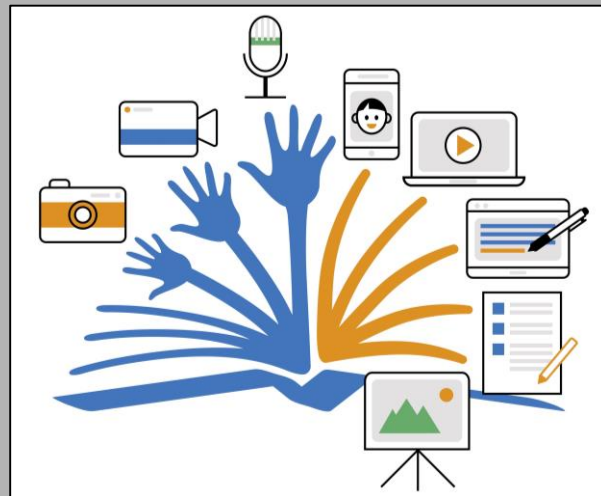




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Entrepreneurial skills
for young social innovators
in an open digital world



Business model design for open educational resources in the field of digital social innovation and entrepreneurship education: Experiences and challenges

Hollauf Eva-Maria BA, Salzburg Research, Austria

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»Bridging Social and Business Innovation«

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Overview

- Institutional background to interdisciplinary innovation research work
- Research question & relation between business models for Open Educational Resources (OER) in field of social innovation
- Research method (case study approach)
- Findings - Overview Good Practises
- Considerations how to leverage the effect of open licenced educational resources

Applied Innovation Research in Salzburg, AT



Energy

Digital
Economy



Tourism



Research and
Technology
Organisation (RTO)



Foundation: 1996



Employees: 65



Turnover: 5 Mio. EUR



Ownership Structure:
„Land Salzburg“ (100 %)



Enterprises



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Networks



Health



Innovation



Mobility





Innovation
through
different
perspective



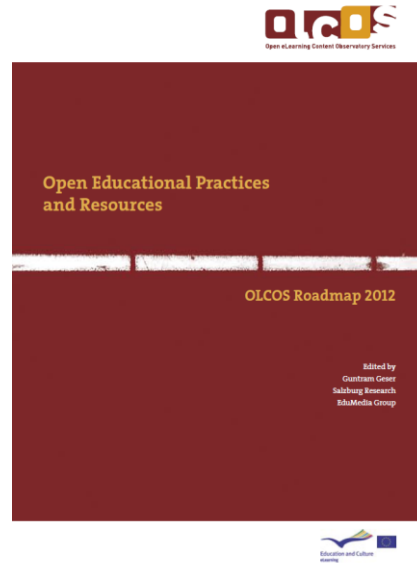
Innovation
By coping
with
uncertainty



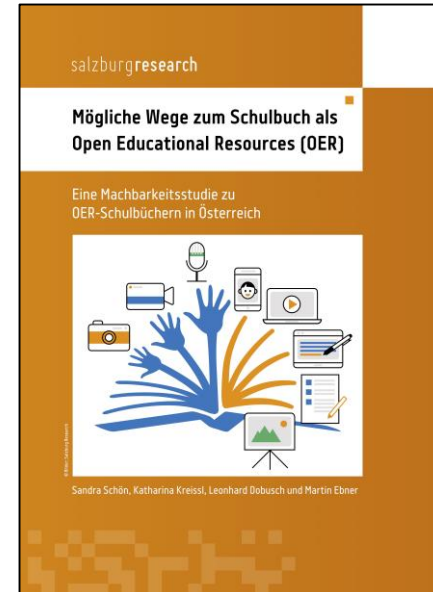
**Innovation management
research**
as bridge to the
yet unknown future

Innovation Lab der Salzburg Research
Interdisciplinary R&D Partner for Digital Innovation

Business Model Innovation & Open Educational Resources (OER)



<https://www.olcos.org/english/roadmap/download/index.htm>



<https://www.salzburgresearch.at/publikation/moegliche-wege-zum-schulbuch-als-open-educational-resources-oer-eine-machbarkeitsstudie-zu-oer-schulbuechern-in-oesterreich/>

I. Challenge in the current EU H2020 project DOIT



Entrepreneurial skills
for young social innovators
in an open digital world

**How to scale / fund the initiative beyond
project end and public funding?**

I. DOIT in a nutshell



Entrepreneurial skills
for young social innovators
in an open digital world

DOIT develops, pilots, scientifically evaluates and disseminates

- a new learning approach (**DOIT programme**),
- materials (**DOIT toolbox for learners and facilitators**)
- and experiences (**DOIT actions/week**)

for an early entrepreneurship education for children
from 6 to 16 years which builds upon social innovations
within makerspace settings.

Duration: 10/2017-09/2020

Grant: EU-H2020 Research & Innovation Action: 770063
(2,4 Mio.€)

Project coordination:



Project partner:



I. RQ: Relation between business models and OER?

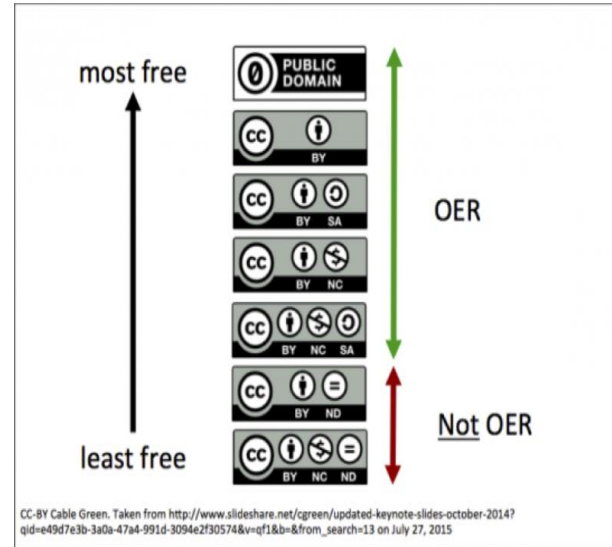
- What types of business models are known in literature and practice for openly licensed educational resources (OER)?
- What examples can be found among European educational projects that claim to deliver OER (SEI and other good practises)?
- What questions arise concerning a sustainable business model needed for future maintenance and development of DOIT materials?



CREATIVE COMMONS Licenses

<https://creativecommons.org>

- Available free of charge – shared esp. on the Web
- Can be re-used (copied), adapted and disseminated – regulated by open licenses
- Follow the principles of open software standards
- Support open learning and teaching settings



<https://www.ccoer.org/learn/open-licensing/>

Open Business Model Canvas

Designed for:

Designed by:

Date:

Vers: 3

Overall Open Environment Business Fits In?

Key Partners



Key Activities



Value Proposition



Customer Relationships



Customer Segments



Key Resources



Channels



Cost Structure



CC License



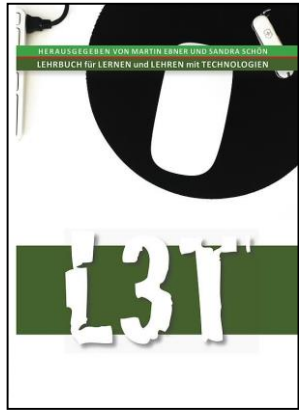
Social Good



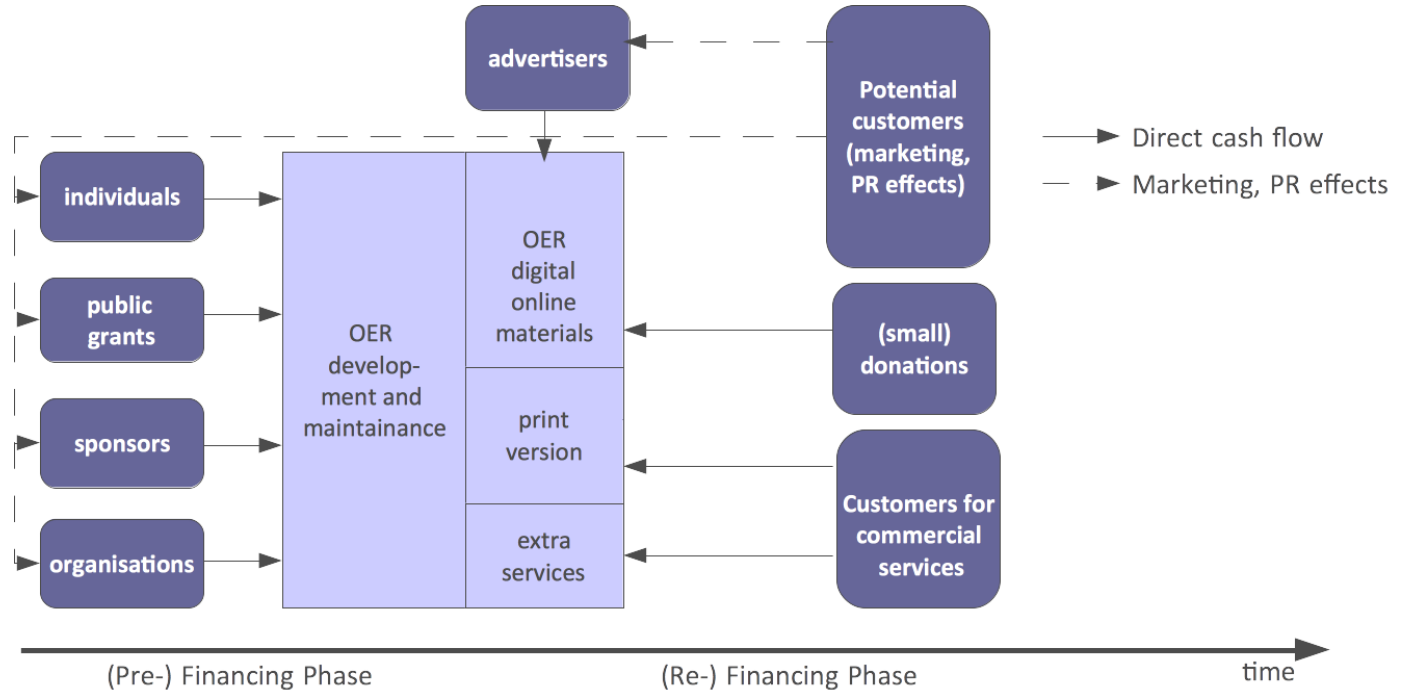
Revenue Streams



I. Business model for OER – Revenue scheme



<http://l3t.eu/homepage/das-buch/ebook-2013>



I. Types of business models for OER in practice

<i>Name</i>	<i>Community-Based Model</i>	<i>Revenue-Based Model</i>	<i>Philanthropy-Based Model</i>
Scarce resource	Engagement of Community Members	Revenue of Users	Donors and funding volume for specific purposes (of OER)
Measure for Success	Size of community Dynamic of community	Revenue	Donor money

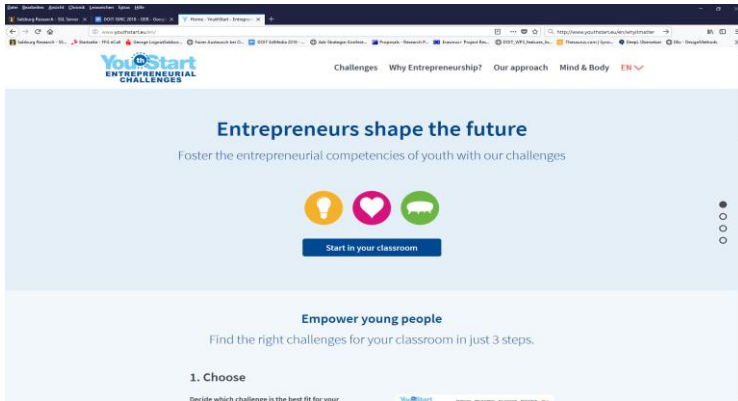
Table 1: OER sustainability models

Source: Orr, Rimini & van Damme, 2015, p. 111, Figure 10.1

II. Research Method – Case study approach

- Case selection criteria
 - European public funding
 - Different domains/ themes
 - Educational material available
- Resources
 - Database H2020 projects, Erasmus Programme (www.cordis.europa.eu/projects)
 - Filter: OER in abstract; CC licenses
 - Detail Material-analysis; OER production lifecycle description

II. Case 1 : YOUTH START – CC BY-NC



<http://www.youthstart.eu>

Name of project <i>URL (Duration)</i>	YouthStart - Entrepreneurial Challenges <i>http://www.youthstart.eu/de/ (2015-2018)</i>
Project objective	The aim of the project is to help students to develop entrepreneurial competences and improving their chances in the labour market by using so-called “challenges”.
Type of OER material produced	Materials: worksheets for students and teachers, videos: English and German. Topics: language, economics, sports or personal development.
Type of licence	Licence used: All materials are published under CC BY-NC; worksheets have no information about license
Funding	Erasmus+ Programme of the European Union

II. Findings: CASE 1 – CC by NC

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Kompetenzzentrum für wertebasierte Wirtschaftsdidaktik der KPH Wien/Krems

„Wir schaffen Wert“ (www.youthstart.eu)
1. Auflage, Wien
Konzept und Text: © Heidi Huber und Gerald Fröhlich
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Hero Challenge B1
You® Start Entrepreneurial Challenges



Worksheet 1: Interview an Entrepreneur!



1. Prepare a presentation of about 5 minutes (using the worksheet) to the class. Divide the presentation time equally

2. Questions should be answered (note: you have already answered which questions you will ask during the interview. Questions 1, 3 and 4 must be asked.):

3. Does the person/business or NGO have? (up of people) developed the business idea? business idea offer customers? business idea implemented?

4. How did the success of the business and which have

5. What advantage(s) does the business idea have today?

6. How would they give students who want to develop and

7. How does the graphic design of an interview sheet with all the

8. How did the student to ask and with room to write the answers?

9. How did the student to show interest in my interviewee, what they do and

10. How did the student to create a relaxed environment during the interview?

11. How did the student to show sincere interest in what they were saying by asking

12. How did the student to show clarification?

13. How did the student to show questions at the end of the interview?

14. How did the student to show evaluation? This is only appropriate if your interviewee

15. How did the student to show feedback?

16. How did the student to show notes down related to the questions I asked?

17. How did the student to show use and simple words what he/she said?

18. How did the student to show a concise summary?

19. How did the student to show a down key words that summarise what is said.

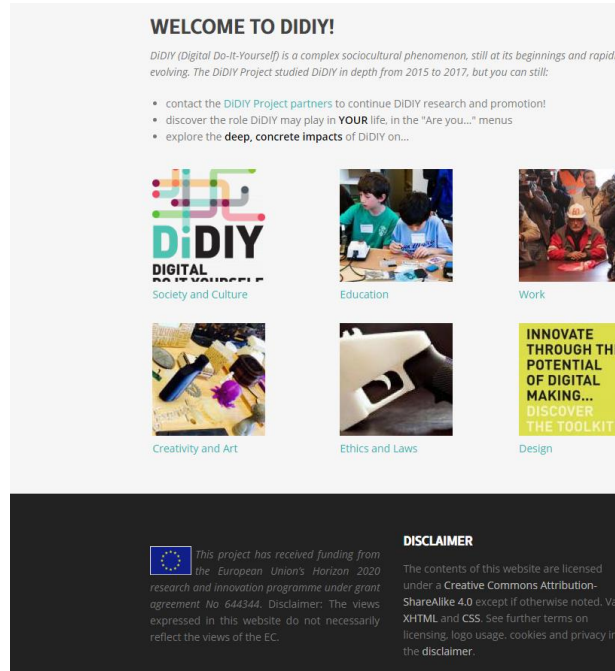
20. How did the student to show a clear presentation?

21. How did the student to show a new way, as opposed to reading from a text? Do you

22. How did the student to show a clear audibility?

23. How did the student to show a clear use of your words inspire your listeners?

II. CASE 3 – Digital DO-It-Yourself: CC BY-SA



Name of project <i>URL (Duration)</i>	DiDIY - Digital Do-It-Yourself <i>http://www.didiy.eu/ (2015-2017)</i>
Project objective	The aim of the project is to define concepts and models to describe the current and future development of DiDIY. These concepts and models will be translated into guidelines to support future DiDIY thinking
Type of OER material produced	Videos, online course, sheets, policy pattern, manual
Type of licence	Material: Videos (no CC -license), video online course (CC BY-SA 4.0), fact sheets (CC BY-SA 4.0), DiDIY policy patterns wiki (CC BY-SA 3.0), DiDIY Guidance Manual (CC BY-SA 4.0)
Funding	European Union's Horizon 2020 research and innovation programme

Figure: DiDIY-project homepage, URL:
<http://www.didiy.eu/> [accessed: 11.07.2018]

vor 2 Jahre | Mehr

Aurelio Ravarini shares some thoughts about the impacts of Digital DIY (DIDIY) on work organizations.

This video is produced by the DiDIY Project (<http://www.didiy.eu>), as part of the course "Rights and responsibilities", available online at <http://www.didiy.eu/courses/201604/digi-responsibilities>.

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The DiDIY Project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 644344. Disclaimer: The views expressed in this paper are only those of the author(s) and do not necessarily reflect the views of the EC.



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CONTACT

Contact the DiDIY project [here](#)

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II. CASE 4 – OLCOS CC: Inclusion WIKI-Educator Portal CC BY-SA 3.0

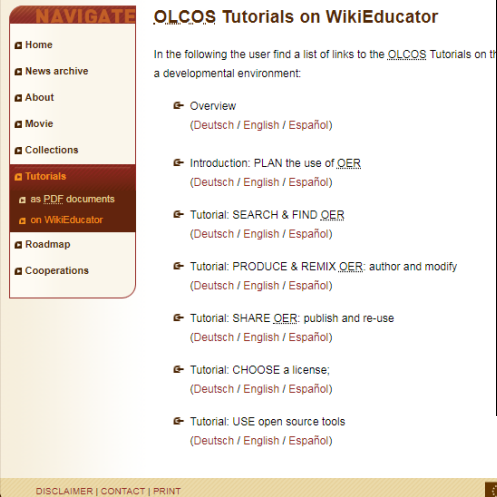
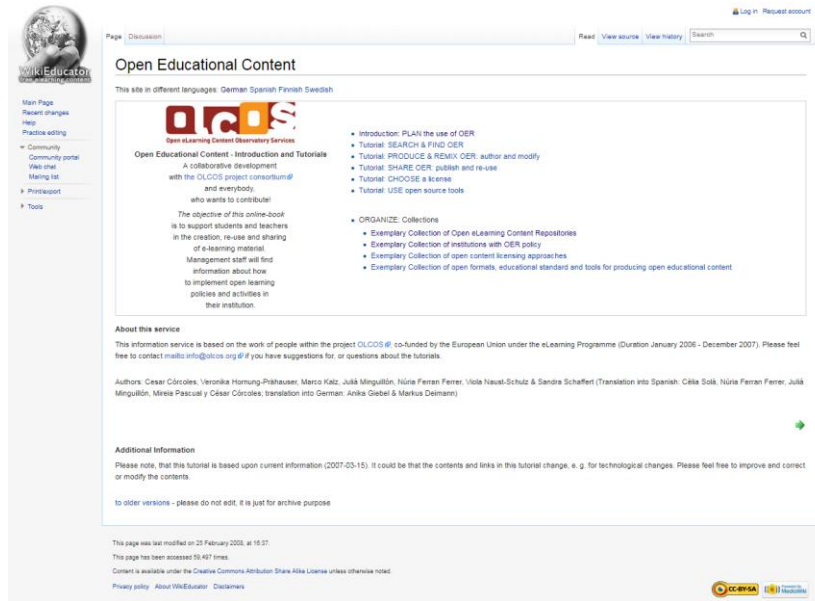
 <p>OLCOS Tutorials on WikiEducator</p> <p>In the following the user find a list of links to the OLCOS Tutorials on the WikiEducator platform in a developmental environment:</p> <ul style="list-style-type: none"> Overview (Deutsch / English / Español) Introduction: PLAN the use of OER (Deutsch / English / Español) Tutorial: SEARCH & FIND OER (Deutsch / English / Español) Tutorial: PRODUCE & REMIX OER: author and modify (Deutsch / English / Español) Tutorial: SHARE OER: publish and re-use (Deutsch / English / Español) Tutorial: CHOOSE a license; (Deutsch / English / Español) Tutorial: USE open source tools (Deutsch / English / Español) <p>DISCLAIMER CONTACT PRINT</p> <p>Co-funded by the European Commission eLearning</p>	<p>Name of project <i>URL (Duration)</i></p>	<p>Open eLearning Content Observatory Services (OLCOS) <i>https://www.olcos.org (2006 -2007)</i></p>
	<p>Project objective</p>	<p>The project is an online information and observation centre for promoting the concept, production and usage of OER, focusing on open educational content in Europe.</p>
	<p>Type of OER material produced</p>	<p>Website, tutorials, PDF documents, all tutorials are as well available at the Wikieducator.org platform</p>
	<p>Type of licence</p>	<p>CC BY-SA 3.0 (tutorials)</p>
	<p>Funding</p>	<p>Co-funded under the European Union's eLearning Programme</p>

Figure: OLCOS tutorials on WikiEducator, URL: <https://www.olcos.org/english/tutorials/on-wikieducator/index.htm> [accessed: 11.07.2018]

II. Findings: CASE 3 – OLCOS Inclusion WIKI-Educator Portal CC BY-SA 3.0



- Still available resources (almost beyond 10 years of project end)
- Adapted in more languages
- Used for new educational services/ training

Figure: OLCOS WikiEducator, URL: http://wikieducator.org/Open_Educational_Content [accessed: 11.07.2018]

IV. Preliminary findings overview

- Quantitative indicators for usage of OER material difficult to retrieve
-
- Business model considerations for OER focusing funding development;
- OER projects try to get sponsors, small refinancing, communities
- The long term usage needs further investigations.

V. Open questions and outlook

- How can long term usage, maintenance and exploitation of OER be guaranteed?
- What can we learn from related branches (e.g. open source software)?
- What services can be used for future financing of the OER maintenance?
- How could DOIT be established as a brand?

Join our DOIT research network!



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