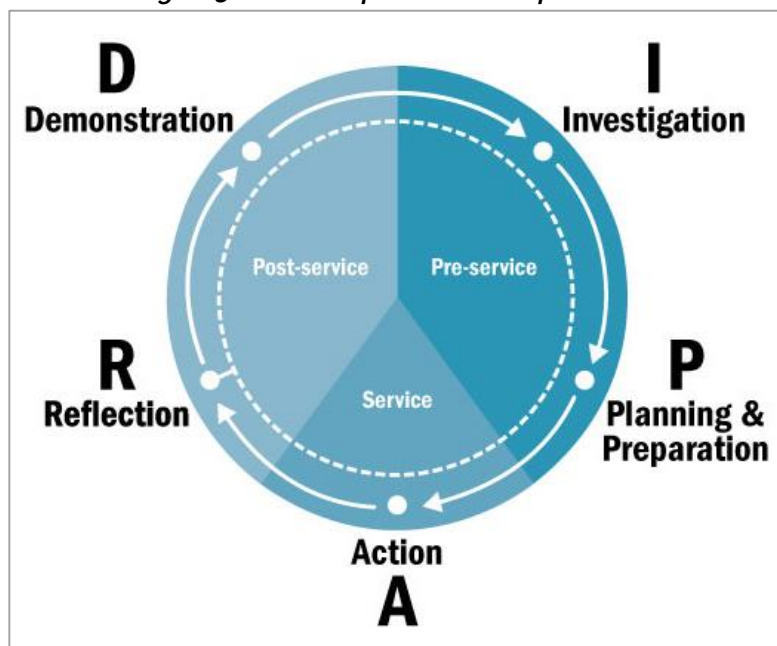
As Figure 3   shows, the experience in a Service Learning (SL) process does not begin immediately with the act of service, nor does it end with the completion of the service activity. This means that there are some pre-service and post-service steps before the actual activity and experience of SL which can also generate new learning and teaching opportunities. In more detail, the goal of the first step (Investigation) of IPARD model is that students and partners begin to identify community needs and its root causes. Based on their research, students continue in the second step (Planning & Preparation) where they try to identify a realistic and meaningful service project with clear goals, timeline, roles, and follow-up. In the next step, students move on the service-action phase and implement their project or they can carry out action-learning activities in the premises of a SE organisation or within a cooperative, reflect throughout the process and share their learnings with the larger community. This is the most important part of the whole experience and a good opportunity for students to collect evidence of their project and its impact. Once they complete the testing of their project (depending on the vailable time they have for this experience) they need to reflect on their experience looking back of what they gained, what lesson learnt they observed and how their academic knowledge or if a theoretical topic they examined was tested in practice successfully. The reflection can also happen in the meantime, during the service activity itself, so it is not necessary to be implemented only after the completion of the activity. Finally, there is a second activity in the post-service part, called as 'Demostration'. Here, the students can share share their experience more broadly with their local, national, or worldwide community.

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[28] Inspired by the following source: National Youth Leadership Council. (N/A). Service-Learning Action Plan. https://www.montana.edu/extension/4h/documents/volunteer/volunteer_webinars/2014.11.25_AK_Service%20Learning%20Action%20Plan.pdf
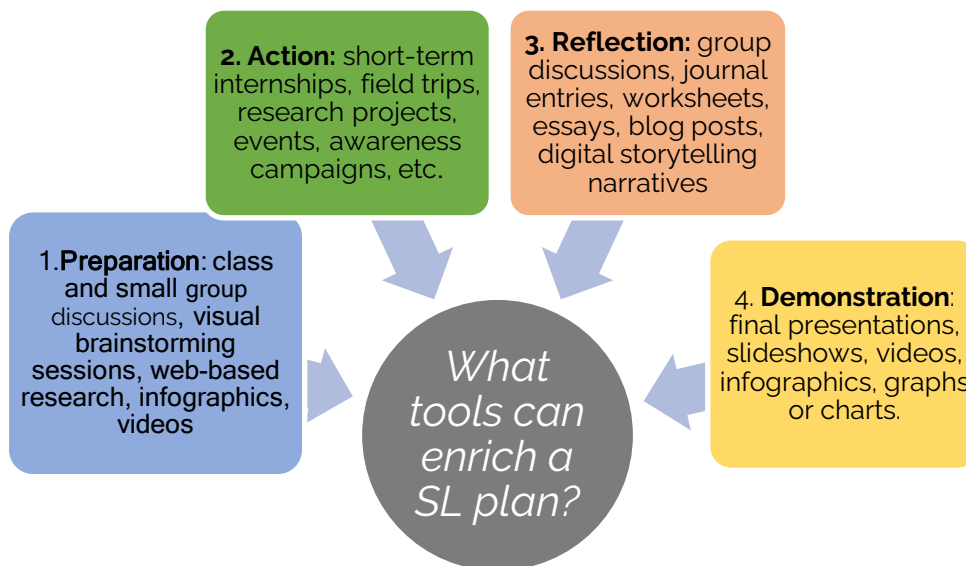
Figure 4 explains as summary how the IPARD process in SL is unfolded in practice[29]:

Figure 4. What each step of IPARD process includes?

1. **Investigation**: Students identify community needs through discussion, research, or exploration.

2. **Planning & Preparation**: Students identify action steps and communicate with a SE organisations to learn more about the organization's needs or identify a meaningful service project to focus on.

3. **Action**: Students implement the plan that they developed as a team, learn through the action of serving.

4. **Reflection**: students reflect on their projects actions, their impact, what worked well and what not,on ways bywhich their work contributes to the common good, etc.

5. **Demonstrate**: Students share with their peers or local community their projects or elements of their collaboration with the organisation they worked in.

Additionally, we suggest few more methods for integrating SL steps in the pilot testing of a new co-designed material or activity:

Figure 5. Ideas and methods to organise and perform Service Learning (SL) activities

1. **Preparation**: class and small group discussions, visual brainstorming sessions, web-based research, infographics, videos

2. **Action:** short-term internships, field trips, research projects, events, awareness campaigns, etc.

3. **Reflection:** group discussions, journal entries, worksheets, essays, blog posts, digital storytelling narratives

4. **Demonstration**: final presentations, slideshows, videos, infographics, graphs or charts.

What tools can enrich a SL plan?

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[29] Inspired and adapted based on the following guide: http://mgprograms.org/ipard-service-learning-process/#1601657331104-e9520148-8abb

Additional methods for the part of 'Action' (Service) in SL:

(also presented in more detail in Annex 2 (in the *Experimentation* phase)

Action learning groups[30]	It involves an activity that can run throughout the period of the module, for example in *weekly seminars*. It can focus on the way through which a business or a SE enterprise operates.
Short-term placements in a SE organisation or a cooperative	Placements are one of the best ways to engage students in the real environment of a SE organisation. They can be organised either as the experiential part of a new course or as additional action-learning process to help students collaborate in practice with SE organisations and familiarise on a daily or weekly basis with their way of operation.
Volunteerism or job-shadowing	The benefit of volunteerism, community service or even job-shadowing is that students can get hands-on experience about how a SE organisation operates. Job shadowing is described as '*on-the-job*' learning process in which a new employee (in our case one or more students) observes and follows a skilled professional or colleague. Depending on the topic they examine during the SE Living Lab's activities, they can adapt the focus of their engagement in the SE organisation. For example, suppose that the final goal of SE Living Lab is the improvement of cooperation between a university and SE organisations. During the experimentation phase students, apart from co-creating new forms of collaboration, can work along with SE entrepreneurs, following their practices and learning how to carry out every day tasks in the work environet of a real SE organisation. **You can find more information in the following links**: https://www.peoplehum.com/glossary/job-shadowing https://www.gartner.com/en/human-resources/glossary/job-shadowing

Methods for reflection after a SL activity[31]:

Class presentations	An effective technique to use in the middle or at the final part of a course. Students can share their learning with peers through a video, a bulletin board, PowerPoint, Web page, panel discussion, or in Canva. This is an opportunity for students to synthesize and summarize their learning over the entire course and connect the classroom knowledge and outdoor learning.
Writing essays as *small narratives or articles*	Reflective essays are a more formal or traditional example of describing a SL experience. Reflective essays can focus on personal development, academic connections to course content, or ideas and recommendations for future action in relation to what was co-created in the first activities in the Exploration phase. A combination of an essay with a short video of a student presenting the benefits and main points of their SL experience

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[30] This idea was inspired by the UK partners' report form their local workshops. It was suggested by some real participants during their brainstorming activity.

[31] These activities for reflection as one of the parts in a SL activity are inspired by the following source: https://cdn.cocodoc.com/cocodoc-form-pdf/pdf/68419622--Service-Learning-Toolkit-for-Faculty-Gateway-Technical-College-gtc-.pdf .

	is an additional idea that SE Living Lab's participants could apply.
Journal-based methods	This is a written exercise in whicjh students reflect on their SL experience. Indicative types of journaling methods are the 'Three-part Journal', 'Double-entry Journal'.
Community Mural	A less traditional approach to students' reflection that enables students to express feelings and learning from the service experience that also allows for a creative collective statement about aspects of an issue facing a community. Murals are excellent final projects for the end of a course and can be developed in concept and final product over the entire length of the course. Students can use various sources (magazines, newspapers, other art materials) to build their Mural.

Step 3: Reflection and evaluation after the pilot testing of a new method/ material and of the SL experience

Overview- objectives of Step 3:

The main goal of Step 3 is to let all participants that took part in the SE Living Lab's activities reflect upon the **whole** process (from the co-creation activities to the development of an idea and its experimentation) and take stock of what they have gained and how much this experience changed them. Participants can be involved **either in individual activities** with a group discussion at the end or **in some additional, final co-creation activities to reflect upon the knowledge and competences acquired**. Facilitators should implement evaluation activities after co-creationa nd pilot activities so that participants express their satisfaction and suggestions for further improvement.

Below there is a list with typical evaluation activities that can be utilised in each phase to evaluate how effective a co-creation activity or a co-teaching practice is as also to let participants express openly their satisfaction and feedback[32]:

1. **Ad-hoc self-assessment questionnaires:** Examples of self-assessment questionnaires, created for the project's LL and local co-creation workshops, are presented in Annex 2 in Step 3 (*Evaluation and reflection*).
2. **Virtual polls**: a digital polling (e.g., Slido), virtual storytelling videos where students, educators and SE professionals, citizens share their experience virtually or interview each other about the benefits they gained or the challenges they met during the process; another example comes from the SE4Ces learning mobility where an evaluation poll was distributed to: https://www.surveymonkey.com/r/56CLZ8M
3. **Reflective activities:** they can be applied either in groups or individually after a SL activity, where an overall feedback and assessment of students SL' experience can be reported.
4. Creation of a **postcard** addressed to participants' '*future self*'. You can use and adapt to your case this example of the postcard developed for the SE4Ces learning mobility:

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https://docs.google.com/forms/d/e/1FAIpQLSf1lAqq5DF-
kQCMwAVD0n7S52P0KAZRask5KlZNUzJrDLSzYQ/viewform

5. **Ad-hoc interviews**: students can interview SE professionals or educators and the opposite, to see their impression and experience from the process, what suggestions or modifications they can propose to improve the co-created ideas or some parts of the suggested methodology in the future

6. **Democratic evaluation approach**[33]**:** It is a kind of participatory approach in evalution process, where the aim of the evaluation/ assessment is to '*serve the whole community*'. It generally focuses on inclusive practices which foster participation and collaboration.

In the next and last part, you can find a dedicated annex with a list of additional activities and presented participatory methods that offer further guidance and inspiration for the SE Living Labs organisers. Both the activities and the methods can be used in other workshops or pilot activities with a SE educational, promoting inclusiveness, knowledge exchange and more creativity among participants.

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[33] More information for the **democratic evaluation approach** can be found here
https://www.betterevaluation.org/en/plan/approach/democratic_evaluation#:~:text=Democratic%20Evaluation%2
0is%20an%20approach,which%20foster%20participation%20and%20collaboration.

ANNEX 1: CO-CREATION ACTIVITIES FOR FURTHER INSPIRATION

Activities for Empathise stage (1st phase: Exploration)

Activity 1:

Title of activity	*Share Inspiring Stories*
Estimated duration	40-50 minutes
Setting	Ideally: A room that is spacious, with big and clean walls Alternatively, an online collaborative space such as Mural or Miro
Methods used for the activity	Storytelling by opposing playing roles, discussions
Type of activity	Narration through storytelling
Necessary materials	Post-it notes, markers, flip chart, A4 papers or notebooks.
Target groups / participants /beneficiaries	Students, SE professionals, community members as observers
Desired outcomes	- To be inspired by the experience of others - Share ideas and exercise active listening (as core communication skill) - Practise communication through storytelling
Procedure	This activity can start with the participants being divided into groups of 2 and playing a role that is different to the identity of their real life. For example, the group will include a student who will represent a social entrepreneur and respectively a SE practitioner will be in the role of a student who is ambitious and has collaborated with the organisation, by offering social services (as volunteering activity). In the meantime, a professor will take over the role of an observer as researcher who wants to capture their experience from the collaboration of the two. Both persons should imagine a potential positive and negative moment they had during their collaboration, by writing them down or drawing them. Next, they share their experiences with the whole classroom. The facilitators can help participants plan their scenario and storytelling session in a room with plenty of wall space. They distribute post-it notes and markers as well as a tape to attach any sheets of paper to the wall.

	Questions that can support the role players act their scenario:
	Personal details: who did you meet? (profession, age, location etc.)
	Interesting stories: what was the most memorable and surprising story?
	Motivations: what did this participant care about the most? What motivates him/her?
	Barriers: what frustrated him/her?
	Interactions: what was interesting about the way he/she interacted with his/her environment?
Debriefing/ questions/ tips	Small tip: When you share a story/ an experience, when you're sharing stories, do it in a way that feels like everyone can contribute.
Source (if available)	https://www.ideo.com/post/design-thinking-for-educators & https://www.interaction-design.org/literature/article/stage-1-in-the-design-thinking-process-empathise-with-your-users

Activity 2:

Title of activity	*How to strengthen democracy and members' inclusion in Social Enterprises*
Estimated duration	2 hours
Setting	1. A classroom or a space within a social enterprise (e.g. a meeting room with chairs, tables and screen) 2. Virtual room
Methods used for the activity	Value Mapping
Type of activity	Brainstorming and round table discussions
Necessary materials	Pieces of papers, papers, markers
Target groups / participants /beneficiaries	Students, SE practitioners, community members, researchers and educators should be able to contribute with useful feedback and new ideas as potential beneficiaries of this activity
Desired outcomes	

	1. Raise awareness of different methods for strengthening workplace democracy and increase inclusivity in the decision processes and the wider operations of the SEs.
	2. Identify potential challenges and potentialities in democratizing SEs
	3. Come up with concrete ideas and set the foundations for developing an action plan to achieve set goals while recognizing the peculiarities and challenges of each individual case discussed
Procedure	This activity will begin with identifying and describing SE principles, ask participants to identify them and then choose an organisation they know, or they work for to think through the challenges and potentialities of putting these principles in action. In particular, participants would be asked to think of how they could strengthen democracy and inclusion in the organisation of their choice.
Debriefing/ questions	Participants will have the opportunity to ask questions to each other and share knowledge and experience. They will be encouraged to think critically about the practicalities of their ideas and proposals, identify and consider potential challenges and way these could be addressed.

Activity for Define stage:

Title of activity	*Problem Tree Analysis*
Estimated duration	1-2 hours
Setting	- Classroom - Online platforms (e.g., Miro https://miro.com/it/)
Methods used for the activity	- Discussion in teamwork - Brainstorming
Type of activity	Brainstorming mapped onto the tree.
Necessary materials	- Flipchart, markers, tape - Paper posted on the wall for a large tree drawing that will serve to organize the analysis - Cards on which people can write
Target groups / participants /beneficiaries	- Students - SE professionals - SE teachers - Observers

Desired outcomes	Problem tree analysis helps define a problem or a challenge, its causes and the consequences. Also, this analysis helps participants to define what kinds of strategies will be needed in next phases.
Procedure	This activity is best in small groups so that each person in the group has an opportunity to participate. If there are more than one problem, assign each group a different problem. - Introduce the problem tree. Point out the different part of the three and what each represents: ROOTS = root causes of the problem; TRUNK= the problem; BRANCHES= consequences of the problem; - Ask a participant to draw the tree on flipchart paper (or on the online platform). Write the problem on which you are working on the trunk of the tree; - Ask all participants to write on a card the causes of the problem and to tape it to the roots of the problem tree. Repeat the same process with the consequences.
Debriefing/ questions	The facilitators will first ask: *Are the main causes listed? What are the most serious consequences? Why?* Next, they explore the dimension of exploring solutions. Tips: *Put up two sheets of flip chart paper: one that says Solutions and one that says Impact.* Final step: they ask the group to list solutions to the problem. And for each one, note what the hope or impact would be – in other words, how would it eliminate or lessen the causes and/or consequences? They step back and look at the tree and the solutions. - *What does this tell us about the solving this problem? Any insights?* - *What solutions feel the most relevant and impactful?*
Source (if available)	Problem-Tree-Analysis_0.pdf (werise-toolkit.org)

ANNEX 2: PARTICIPATORY METHODS AND TECHNIQUES FOR IMPLEMENTAION PHASE: STEPS 1, 2 AND 3

Step 1: Exploration phase
Empathise sub-step (explore needs/ challenges, gain empathy from others' experience)

Name of tool / method	Short description
Value Proposition Canvas	The Value Proposition Canvas is a tool that usually focuses on understanding customers' problems and producing products or services that solve them. In a SE Living Lab, participants can use it to **investigate the problems and needs that regard their target group** and to start reflecting what is the **value** that will be generated from the solution in the future. For example, if the topic of a SE Living Lab is to co-create and test a capacity buidling programme or mentoring programme for SE graduated students as a form of collaboration between a university and a SE organisation, participants should discuss on the existing needs of latter before beginning to co-develop any new learning opportunity. Second, SL participants should think of how their co-created service on the topic above can create value for end user's and meet their expectations.
Link / source of inspiration	https://unalab.enoll.org/value-proposition-canvas/ https://www.digitalnatives.hu/blog/value-proposition-canvas/

Name of tool / method	Short description
Empathy Interviews	This method can be used at the beginning of a co-creation activity in the Exploration phase. Its goal is to gain a deeper understanding of a user's experience of the issue that participants are working on. It may require little more time than making a simple online desk research, but it can secure more accurate information of what is being investigated. Steps for conducting an *empathy interview*: 1) Identify the issue to focus on 2) Identify your users and which group of SE Living Lab participants can better contribute to this step (depending on who is the targeted audience) 3) Question Selection/Brainstorm: review the sample empathy interview questions on the link below and try to select which are more relevant to apply in tour interview. 4) Select & Organise: Select/organize your top 5-6 questions and be sure which of them are most helpful for your objectives. 5) Develop a plan for whom you will interview, **when** you will interview them, and **how** you will conduct the interview (physically or virtually). Sample questions for conducting effectively empathy interviews: 1. Identify your 'why': **What's your purpose?** Are you collecting

stories to identify or refine a problem of practice? How do you understand the root causes of the problems?

2. Identify whom to interview: **Whose stories need to be heard?**
3. Create an empathy interview team: **Who will conduct the interviews?**
4. Plan the location and date of interview: number of interviews, data management, when, where and how. **What are the logistics?**
5. Prepare for the analysis/ description of needs: **How will you analyze the gathered data?**

Link / source of inspiration	https://ccee-ca.org/wp-content/uploads/2022/06/2018-Empathy-Interviews-Guide.pdf Link for the questions of empathy interviews: https://learningforward.org/wp-content/uploads/2020/10/tool-empathy-interviews.pdf

Name of tool / method	Short description
User Personas	This tool is designed to help participants and facilitators of a SE LIVING LAB. Visualise and better understand their target audience – end-users of their co-designed solution/ service. It is the starting point of their problem exploration journey. This tool can help participants think of particular personas they are designing for a future solution.
Link / source of inspiration	https://unalab.enoll.org/user-personas/ https://uxplanet.org/empathy-map-user-persona-and-user-flow-5299ada245c8

Name of tool / method	Short description
Focus group	A focus group is a planned discussion among a small group (4-12 persons) of stakeholders facilitated by one or more skilled moderator(s). It is considered an effective tool for initial concept exploration, generating creative ideas and can be useful in collecting information on the needs of stakeholders surrounding a particular issue or concept.
Link / source of inspiration	https://cris.unu.edu/sites/cris.unu.edu/files/Toolkit.pdf (p. 97)

'Define' sub-step (create a clearer problem statement and identify the target group):

Name of tool / method	Short description
Challenge Framework	A Challenge Framework is an initial starting point for the design team to make clearer the defined problem – challenge addressed. The participants of a SE LIVING LAB's co-creation activities can use the 5W technique (WHO, WHAT, WHERE, WHEN, WHY – *more details in the link below*) to brainstorm on the problems that are more relevant and affect most their user/target group and then to collectively compose their challenge statement.
Link / source of inspiration	http://toolkit.designthinking-socialup.eu/en/challenge-framework + https://unalab.enoll.org/5-whys/ (an additional source for 5 whys)

Name of tool / method	Short description
4 Ws	Another technique similar to 5Ws that is useful for this stage in a co-creation activity. Participants can use the following questions through a group discussion or brainstorming: 1. **Who is experiencing the problem?** In other words, who is your target user; who will be the focus of our problem statement? 2. **What is the problem?** Based on the observations during the empathize phase, what are the problems and pain-points that frequently came up? 3. **Where does the problem present itself?** In what space (physical or digital), situation or context is the user when they experience this problem? Are there any other people involved? 4. **Why does it matter?** Why is it important that this problem be solved? What value would a solution bring to the user, and to the business?
Link / source of inspiration	https://careerfoundry.com/en/blog/ux-design/stage-two-design-thinking-define-the-problem/

Name of tool / method	Short description
World Café method	The World Café methodology is a simple, effective, and flexible format for organising and hosting large group dialogues. Each element of this method has a specific purpose and corresponds to one or more of the design principles. It can be carried out as a small workshop where participants are divided in groups and discuss for different dimensions over a selected topic which are discussed in separate tables. They switch to another table after some minutes and start reflecting on the other dimensions of the topic. At the end, they all share their ideas on what they explored with their team members. As a participatory method, it can produce rich and innovative results..

Link / source of inspiration	Explore more the World Café in the following link:https://theworldcafe.com/key-concepts-resources/world-cafe-method/ , https://www.youtube.com/watch?v=Tfpyu84pg6k (*How to Run a World Cafe Workshop*)

Ideation sub-step (share multiple ideas and suggest solutions):

Name of tool / method	Short description
Brainwriting	Brainwriting is a tool for generating ideas and suggesting solutions to a problem. It is an idea generation technique that complements – and in many cases improves - the traditional brainstorming tool. SE LIVING LABfacilitators can ask participants to write down their ideas about a particular question or problem on sheets of paper for a few minutes; next, they help each participant pass their ideas on to someone else, who reads the ideas and adds new ideas. After 10 to 15 minutes, they collect the sheets and post them for immediate discussion. Instead of sheets of paper, coloured post-its can be also used.
Link / source of inspiration	https://unalab.enoll.org/brainwriting/

Name of tool / method	Short description
Social Business Canvas	The Social Business Canvas is a visual map of the key stakeholders and the value propositions that a particular design solution or concept offers to them. The social purpose is placed at the heart of the model as it pays attention to what is important from a social perspective. This model can be used if participants in a SE LIVING LAB are going to co-create something related to how a SE enterprise operates.
Link / source of inspiration	http://toolkit.designthinking-socialup.eu/en/social-business-canvas http://toolkit.designthinking-socialup.eu/images/pdfs/SocialUP_Tools_v4-K.pdf (template)

Name of tool / method	Short description
'*How Might We*' Statement Cards	This type of *Ideation* activity aims at framing participants' defined challenges as *How Might We* questions through which they will set themselves up for an innovative solution. Participants try to reframe their insight statements (from the two previous stages – *empathise and define*) and to turn any existing challenges-problems related to the examined topic into opportunities to find solutions.

Link / source of inspiration	https://www.designkit.org/methods/3 & Steps for '*How Might We*' activity in Ideation stage : http://toolkit.designthinking-socialup.eu/en/how-might-we-statement-cards an indicative template to fill in this activity: http://toolkit.designthinking-socialup.eu/images/pdfs/A0-Dimention_SocialUP_1.13_HOW_MIGHT_WE_CARDS_v1.pdf

Name of tool / method	Short description
Role playing	A role-play as such is not so easy to design but when trying to create a product or service (e.g., a new module, a new form of collaboration between a university and a SE enterprise) it can be a helpful method in figuring out user requirements, expectations, competencies, supporting different views and acting out various roles, as well as instilling a feeling of 'ownership' within the users. In a role-playing activit students, SE professionals and teachers are called upon 'playing' particular roles to see concepts and new ideas from different perspectives. In order that the group elicits different perspectives on these concepts, one or more persons can play the role of a proponent, another an opponent and a third part the devil's advocate.
Link / source of inspiration	http://toolkit.designthinking- socialup.eu/en/role-play-acting (this link provides 12 steps to organise a role-playing activity) & https://www.designkit.org/methods/role-play

Name of tool / method	Short description
Making educational podcasts	Podcasts can be an incredibly versatile tool in the modern classroom, online or off. In the context of a SE LIVING LAB, they can be the form of a new prototype or a new form of communication between universities and SE organisations. Podcasts can be used in various cases: e.g. recording of classroom expectations at the beginning of the year, sharing teaching advice with other educators, supplementing course material with outside experts. What material is needed to get started? 1. **Microphone–** Any microphone will work but choosing a higher quality model will make a difference. Typically, a USB version will be a better choice for a beginner, as it does not require purchasing any additional equipment. 2. **Headphones** – These will allow you to hear your audio as your listeners will and you can use virtually any headphones you already have. 3. **Computer**– Again, if you have a computer (Mac or PC) or access to a lab on campus, it should work for podcasting. 4. **Audio Recording and Editing Software**–Good and free audio recording and editing software is Audacity . You can download it for free–check from the link below.
Link / source of inspiration	https://media-and-learning.eu/files/2021/07/Handout-how-to-make-an-educational-podcast_CFI2018.pdf (p. 8) & https://www.codlearningtech.org/2016/06/21/the-beginners-guide-to-educational-podcasting/

Step 2: Experimentation phase

Methods for co-teaching/ collaborative learning

Name of tool / method	Description
Think, Pair, Share (TPS)	This is a common method of collaborative learning that can start in classrooms. It can be the first part of piloting through discussion and brainstorming. It is a cooperative learning activity that can work in varied size classrooms and in any subject. Educators and SE professionals can take over the role of two instructors who pose a question over the topic under which they have co-developed a solution. Students first THINK themselves prior to being instructed and discuss their response with a person sitting near them (PAIR). Finally, the groups SHARE out what they discussed with their partner to the entire class and the discussion continues. Students get time to think critically, and TPS provides an opportunity for students to **work in groups** toward a common goal, increasing their own and others' understanding in a safe environment to make mistakes. TPS helps students and other participants practice their communication and problem-solving skills. It can be organised as a 5-minute activity or in some cases it can last approximately 30 minutes.
Link / source of inspiration	https://www.kent.edu/ctl/think-pair-share

Name of tool / method	Description
Simulations	Simulations is a collaborative learning exercise where students are asked to adopt roles as they perform the work of a *problem-solving* group. Students of government and politics, for example, might take on the roles of business owners, city council members, and neighbourhood advocates in a potential dispute. This activity is the perfect moment for practising conflict management and negotiation skills. An example of Simulation in the field of entrepreneurship is the *Startup Game*, as one of The Wharton School's most popular simulations: https://hbsp.harvard.edu/product/WH0001-HTM-ENG?Ntt=
Link / source of inspiration	https://tltc.umd.edu/instructors/resources/collaborative-learning

Name of tool / method	Description
Live prototyping	Live prototyping is described as a '*chance to run your solution for a few weeks or months out in the real world'.* It can run from a few weeks to a few months, while it offers co-creators of SE LIVING LABthe possibility to observe how all parts of their solution/ co-designed idea work together as one system. It is

Link / source of inspiration	This link provides specific steps for applying a 'live prototyping'. https://www.designkit.org/methods/live-prototyping

Name of tool / method	Description
Peer teaching	Peer teaching is an effective means both for the student-as-teacher and student-as-learner to learn new concepts. One example of peer teaching is tutoring, which means guiding the learning of a newer student. This can be as informal as a brief discussion in which a student explains a concept or clarifies a misunderstanding. It can also be combined with a role-playing activity.
Link / source of inspiration	https://tltc.umd.edu/instructors/resources/collaborative-learning

Name of tool / method	Description
Open Innovation Hackathon	It is a game-based and interactive way of experimenting with defined challenges and an initial prototype, an initial form of a co-created solution/ idea. It can be applied as a collaborative learning method before the official piloting of an idea with a wider audience or real end-users, especially if there is more than one suggested solution. The managers or facilitators (in a SE Living lab these can be SE professionals and trainers from university) divide the rest of participants in teams where each team tries to defend their co-created solutions. They present their idea into a panel of experts, designers, educators and businessmen. The panel votes for the best idea, by evaluating each devised idea based on specific criteria, as proposed below: (i) **feasibility of idea**, (ii) **cost-effectiveness** of idea, and (iii) **how rational the idea is**, (iv) **originality of idea**. This is the stage where ideas are carefully reconsidered collectively. For each idea, participants can assign points for each criterion, through a process of open voting and democratic discussion: 1 if the idea scores very poor for that criterion, and 5 if it scores very well. This method will facilitate the process and produce clear quantitative results, showcasing which idea(s) should become prototyped solutions.
Link / source of inspiration	https://unalab.enoll.org/open-innovation-hackathon/

Name of tool / method	Description
	Problem-based learning (PBL) is a collaborative learning method where educators in collaboration with SE professionals introduce a specific problem to students, usually in groups, over an

Problem-based learning	extended period, and requires that they understand the problem and begin to propose a response or solution. PBL is also a method to test through real-life cases any examined problems - challenges on which the co-created solution focuses, including a 'learn by doing' approach. It can be incorporated into any learning situation and can be part of pilot testing of an idea in a SE LIVING LAB. In this case, participants can change roles as well and if it fits to the examined topic and scope of the co-created idea, students can play the role of instructor, making the learning process more intriguing and interactive.
Link / source of inspiration	https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/problem-based-learning-(pbl)

Additional examples for applying **SL-related activities**:

Name of tool / method	Description
Field trips or community service	An example of community-based learning or SL activities. The field trip can be the experiential manifestation of co-created material or activity, in the context of a curriculum. Students are placed in selected service sites where they work individually or collectively?. They apply their knowledge and skills to complete their hours of service. Careful reflection on the activities after the implementation of the field trip should include an analysis of what went well or not, and what was unexpected in the activity.
Link / source of inspiration	https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/community-based-learning-service-learning

Name of tool / method	Description
Action learning groups	This method fits to the scope of SL or the action-learning process. It was suggested during the UK local co-creation workshops when discussing about the *challenges of running a SE organisation*. The method can take the form of an activity that could run throughout the period of the module, for example in weekly seminars. It focuses on the way through which a business or a SE enterprise operates. Participants can think in groups about a SE organisation which they would create as potential SE entrepreneurs, reflecting on all elements required to set it up: *business plan, marketing, finance, staffing, governance structure.*
Link / source of inspiration	Inspired by participants' ideas during the UK co-creation workshops.

Step 3: Evaluation and reflection – additional suggested methods/ tools

Name of tool / method	Short description
Storytelling[34]	An individual self-assessment evaluation approach. Storytelling and narratives are a powerful mode of human expression that help make sense of the past experience and understand possible futures or areas for improvement from a speaker's narrative. It is often used to identify issues or gaps experienced by participants during the process and to facilitate reflection on users' experiences and on the initiative's impact on their personal or professional development.
Link / source of inspiration	https://www.betterevaluation.org/evaluation-options/stories

Name of tool / method	Short description
Self- assessment questionnaires	This type of evaluation form was used for the first co-creation activities of SE4Ces project (i.e., the LL and the co-creation workshops). Universities that organise their own SE LIVING LAB can take ideas of the questions and categories that each questionnaire included. In a SE LIVING LAB's activities, such questionnaires can be created both for co-creation activities of *Exploration* phase and for the pilot activities of *Experimentation* phase (after a co-teaching activity).
Link / source of inspiration	Examples of self-managed questionnaires from the project's activities: https://docs.google.com/forms/d/e/1FAIpQLSdGP5DHg5rWaVMe_j_DCLFmuSslIpc20pi4f9qHM3rj9E9xbQ/viewform → evaluation questionnaire for workshops https://docs.google.com/forms/d/e/1FAIpQLScY_Z_VegoI3bKutKwHstABrIswhrTpu155p2gh5p2FcDMI4w/viewform --> evaluation questionnaire for the 1st (introductory) Living lab

ANNEX 3: ICE-BREAKING ACTIVITIES

Below, there are a list of **indicative icebreakers** to create links and teambuilding within a group during a co-creation event or before starting a collaborative teaching process. These activities can be adapted to **both physical and virtual events**. They are mainly addressed to people who **do not** know each other, that is why they are suggested for teambuilding for enabling participants 'breaking the ice' and getting to know each other more positively and warmly.

1st proposed activity: *Common features game [35]*

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[34] Salm, M. & Stevens, K. (2021). Stories. *Better Evaluation*.
[35] Inspired by https://www.starfishtaylor.com/team-building-icebreaker/

Divide the whole group in small groups of 3. For 10 minutes, each group will have to find as most common features as possible. It can be anything as long as they all share this common feature. At the end of the 10 minutes, one person from each trio has to share with the rest of the group, the number of common features identified, as well as the funniest of them. This game allows the group to get very quickly to know each other.

2nd proposed activity: *Guess who?*
Each participant has to write 3 facts on themselves on a piece of paper. You can either leave them free of choosing which info they would like to share or suggest topics (*why are you here? what is your superpower? what are you passionate about?* etc.). Then, fold the pieces of paper, mix them up and redistribute them randomly to each participant. Thanks to the 3 elements written on the piece of paper, they will have to find out who wrote it, as fast as possible, by asking questions to other. Once each person has been recognized, each participant should present to one they found thanks to their piece of paper.

3rd proposed activity: *Hidden talents*
Before the event, reach out to each attendee to collect one funny (or not) hidden talent. Each person taking part in the event should have given his/her hidden talent. When the event starts, distribute pieces of paper with all the talents listed: the objective is for each attendee to be the fastest to recognize which talent belongs to who. It is also possible to do this exercise in small groups: the fastest group to recognize everybody wins!

4ᵗʰ proposed activity: *3 words*
The participants write down in a whiteboard or in a space in Jamboard 3 words that come in their mind when you hear the term Social Economy (SE). Then, a short reflective discussion on the benefist of SE in education area is applied.

5ᵗʰ proposed activity: *Two truths and a lie [36]*
Before a co-creation workshop/ activity, the facilitators explain orally to all participants the game. Participants are divided in small groups. Each member of a group is asked to introduce themselves with **three** statements—**two truths and one lie**. Then, the group has to decide which statement they believe is the lie. It's an ideal game for a small to medium size of people, and you can easily break a larger crowd into smaller groups to play during a networking or team bonding event.

Additional suggestions for warm-up activities[37]:

1. https://www.sessionlab.com/library/energiser
2. https://www.howspace.com/resources/13-online-icebreakers-energizer-activities-and-games-to-make-your-next-workshop-more-engagingecono

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[36] Inspired by the following activity: https://www.inhersight.com/blog/networking/two-truths-and-a-lie
[37] Source of the image: https://base.socioeco.org/docs/0679b3_83c9853549b84589bc03bde5880ce657.pdf

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