Massidea.org

Teacher's Toolkit – One-Stop-Shop to Using Massidea.org
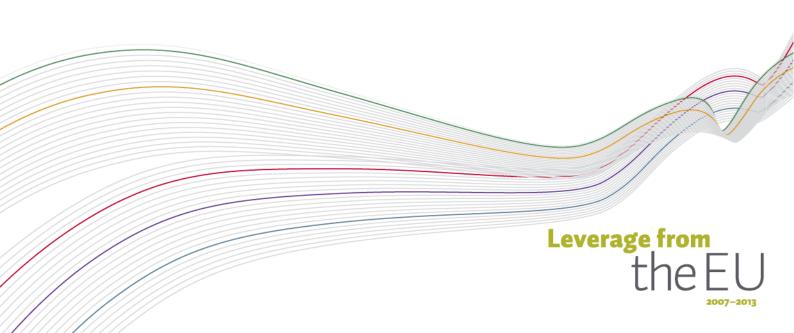
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Abstract

Creativity, innovative thinking and readiness for multicultural collaboration are qualities, which are valued by, if not required in modern working life. Therefore educational institutes need to develop their models and tools to better prepare and educate their students for this particular reality.

Massidea.org is an innovative tool for learning and it's most notable benefits come from taking teaching and learning outside traditional classrooms. It is a global, open for all, environment for creativity, collaboration, innovation and brainstorming. It provides international visibility for students and teachers as well as for educational facilities, their study programs, curricula, study modules and projects.

The Teacher's Toolkit offers practical insight for utilizing this open innovation environment in education. It aims to provide professional educators direct and valuable guidance for improving and modernising studies by integrating Massidea.org to courses, projects or other study related activities.

The Toolkit is divided to four main sections. The first chapter introduces Massidea.org, its key elements and the benefits it brings to different target groups. The second chapter provides guidelines on different Massidea.org features and functions as well as a short introduction to article writing and constructive feedback. The third chapter contains case examples of Massidea.org's successful implementation. The fourth and final chapter provides step-by-step guidance on how Massidea.org can be implemented to different types of activities typical to educational facilities everywhere.

Massidea.org is actively looking for new partners and trying to expand its network even further. We hope this toolkit will convince you to join our ever-expanding network and help you to take the first steps in becoming a part of a global network of innovators. Join Massidea.org and colour the universe with smashing ideas!

1   Introduction

Massidea.org provides a global innovation portal for students, educators, private individuals, companies, organisations and other communities, where they can share and discuss their ideas, challenges and visions with each other. Massidea.org's mission is to boost individual and communal creativity which in turn can lead to new innovative solutions, products or services. Massidea.org helps bringing individuals or groups e.g. a student and a company representative, together who would not necessarily collaborate in other circumstances. We

believe that when a wide range of people and their different yet complementary insights come together, an innovative outside-the-box thinking is possible.

Technologically Massidea.org is grounded on open source solution and it is being developed by a group of universities in a European Social Fund funded project. In 2008 Massidea.org was awarded as the best school related innovation in Finland by the Finnish Inventor Support Association.

Massidea.org has been proven to be a functional concept and it's already used by many universities of applied science in Finland.

1.1 Introduction to Massidea.org's Key Features

The following chapters introduce Massidea.org's most important features. Understanding the logic and the purpose behind Massidea.org's key functions and features makes implementing the service to different situations easier and more fluent.

1.1.1 What is an insight?

Massidea.org has three different article categories: challenges, ideas and visions of the future. It is vital that the category is chosen with care. This helps the writer to bring their message across in a way that it is easy for the potential reader and other interest groups to understand what is being sought after by submitting the article to Massidea.org. If the writer is opinionated enough to write a challenge, an idea and a vision of the future about the same topic, the writer should submit these insights as separate articles under corresponding categories. These articles can be linked together later on in order to indicate their relation.

1.1.2 Challenges

A challenge can be a description of a problem, a need, a situation or an observation related to personal, social or business issues. It defines the current state of affairs and recognises the need to resolve any related issues. A challenge can also be a description of a threat associated with visions of the future, and aim to identify the need to resolve the issue before it occurs.

Challenges, whether in the current reality or in the future, are important sources for generating new ideas, since they are describing the needs on the markets.

A good challenge should highlight the issue in an encompassing manner, outlining both the nature of the challenge, and the importance of its resolution. The stakeholders, affecters and repercussions of the challenge are vital aspects and when examined in detail, will help to flesh out the body of the work.

1.1.3 Ideas

Ideas are solutions to today's challenges and visions of the future related opportunities and threats. An idea is always the starting point, plan or intention for potential innovation. Ideas can suggest a small incremental improvement or radical revolutionary change in thinking, products, processes or organizations.

A good idea will present both the methods of solving various challenges and issues, as well as the effects of doing so. Both positive and any negative outcomes should be brought up, as these when mentioned will provide the scope to the idea.

1.1.4 Visions of the Future

Visions concern the long-term future, which is usually at least 10 years away. It can be a future scenario, trend or anti-trend, which is most likely to be realized. It can also describe an alternative or an unlikely future based on a seed of change or a weak signal, which might significantly alter our lives if realised.

A good vision should be clear in describing the nature of its scenario, how this future differs from the current one and how it will affect our lives through relative threats and opportunities. The more descriptive a vision is the better. A detailed and thorough explanation of a vision feeds reader creativity and may lead to the creation and development of further ideas.

1.1.5 Groups

Every Massidea.org user can create groups. The purpose of this feature is to allow Massidea.org users to bring together individuals with similar interests. These interests can be related to anything from studies and work to hobbies and other collective activities or purposes.

In Massidea.org, groups can be either open or closed. Every Massidea.org user is able to join open groups whilst joining closed group requires an authorisation from the group's admin. However, the articles in both types of groups are visible to everyone. In order to be able to

link articles to the groups and campaigns or to comment on its activities, users need to be accepted members of that particular group.

Groups can be used for attracting users from outside the existing network. Well described and managed group can lead to more extensive collaboration between the members as well as never before seen realisations and solutions.

1.1.6 Campaigns

A campaign is an organised and coordinated effort for groups to promote their unified insights or themes. Campaigns aim for collaboration between the members of the group by setting a specific objective or goal. It is a call for action for individuals inside and outside the group to present their insights in regards to the campaigns objective.

Campaigns allow groups to execute their different activities in an orderly and logical fashion. A campaign that is outlined and managed well, can encourage the members to actively take part in these activities and help them write more to-the-point articles. A campaign that is described in detail and rich with articles written by various members is attractive and logical to members outside the group as well.

1.1.7 Linking

The purpose of this feature is to allow Massidea.org users to create logical relationships between different articles, groups or campaigns. Users are able to link their articles to relevant groups, campaigns and to other articles. In addition, group admins are able to form links between different groups and campaigns.

Linking improves the user's chances to get their ideas, challenges or visions of the future noticed for example by offering a solution to another user's challenge or by making a contribution to campaigns set up by different groups. Linking can also stimulate users with similar ideas, challenges or visions to collaborate with each other. Linking different groups or campaigns together can boost creativity by joining different parties with complementing or similar insights.

1.2 Benefits

Social networks have changed the way we communicate with each other, find new like-minded individuals and share our thoughts, insights and problems. Thanks to different media we are now able to reach individuals that we weren't able to reach previously. Interna-

tional communication and collaboration is easier than ever before and possible for almost everyone with an Internet connection and knowledge how to utilise the available tools. If used wisely, social networks can offer never before seen benefits to both companies with multimillion turnovers trying to market their latest service or product and to private people pondering everyday issues.

Massidea.org is a platform where smashing insights and their authors come together. It's a social media dedicated for innovation and global collaboration.

By joining Massidea.org's ever-growing network

Students:
- Take their studies outside organisational, regional and even national boundaries
- Get more in-depth and versatile views on their assignments and projects by combining forces with students from other universities and countries
- Learn how to justify and defend their personal insights, and to utilize feedback and suggestions given by others
- Acquire and apply knowledge on cultural differences
- Learn to co-operate in multicultural communities
- Develop brainstorming skills, group work and problem-solving skills
- Build a professional portfolio from different assignments and projects they've done during their studies
- Catch the eye of a potential employer or a corporate collaborator with their unique insights

Educational Facilities:
- Make study modules more interesting, international, versatile, interactive and innovative
- Gain visibility for their organisation, curricula and study modules
- Collaborate with students, teachers and other faculty members outside their own organisation/region/country
- Build a global and/or national partner network from universities, companies and other organisations
- Develop an open network based learning model

Companies and Other Organisations:
- Identify the needs of potential customers by reading the challenges written by Massidea users

- Find fresh talents and know-how from Massidea's user base
- Present their challenges or ideas for Massidea's user base to solve and to develop
- Expand their network to the public sector and to other countries
- Collaborate with students, private individuals and other organisations outside their existing network

Private Individuals:

- Join forces with other individuals, municipalities, organisations or companies for a common cause
- Share their unique ideas in order to get constructive feedback, or to attract the attention of a potential employer, collaborator or other interest group
- Raise awareness of a challenge or a problem they are facing in their lives and surroundings and suggest solutions to them

2 Guidelines for Massidea.org Users

2.1 Creating a Personal Account

Creating a Massidea.org account is simple. All you need to do is:

- Click on the 'Sign Up' link found on the top right corner of the page.
- Fill in the Sign-Up form and accept the Services Agreement and Register Description.
- You can personalise your profile by selecting 'Edit Profile' option from the drop window under your username found on the top right corner of each page.
- You can make your personal information public by clicking the 'public' checkbox found next to each field.

2.2 Adding New Content

- To add your insight to Massidea.org, click 'Add New Content' found on the top right corner of any page.
- Please follow the content writing guidelines on the right side of the page before publishing your article.
- You can either publish your articles or save it for later use. (N.B. Unpublished articles are not public)
- You can modify or delete the article you published at any time.
- You can find everything you have submitted, whether published or just saved, from your profile.

2.3 Joining a Group

- There are two types of groups: Open and closed.
- Open groups are open to everyone. You can join them freely by clicking on the 'Join This Group' link and start publishing articles immediately.
- Closed groups require an approval from the group's admin. If you want to join a closed group you need to click on the 'Request to Join' button. Once the admin approves your request, you will receive a private message. If your request has been rejected, you will receive a private message stating the reasons for the rejection.
- To browse different groups click on the 'Groups' link found on each page.
- Most recently created groups are listed on the right column.

2.4 Creating Groups

- To create a group, you must first go to the Groups page and click on the 'Create a new group' link.
- The group's creator will be the group's admin. Admins are the only users who can edit the group's information and set up group oriented campaigns. If the group is a closed group, the admin is the only user who can accept pending membership requests.
- When creating a group, it is recommended that you fill in the group creation form as accurately as possible. This allows other people to understand what the group is about and what its objectives are. Instructions to filling each field can be found on the right side of the page.
  1) Give the group an informative name
  2) Define whether you want the group to be open or closed
  3) Give a short description of the idea behind the group
  4) Provide a more elaborate explanation of the idea
  5) Attach links to relevant external websites
- If you want to edit the group information, delete the group or see the group's waiting list. You can do so by going to the group's home page and choosing the action you want from the links seen above the group description.

2.5 Creating a Campaign

- In order to create campaigns, you must be the admin of the group. Go the group's home page where you can see 'Create a Campaign' link.
- When you are creating a campaign it is recommended, as with groups, that you fill in all the fields on the campaign creation form. Instructions can be found on the right side of

the page. Make sure you fill in the start and end dates carefully. These dates set the period when article can be linked to the campaign.

1) Give it an informative name

2) Write a short description of the campaigns purpose

3) Write a more elaborate explanation of the campaign

4) Define a starting and ending dates for the campaign

5) Attach links to relevant external websites

- Articles can be linked to campaigns after the start date commences
- If you need to edit campaign information, edit linked articles or delete the campaign, you can do so by going to the campaign's home page.
- A list of linked articles is located on the campaign's home page. The group admin can delete linked articles if needed, by clicking the 'Edit content links' link on the campaigns home page and then choosing the article from the list.

2.6   Linking Groups and Campaigns

Linking different groups or campaigns together can boost creativity by joining different parties with complementing or similar insights. Linking allows admins to create logical relationships between different groups or campaigns. One group or campaign can be linked to various others.

- Before groups or campaigns can be linked, you must first login as the admin.
- Then you need to navigate to the group's/campaign's home page to which you want to link your group/campaign.
- In the bottom of the left column you can find an option that allows you to start the linking.
- Then you must choose the group or campaign which is about to be linked from a list.
- NB. Groups can only be linked to groups and campaigns to campaigns.

2.7   Linking Your Article to another Article

- You can link your published article to your other articles or to someone else's article.
- First you need to go to the article to which you want to form a link.
- If you want to link articles that you've already submitted to Massidea.org, you need to click on the 'Add Existing' link and choose the article you want to link.
- If you want to contribute an insight from scratch, you need to click on the 'Add New Idea' link.

- You are also able to delete links by clicking your username and choosing the 'Edit Content' option found on your content list.

2.8 Linking Your Articles to Campaigns

- To find individual campaigns, go to 'Campaigns' page.
- Groups also have a list of their own campaigns on their home page.
- To link an article to a campaign, click on the 'Add Content' link found on the campaigns home page. NB. In some cases adding articles requires joining the group that has launched the campaign.
- Once you have chosen a campaign you want to submit articles to, select your article from a list. NB. You can only link your published articles. One article can be linked to several campaigns.

2.9 Commenting and rating

You can share your opinions on other users' challenges, idea and visions or on groups and campaigns by commenting and rating.

- You can submit a comment to any article, user profile, group home page or campaign home page. However, in order to comment on closed groups and their campaigns, you must first be a member.
- Language must be appropriate. If you see spam or other inappropriate content, please click on the 'Spam' link. This will inform the admin who will remove content if it's found to be against the set requirements.
- You can rate other users' ideas, challenges and visions with a 'Thumb Up' or 'Thumb Down'. If you want to change your vote, you can do so by clicking 'Thumb Up' or 'Thumb Down' once more.

2.10 How to write quality Articles

To ensure writing articles that you can be proud of, it is important to bear in mind a few general principles:

Always make sure your grammar, spelling, punctuation and formatting are up to par. It may seem so basic it's silly, but it bears mentioning. Before writing, outline the concepts and structure of your article beforehand. Plan the order of topics that you will go through and how to present the article in as clear a way as possible.

Take care when it comes to your tone and manner when writing. Text and prose that comes across as belittling or condescending can be off-putting to the reader and may damage your credibility. No one likes to feel talked down to.

Don't just copy and paste an article from another source. While it may be a very interesting topic written in a stimulating way, try and add your own spin to it.

Language

You can write your article in any language; however using English is highly encouraged.

Headline

A headline captures the attention of a potential reader. It is a summary of the article that follows. State your most exciting/important news in as few words as possible. Emulate the headlines you see in the newspaper every day.

Lead Chapter

Lead chapter is an introduction to the article that follows. Together with the headline, it summarises the thought behind the article by answering questions such as what, why and whom. Basically, the lead chapter gives you the opportunity to amplify your angle and further hook the reader.

Research Question/Idea in One Sentence/Threat or Opportunity

Challenges: A research question is a statement of the problem that needs an answer or solution.
Ideas: The idea summarised to one sentence.
Visions: The most important threat or opportunity if the vision becomes reality.

Keywords

These are words which state the key concepts in the article. Defining keywords to articles is important because it helps Massidea.org find related articles.

Related Companies and Organisations

This field presents the companies and organisation that are related to your article. The field has a similar function to keywords.

Body Text

Body text is the more elaborate explanation of the challenge, idea or vision. The body text should answer the following questions:

1) What is the insight?

Begin your body text with a short paragraph describing what your insight is. Try to make this paragraph interesting to your target readers but also understandable to the general audience as well.

2) Why is the insight important and valuable?

The next paragraph should explain why your insight is important. This paragraph should make your insight appealing and exciting so that the readers want to comment, rate or link their article with yours.

3) Who is the target group and who should be interested?

In this paragraph you should outline the target group for your insight. Who is effect by it and how or what are the benefits of your insight to the target group. The purpose is to further attract the attention of a specific group among general readers.

4) When is the insight relevant?

You should identify the point in time or a situation when your insight is relevant or applicable. For example, the circumstances where a certain problem appears or a situation where an idea can be used.

5) Where (geographical, physical or circumstantial location) is the insight topical?

This paragraph, together with the previous one, explains the circumstances surrounding your insight. Instead of describing a point in time or a specific situation, you should elaborate the geographical/physical/circumstantial location where you problem occurs or an idea can be used.

References
Please include references to the article when possible. A reference can be a website, book or an external article.

2.11 How to give constructive feedback

Constructive feedback and other comments are the spark that can start a lengthy and versatile discussion about the article in question. The original author themself can further generate the discussion by defining what kind of feedback or comments they are looking for by submitting the first comment or by actively responding to the given feedback and comments.

Constructive criticism is not an attempt to write negative remarks or comments about the writer's views or beliefs, but rather trying to help by putting ones two cents into the discussion. When giving feedback, mention aspects of the article that were good, as well as things that need improving. It is best to try and come up with tips to help the author improve the article, and not just point out mistakes or inconsistencies. Also, mention why you think certain points may be poorly done. By including a mixture of positive and negative points, your feedback may be seen as more balanced and credible. Basically, aim to give the sort of feedback that you yourself would like to receive. As a result, new viewpoints emerge which can then create new ideas, challenges and visions.

All comments should have content to them and therefore it is preferred that comments comprise of more than two words:
 "Nice idea!" or "Good point!"
But rather:
"I can see where you are coming from with this idea, but have you thought about this….."

While giving constructive criticism, remember to also show your enthusiasm for the content by giving your compliments to the writer.

3   Massidea.org Case Examples

The best way to understand how Massidea.org can work for you is to see how it has worked for others. Presented on the following pages are a collection of real life case examples where Massidea.org has been successfully implemented. These case studies demonstrate Massidea.org's fluid nature and accessibility in a variety of settings. Two of the examples feature Massidea.org utilized in e-courses, with the third case demonstrating the platform's ease of use in a traditional course setting.

3.1   Intercultural Approach to Service Field

Course name: Intercultural Approach to Service Field

Educational institute: Laurea University of Applied Sciences

Degree programme: Facility Management

Bachelor programme: Hospitality Management

Studying credits: 5 credits

Studying year: 1st year students

Group size: 20 students

Corresponding teacher: Auli Guilland (auli.guilland@laurea.fi)

Partners:

- National Institute of Technology (NIT) Hamirpur, India
  Contact person: Tavish Vaidya, email: vaidyatavish24@gmail.com

- Pôle Universitaire Léonard de Vinci, Paris, France
  Contact person: , Marcos Lima, email: marcos.cerqueira_lima@devinci.fr

Course objectives:

Acquiring and applying knowledge on cultural differences from a customer perspective, and participating and co-operating in multicultural communities. The elements of cultural competence acquired include educational cultural awareness that supports service operations, as well as developing language skills and tolerance.

Implementation:

Phase 1: Preliminary assignment before first contact day: Building up the theoretical background

1. Theory building: Find recent scientific articles from research journal databases such as Ebsco or Elsevier (e.g. by using *intercultural service as a* keyword)

2. Information filtering: Choose five (5) most interesting articles

3. Studying task: Applying theory in practice and personal experience: Write a short narrative story which combines at least one of the theoretical issues presented in selected articles with your personal service experiences either as a customer or as a service provider. Bring your narrative to the first contact day.

Phase 2: First contact day: Introducing Massidea.org and the course structure

1. Theory building: The theoretical background and the benefits of Massidea.org and mass innovation were presented to the students

2. Instructions to use Massidea.org: The students were given instructions how to use Massidea.org and an explanation of Massidea.org's "press release" - format for writing challenges, ideas and visions of the future.

3. Building up capabilities for collaboration: Discuss and define the guidelines for giving constructive feedback in teams of 3 students. Each team presented their thoughts to the whole group. These suggestions were then collectively summarized into constructive feedback guidelines.

4. Studying task: Applying theory in practice: Write one intercultural challenge to Massidea.org by following the content writing criteria. Comment each other's challenges by following the agreed constructive feedback guidelines. In addition to the course participants, students from France contributed to the task by giving comments.

Phase 3: Second contact day

1. Theory building: A lecture presenting the theoretical background behind intercultural issues.

2. Studying task: Study the constructive feedback given by others on your Massidea.org challenge description. Write an idea to Massidea.org which will provide a solid solution to the challenge which you have previously identified. When writing your idea, take the theoretical issues presented during lectures and in the previously read scientific articles into account. Comment each other's ideas by following the agreed constructive feedback guidelines. In addition to the course participants, students from France contributed to the task by giving comments to idea descriptions.

Phase 4: Third contact day: Marketing own ideas

1. Understanding the basics of idea screening: Promote your idea to others in groups of 3 and try to convince them that your idea should be developed into a concept draft. The students were then encouraged to choose five best ideas in the entire class and decide which one of these five they would like to develop further themselves.

2. Building up capabilities for collaboration and developing language skills and tolerance:
After choosing the best ideas, the students had a Skype-meeting with students from India.
The earlier chosen ideas were presented to the Indian students. The purpose was to get
feedback from students with a completely different cultural background and ask their help
for the next phase of the studying task. The Indian students gave their comments and feed-
back verbally based on what they heard. It was agreed that the Indian students would
elaborate their comments in writing on Massidea.org.

3. Studying task: Building up collaboration capabilities: Form multiple groups each having
no more than 3 students. Collaborate with your team members and start expanding one of
the selected ideas to a concept draft.

Phase 5: Group Workshops: Students working independently with each other

*1. Building up capabilities for collaborative development and providing basic understanding
for defining concepts:* Start developing and writing a preliminary concept description of the
chosen idea together with your team members. Publish the first version on Massidea.org and
comment other groups' concept drafts as done previously for idea and challenge descrip-
tions. Review the feedback given to your group and use it for developing your concept fur-
ther. Then submit the final version of the concept to Massidea.org.

2. Studying task: Prepare elevator pitch about your concept for the next lecture.

Phase 6: Final presentations and meeting company representatives

1. Building up capabilities for promotion and marketing: The concepts were presented to a
group of company representatives. The interaction with the company representatives gave
the students a chance to see and understand how people operating in the actual business
environment might react to idea concepts. Each group presented their concept to the com-
pany representatives as an elevator pitch and attempted to convince them about the eligi-
bility of their concept. After each presentation the representatives were encouraged to give
comments and suggestions to the students.

2. Evaluating the university – industry collaboration possibilities: An additional purpose for
the interaction between the students and the companies was to outline possible collabora-
tion for developing the presented concepts into final services.

Outcome of the course:

Massidea.org group: http://massidea.org/en/group/view/43

Massidea.org campaigns: http://massidea.org/en/campaign/view/70

http://massidea.org/en/campaign/view/86

Number of content: Challenges (11), ideas (11), concepts (5)

Number of comments: (104)

Number of Skype meetings: (1)

What was learned?

It was seen that Massidea.org fit and supported perfectly the objectives and nature of the presented course – Intercultural Approach to Service Field. Massidea.org provided a practical organisational boundaries-breaking platform for the students to share and discuss their experiences on cultural differences. Massidea.org gave a functional educational forum for interaction with students from France and India.

The implementation of Massidea.org completely revolutionised the course. The previous course assignments were re-written and the majority of the studying tasks related content production was moved to Massidea.org. Restructuring the course proved to be a simple and fast task once the method for conducting the course was selected. Planning and preparing the supportive course material took about one day to complete. The presented case example offers a functional template for Implementing and adapting Massidea.org to various types of courses.

The Implementation of Massidea.org

Case: Corporate Social Responsibility

3.2   Corporate Social Responsibility

Course name: Corporate Social Responsibility

Course type: A web-based course

Educational institute: Laurea University of Applied Sciences

Degree programme: Business Management

Bachelor programme: Bachelors of Business Administration

Studying credits: 5 credits

Studying year: 2nd and 3rd year students

Group size: 45 students

Corresponding teacher: Kaija Koivusalo (kaija.koivusalo@laurea.fi), Anne Lumio
(anne.lumio@laurea.fi)

Course objectives:

Students learn to discuss environmental, social and economic responsibility issues that lead
to the development of a wider approach to ethical questions. One of the goals is to develop
skills in different practical tools to help organisations in combining CRS with their actions
and strategy. Students become acquainted with international standards such as ISO 26000
and GRI.

Implementation:

Phase 1: Environmental Responsibility
The course started off with a look into CSR from an environmental perspective. The defini-
tion of biodiversity and its importance in the world's environment was outlined. Students
learned what factors influence their carbon footprint, as well as the options and ways to
live a more environmentally friendly lifestyle. Students watched videos on global climate
change, and took part in discussing global environmental challenges and ways to overcome
them.

Phase 2: Social Responsibility and Massidea.org introduction
Students learned about CSR next from the perspective of social responsibility. This phase of
the course emphasised the benefits of socially responsible actions for corporations, includ-
ing the need for cultural, economic and environmental sensitivity. Core CSR topics of com-
munity involvement, human rights, consumer issues, labour practices, fair operating prac-
tices and the environment were examined. The various different organisations and networks
for corporate social responsibility within Finland as well as worldwide were covered. The

seven core subjects of ISO 26000, the international standard, were introduced to the students.

Assignments for this phase were several. Initially, teams wrote possible benefits of the ISO 26000 standard for private and public organisations seeking to act more socially responsible. Then each student group analysed a particular organisation, producing a summary. Finally the teams were tasked with brainstorming how several of the ISO 26000 core subjects have been, or could be, applied in the corporate world, this time on companies that the students had worked on in the past.

Massidea.org was used in this phase by the students as a communication tool to discuss sustainability issues of cleaning in Finnish hotels. Students worked together to pin point the difficulties and challenges associated with socially irresponsible nature of current cleaning practices.

Phase 3: Economic Responsibility and Massidea.org Brainstorming
Economic responsibility was tackled from the perspective of stakeholders and their CSR. Students looked into identifying indicators for sustainable economic well-being. The components of HDI, importance of externalities, and shortcomings of GDP were discussed. Students watched videos on economics, studied the web pages of Valio Group and Scandic Hotels, and afterwards answered a series of topic related questions.

On Massidea, students continued the previous phase's discussion of CSR and sustainable maintenance, in regard to hotel cleaning. After learning about sustainable practices used in Scandic Hotels, students utilized Massidea.org as a place to develop solutions and methods for the issues that were clarified earlier.

Phase 4: CSR Report and Quiz
Students then took part in a CSR team report on ecotourism and responsible travel, in order to further enrich their understanding of the course material. The reports were written on various travel agencies, which were assigned to each team, with the students writing about sustainable practices in their organisation. Finally, a quiz wrapped up the course and provided a fun way for students to summarize their knowledge and challenge themselves.

Outcome of the course:
Massidea.org group: http://www.massidea.org/en/group/view/55
Number of contents: Challenges (1), ideas (26)
Number of comments: (191)

Campaigns: http://www.massidea.org/en/campaign/view/99

What was learned?
Massidea.org proved to be a useful method of student interaction. It emphasised the development of students' brainstorming, group work, and problem-solving skills. Students traded visions, shared ideas and developed constructive ways to advance environmental, social and economic responsibility. Massidea.org functioned as a social tool for interpersonal course communication and creative development, aiding students in internalizing the course material through discussion.

This presented case example demonstrates Massidea's implementation and use for courses and curricular projects. Massidea.org can be successfully implemented to a wide range of other courses. The process of collaboration helps students to acquire and apply knowledge on cultural differences, and to co-operate in multicultural communities. Massidea provides a practical and boundaries-breaking platform for students to share and discuss their experiences.

Developing Ideas in an Open Innovation Network Massidea.org

3.3   Developing Ideas in the Open Innovation Network Massidea.org

Course name: Developing Ideas in the Open Innovation Network Massidea.org

Course type: e-learning, free-choice course

Educational institute: TAMK - Tampere University of Applied Sciences

Studying credits: 3 credits

Studying year: 2nd-4th

Group size: 9 enrolled at beginning, from those 2 finished the course

Corresponding teacher: Marjo Ketonen

Course objectives:

After the course, students will understand the increasing role of Innovation and Online Social Networks in contemporary society and economy at a national and global level. Students will become familiar with the philosophy of innovation networks and will recognize the advantages of open innovation systems like Massidea.org. They will develop creative thinking skills and will be able to use structured approach formulating innovative ideas, explaining today's challenges and future vision. Students will also learn to use the resource of the network for critical reflection and personal professional expertise promotion.

Implementation:

Phase 1: Networking

The course started off with a look into the philosophy behind open innovation. In addition students got to know the background theory for Massidea.org.

First assignment for the course was to create an account and join "*Tamk Innovation course 2011*" group in Massidea.org. In this free-choice course Massidea.org was used by the students as a tool to discuss and return their course assignments. However, a learning environment called Moodle was also used in order to save and share the presentations and other course materials.

Phase 2: Using Ideas for Innovation

Students practiced creative problem solving strategies. They chose one method from innovation literature, sketched topic and gathered around a group for working. Students were also advised to take notes for themselves of the process of finding ideas and its results. By using this method, students were supposed to create a description for a problem and save it into Massidea.org. After challenges were ready, an idea was created and linked to the challenge. After this the students checked if there was a vision in Massidea.org that was related

to their challenges and ideas. If there were, the students linked them to their own articles. Students were also asked to comment on other users' articles in Massidea.org.

Students were involved with product development related courses at the same time as Massidea.org course took place. Massidea.org was used to support other courses tasks and reciprocity.

Phase 3: Social media and development activities

In phase 3 the assignment was to study the use of social media in development processes of companies, organizations, states etc. They were encouraged to choose an organization that is familiar to them and detect current challenges of the organization. Students made also background studies of the topic from literature and internet databases. They were also advised to use social media and discussion forums to gain more knowledge from the subject. Assignments in phase 3 included writing five contents based on their research (challenges or ideas) to www.massidea.org and linking them to campaign "task 3" in TAMK Innovation course 2011 – group.

Students took part to Science café in Finlayson in 14th of March. Science café is a series of open lectures from leading researchers from various fields of research. Science was made understandable, interesting and exciting. Organizers were the Institute of Biomedical Technology (IBT) and Tampere University technology (TUT). The topic of the lecture was "The changing landscape for scientific communications" and the lecturer was Dr. Vivian Sigel from Vanderbilt University, School of Medicine in Nashville. Students decided to attend lecture because of the interesting topic.

Phase 4: Future actions

In the last section of the course the lectures focused on future research. Students also studied the web pages of *Tulevaisuuden Tutkimuskeskus* independently as well as other organisations which are forecasting the future. Afterwards they created visions of how the world will appear in 10-15 years from now. They were also supposed to search for visions in Massidea.org, comment on them and rate them.

Outcome of the course:

Massidea.org group: http://massidea.org/en/group/view/45
Campaigns in the group: http://massidea.org/en/campaign/view/73
http://massidea.org/en/campaign/view/93
Number of contents: Challenges (11), ideas (5), visions of the future (6)
Number of comments: (25-45) not possible to track all comments

Other tools: Other media/tools used on the course were Innovation oriented tools/networks found on the internet, for example: www.innovation-point.com www.ted.com

What was learned?

Students' feedback:

"Great course due to the possibility to research and develop things according to own interest and getting work done for other courses too"

"Innovation philosophy and free discussion was refreshing"

"Lot was learned about communication and IPR (intellectual property rights)"

"Massidea.org is interesting and the variation in its contents from poor to astonishing teaches the importance of communication style in getting visibility"

Students requested more information about the Massidea.org project itself, such as how the project works, what the resources behind it are and how it is going to go on. Wishes about larger group sizes were presented, because the problem solving strategies which were supposed to be used in groups were forced to be done independently around other on-going courses.

Teacher's feedback:

"The group size was really too small. Lesson learned was the importance of marketing the course early enough to get more students to attend. The best thing was to learn from the students. They had many great new tools to use and there was an optimistic mood throughout the course.

I guess the originality of the course itself brought the most innovative students on board since they just came to see what this new course was about".
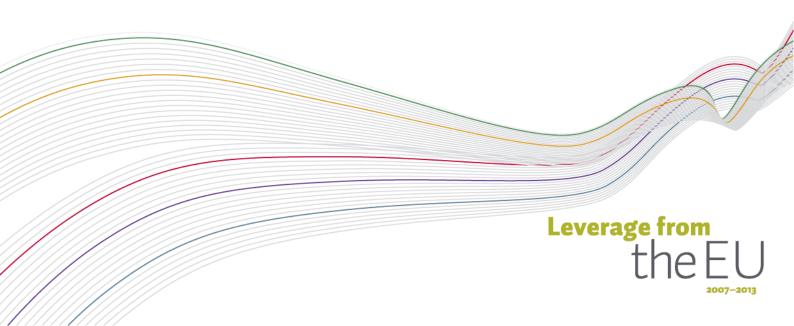
4   Possible Methods for Implementation

While the case examples presented in the previous chapter give a concrete picture of Massidea.org's usage in an educational setting, they really only represent the tip of the iceberg. Concrete, real world examples are great, but encouraging innovation is where Massidea.org really shines. In the next chapter, we've taken the guess work out for you as we show you some of the many ways you can apply Massidea.org to your own situation. Whether you are a teacher, event coordinator, international intern, or a student writing your thesis, Massidea.org can empower and embolden. However, these examples are merely suggestions, it is recommended, if not encouraged that each new user finds a way to use Massidea.org that best supports their cause and needs.

Massidea.org – Course Assignments

4.1   Massidea.org and Assignments

Massidea.org offers a great alternative to how assignments and homework are usually carried out. It can be seen as a tool with many possibilities for its use as well as a platform that brings together teachers and students from various universities to collaborate with one another. Traditionally, finished assignments are only shared with and reviewed by fellow students and the course's corresponding teacher and after the course is over, all the effort is more or less forgotten. When the assignments are published on Massidea.org they are visible to Massidea.org's global user base. Anyone can give constructive feedback on the assignment or collaborate with the student to finish it. Later on the student's Massidea.org profile can serve as a professional portfolio when applying for a job.

Phase 1: Plan Massidea.org Implementation
There are different alternatives for utilizing Massidea.org on a course. The alternatives described below are only suggestions, it is possible if not highly encouraged to come up with your own ways to utilise Massidea.org.

Alternative 1
The teacher gives the students an assignment to publish an article on Massidea.org. Students must also comment on at least two articles written by their fellow students. The topics of these articles should naturally concern the subjects that have been discussed during the class or the course, but they don't necessarily have to be predetermined. The teacher can also choose whether they want the students to come with a challenge, idea or a vision of the future.

Alternative 2
The teacher writes an article (preferably a challenge) and the students reflect on it by writing an article of their own and linking it to the teacher's article. This can be an idea how to solve the teacher's challenge or a vision of the future which discusses how the challenge occurs in the near future. Students can work either by themselves, in pairs or groups. With different kinds of views on the given challenge, the students might come up with a wide range of solutions for the same problem.

Alternative 3
The teacher decides what the topic of the article is going to be. Students are divided into three groups, with all of these groups having the same topic in mind. However, all the groups reflect on the topic from a different angle. Group 1 tries to come up with a challenge, the people in Group 2 writes an idea and Group 3 tries to come up with a vision.

There are different ways for how the assignment is carried out. A group can work as a one, big team, it can be divided into smaller teams of 3-4 people or students can work on their contents individually. All of the articles can be linked together once finished to indicate their relation.

Alternative 4

Using Massidea.org as a tool offers teachers with a great opportunity to utilize their personal or the university's networks in order to get international participants for a course or possibly a project that is integrated into the course. After the students from the collaborating courses or projects have joined the same group, the teachers can then control the content writing by creating campaigns around specified themes. The students at the Finnish university could for example write an article on which the students at the university abroad should comment and vice versa. This can bring up very different approaches and solutions to the challenges, ideas and visions at hand and even lead to further collaboration between the universities. It could enable the university to gain new partner schools while acting as free advertisement for the university. Using Massidea.org also makes it easier for students to build their own networks with students in foreign universities.

Alternative 5

Content writing can be used as an additional assignment for a course. Each student writes an article at least once during the course and few students should always comment on the content at a time. This alternative can be approached with a student per week-schedule, which would make it possible to discuss the articles during classes.

Phase 2: Prepare for the Assignment

1. Create a Group: The teacher first creates either a closed or an open group around a course or a single class and asks the students to join it. The teacher can choose between open and closed groups depending on whether they want to control who is able to join it or allow everyone willing and interested to join it. Whether the group is an open or a closed one, it is vital that some effort is put into writing the group description. An effective description provides all the information the students need for using Massidea.org in a way that best supports their learning and serves the purpose of the group. Users outside the course or class should also be taken into account when writing the description. An attractive description can encourage outsiders to take a look what has been done on the course and even contribute to the group's campaigns or comment on the articles written by the students.

2. Create a Campaign: The teacher can create one campaign around each assignment or one for different parts of one assignment, which ever serves their purposes the best. A well composed description is vital also for campaigns because it helps the group members to write better articles and link them to the appropriate campaigns. It also serves as an introduction to the articles that follow for other Massidea.org users to and helps them to contribute to the campaigns and give feedback to the articles.

Phase3: Reviewing the Assignment

After the content writing is finished the students are to comment on each other's work. It is highly recommended that other possible partners, e.g. relevant organisations provide the articles with their comments and opinions as well. These comments are essential in improving and coming up with original solutions and ideas. This interaction can also result in communication outside the classroom, which can deepen the students' knowledge on the given topic. The teacher can also choose to have discussions about the contents during a class. Students could even give presentations about the content that they have written.

Massidea.org – Events, Seminars and Conferences

4.2   Massidea.org and Events, Seminars and Conferences

Events, seminars and conferences are platforms for sharing ideas and revelations and stimu-
lating thought processes. Typically, these gatherings last from one afternoon to a couple of
days and are most often governed by 25-minute monologues from lecturers, organisers and
other key speakers. The audience's role is often to sit, listen and ask the occasional ques-
tion once the lecture is over. Every new insight gained from these gatherings, no matter
how astonishing it may be, is usually only shared and discussed with a selected group of in-
dividuals. It can also be fairly difficult to start new projects, collaborate with other partici-
pants, discuss results after the event is over and everyone goes back to their daily lives.
Massidea.org is a good tool for organising and creating more interactive and productive
events, seminars and conferences. Through Massidea.org, even local events, seminars and
conferences can attract international attention as well as encourage the event participants
and outsiders, individuals and parties who wouldn't normally even be aware of the event,
to discuss and analyse the event topics and targets through content production and com-
menting.

Well planned Massidea.org activities around the event can lead to more in-depth discussion
and results, wider range of publicity and improved communication and collaboration be-
tween the event organisers, the target groups and other partners. Therefore, implementing
the results or setting up new projects based on them can be done more efficiently, visibly
and extensively.

Phase 1: Before the Event

1. Create a Group for the event: Creating a dedicated group for the event not only gives
the event international publicity but can also generate more discussion on the event's cho-
sen topics and help implementing the results later on.

A well-described group can attract attention and encourage participation from individuals
or parties who would not normally have any knowledge of the event. Therefore it is advisa-
ble that the purpose of the event and the most important topics are stated in the group de-
scription as well as where and when the event takes place and who are the organisers and
the most notable participants. If the group is created in advance it can also attract people
from Massidea.org user base to visit the actual event.

2. Create campaigns: Creating separate campaigns for each topic, lecture and/or workshop
helps participants to analyse and discuss the topics before the event, during the event and

after the event. It also encourages individuals and parties who cannot participate in the event to contribute to these important topics and to give comments and feedback on the published content. Providing a detailed description of a topic, lecture or workshop attracts interest and is more likely to generate the right kind of discussion and content production.

3. Invite participants and guest speakers: Inviting the relevant individuals to join Massidea.org well before hand gives them time to learn how to use the service as well as familiarise themselves with the actual event and its participants and topics. It is advisable to send Massidea.org user guidelines to the relevant individuals well before the event to avoid any inconveniences.

4. Encourage people to discuss the issues in beforehand: Generating discussion and content production before the actual event can help participants and the organisers get more out of the event. This can be gone e.g. via preliminary tasks and/or articles written by guest speakers or organisers. By providing the participants something to think about and discuss before the event can lead to more interactive and inspiring event. In addition it helps the organisers to identify problems, issues or other questions which should be answered and/or discussed during the event.

Phase 2: During the Event

1. Encourage Interaction between organisers, guests and speakers: Participants should be encouraged to discuss the topics and the event itself during the actual event. This way the entire experience can be more productive and fruitful for everyone.

Massidea.org can be used for on-going discussion during the day of the event. Participants can comment on the event itself and the topics, lectures and/or workshops or ask questions from the organisers and the guest speakers while the event is still happening. This way, organisers can react to problems or other issues fast and guest speakers can answer to questions even after their time on the stage is over. This can lead to more interactive event where the participants are in a more active role instead of being only listeners and occasional commentators.

Phase 3: After the Event

1. Keep Discussion Alive: Organising and planning the Massidea.org activities well can help participants to continue the discussion even after the event. Participants can express their thoughts and insights on each topic, lecture, and raised issue after the event, when they

have had time to process all the information they have gathered during the event. The more people discuss the topics and issues, the more extensive and versatile the event's "insight bank" is and the easier it is for outsiders to contribute to the discussion.

2. Ask for Feedback: The participants can also give feedback on the event through Massidea.org. The feedback can also be a topic of a following discussion which helps the organisers to make improvements for the next event.

3. Publish Results: Workshop results and other event related activities can be efficiently discussed and published on Massidea.org. Publishing the results on Massidea.org encourages further discussion and content production and helps to gain wider attention to the event which in turn can gain the organisers and participants new contacts and partners. In addition it can be easier to implement the results and set up appropriate projects, when the participants can go back to the results anytime they want to.

4. Plan the Future: Well-written content which identify new ideas, current problems or future vision related to the topics presented during the event can be used for planning and organising similar or following events or for setting up entirely new projects.

Massidea.org – Workshops

4.3   Massidea.org and Workshops

Massidea.org can be used as an effective tool by workshop creators. Strong interaction between the participants and coordinator is not only an important aspect of the workshop experience, but can end up dictating the effectiveness and productivity of the event itself. Massidea.org works to close the gap between theory and practice, while serving as a social platform that encourages innovation.

Massidea.org's Group feature allows users to come together and tackle issues or discuss topics relevant to the workshop in question. Furthermore, by using the Campaign feature, workshop activities can be easily coordinated according to the creator's needs and plans. Not only can these two Massidea.org tools be handy when it comes to assignment creation (as mentioned earlier), but they can also be used to great effect when it comes to workshop creation and management.

Phase 1: Planning the Workshop and Massidea.org's Implementation
There are different approaches to utilizing Massidea.org in a workshop. The alternatives below give an idea on some effective ways to do this, but it's just the tip of the ice berg. It's entirely possible that there are other, even better ways. Feel free to be creative and come up with more.

Alternative 1: Platform for discussion and brainstorming
The workshop coordinator can utilize Massidea.org as a method of group discussion and idea generation. When used this way, Massidea.org can encourage the development of team working and problem solving skills. Examples of such use can be: dividing the participants into groups, with each group assigned to write an article (an idea, a challenge, or vision) on a topic, question or concept relevant to the workshop material. Another way of coordinating and supporting workshop discussion is by creating a group and subsequent campaigns for the workshop on Massidea.org.

Alternative 2: Bridge between theory and practice
Massidea.org can work to close the gap between theory and practice in a workshop. The coordinator can use lecturing material alongside assignments or discussion to emphasise learning and interaction. Participants may absorb knowledge faster through applying fresh theory right there and then.
Alternative 3: Massidea.org as a knowledge database

Due to the nature of Massidea.org as a website with a wide range of content, workshop co-ordinators can make use of it as an innovation database to aid and supplement the work-shop's own content and theory. By introducing workshop participants to relevant Massidea.org's database, and utilizing relevant Massidea.org content, the coordinator can im-prove and encourage participant innovation and outside-the-box thinking. Example of such use could be the coordinator presenting material or a subject to participants, and in order to stimulate the participants' thinking, the coordinator then presents content from Massidea.org related to this material.

Alternative 4: Enhancing collaboration with external parties

A great way for coordinators to enhance the workshop experience is by involving external parties. Massidea.org can serve as a tool for this, due to its nature as a social platform. Co-ordinators can communicate with lecturers, guests and specialists from other universities or institutes, and incorporate their insights into the workshop.

Following this idea, Massidea.org could also bring together separate workshops around the world. The linking feature makes this easy since groups can be linked with other groups. Workshop participants in Finland could for example collaborate with another workshop abroad via Massidea.org. The separate workshops don't have to concern the same topics but they should complement each other in order to get some type of synergies out of the col-laboration.

The two workshops could be built around the same topic, but they could concentrate on dif-ferent areas. The participants of the Finnish workshop could concentrate on one aspect of a problem while the other workshop reflects on another.

Phase 2: Creating a Group and Campaigns

The coordinator creates a group and campaigns for the upcoming workshop and asks the participants to join. The campaigns can be created for each topic separately or for each view point of the same topic. For example: 1) Vision Campaign: Future of Public Transporta-tion, 2) Challenge Campaign: Problems in Public Transportation 3) Idea Campaign: How to Improve Public Transportation.

Phase3: The workshop

It would be beneficial if every participant had an access to Massidea.org during the work-shop. This way they can easily go through the content as well as keep a lookout for content written by a collaborator or an external partner. Participants can also start writing articles during the workshop, if a particular insight reveals itself. All results should be posted as ar-ticles under corresponding campaigns.

Phase 4: After the Workshop

Massidea serves as a perfect platform to keep discussion alive after the workshop. Participants can express their thoughts and insights on the workshop topics after the workshop has ended.

Phase 5: Collecting Feedback

Feedback on whatever the workshop creator/coordinator desires can be easily collected through Massidea.org. Example of such use could be: creating a Campaign specifically for gathering feedback, where participants can post their thoughts and opinions. The feedback is a valuable help in developing the workshop further.

Massidea.org –Product and Service Development

4.4   Massidea.org and Product/Service Development

These days, companies are visible in popular social networks such as Twitter and Facebook. They use these media to connect with their customers in a never before seen way. Companies upload images, videos and links on their Facebook profile and publish updates e.g. regarding offers, new products or services, etc. The reactions, such as comments, from their followers can help companies to determine in real time what their customers are thinking about them and the products or services they offer.

Most people have needs or problems. Some of these need or problems can be satisfied or solved with products or services which either already exist or have not been developed yet. Even if the service or product is already on the market, it might not satisfy the customer's need in the most optimal way, or the consumer might have difficulties with them.

Since Massidea.org is based on open innovation and boundaries breaking mass collaboration, it is a good medium for product and service development. In Massidea.org users can describe their problems and needs as challenges and share them with the rest of the Massidea community and potentially catch the eye of an organisation that can help to solve it. Users can also take part in improving a service or a product or even take part in developing new ones by contributing their thoughts as ideas.

Massidea.org can be a good channel for individuals with special needs to convey their problems and desires. During the course of this document visually impaired individuals are going to be used as an example since a similar project called Aistit Käyttöön has already been started on Massidea.org. The project brings together social services students from Arcada University of Applied Sciences and visually impaired students from Keskuspuisto. Students from Keskuspuisto are supposed to describe the challenges they are facing in their everyday lives on Massidea.org while the students from Arcadia are supposed to come up with comments and ideas who to better cope with these situations. This particular collaboration can be viewed as ideal in many ways since the visually impaired individuals are studying ways to cope with their handicap in their personal and working lives and one focus in the social services students' degree programme is Leadership, Change and Development within Service Production in Social and Healthcare.

Phase 1: Identify Key Elements
1. Define Topics and Goals: At this point, it's important to define the targets and goals for the project, so they can be used for attracting parties whose contribution might help the project to be more successful.

If the project organisers already have selected the key parties, it is beneficial to involve them in defining the targets, topics and goals of the project. This phase can be done in Massidea.org by creating a separate campaign for it and then encouraging the parties to write and link the challenges and ideas that they see important and relevant to the cause. The project and the cause are even more attractive and comprehensive to outsiders when the planning process is visible on Massidea.org.

2. Identify, Attract and Encourage the Key Groups: It is important to identify the groups and organisations who should be involved in the project early on. These groups can be for example, the customers with a problem or a need and the organisations who are able to satisfy this need or solve the problem.

It is recommended that organisers utilise their existing network if possible as done in the Aistit Käyttöön case. Involving as many parties as possible allows more challenges, ideas and opinions to be seen and heard which in turn allows mass collaboration to happen. Companies and other organisations can be attracted for example through bespoke offers.

Phase 2: Implement Massidea.org

1. Create a Group: You can create one group for the entire project, or one for each phase, task etc. If you want to make several groups, you can create a connection between them by linking the groups together. Make sure that the group is described in detail. Include at least basic information, targets, goals, partners and possible deadlines. The more attractive the description is the more appealing it is to potential collaborators outside the already existing network. It can also work as a "peptalk" to existing members.

2. Create Campaigns: Creating campaigns for each topic, target etc. helps everyone who wants to contribute to the cause to write their insights in a way that best serves the purpose. Therefore it is important to describe in detail what the issues that need addressing are.

3. Activate the key group: Ask all the relevant individuals to create an account on Massidea.org and join the group(s) created for the project. After the topics and targets have been agreed upon and campaigns based on them created, it's important to activate the key groups by asking them to start writing and publishing their insights on Massidea.org and to start commenting each other's content as well.

Phase 3: Utilise Massidea.org

1. Content Production: Challenges: It's beneficial to divide the workload so that one group describes their needs as challenges and links these articles to the appropriate campaigns.

In the Aistit Käyttöön project this part is supposed to be done by the Keskuspuisto students. They have been encouraged to describe a challenge they face in a particular situation or a problem they have with a service or a product currently on the markets. It is important that they also comment on each other's insights or write their own solutions for these challenges.

2. Content Production: Ideas: Once enough challenges have been published and linked to the campaign(s), the other group should start commenting on them and writing ideas for solving these challenges.

The purpose in the Aistit Käyttöön project is for the social services students to come up with ideas how to solve the challenges and problems the visually impaired students face in their private and working lives and generally comment on the content posted by Keskuspuisto students.

3. Content Rating and Commenting: The content rating Thumbs up/down function can be used for voting for the most interesting, feasible, topical insight. The content that receives the most "likes" can be further developed into a product or service concept later on. It's also important to provide writer constructive feedback on the content they've published. This helps them to improve the insight further.

Though not suggested in the original project plan, Aistit Käyttöön project could take the implementation of Massidea.org further and ask for the participants to vote for the most important or current challenge and later on for the most functional or feasible idea. Based on the comments and rating, the original authors could then together with others describe their challenge in more detail or develop their idea further.

Phase 4: Product/Service Development

1. Develop service or product concept: Once the most feasible insight has been chosen, it can be developed into a concept paper which can be published on Massidea.org for the users to review. Based on these reviews the concept can be amended accordingly.

If the the Aistit Käyttöön project voted for the best content, it could be collaboratively developed into a product/service concept paper. In this case, both the future customer and the potential service provider would have both contributed to the concept paper.

2. Offer to Company: When the final version of the concept paper has been approved by the relevant parties, it can be offered to companies or other organisations.

Eventually, the Aistit Käyttöön project team could have offered their concept paper for some relevant company or organisation. Ideally, this offer would have led to further collaboration between both schools and in addition with one or more companies or organisations.

Massidea.org – Regional Development

4.5   Massidea.org and Regional Development

Social Media can be an effective tool in regional development because it can reach more people and unite the relevant individuals and parties. It also allows outside parties with similar interest or goals to notice and contribute to different types of activities and projects which are portrayed in, or conducted through social media. Utilising social media tools allows more voices, opinions and insights to be seen, heard and taken into account when planning, organising and executing new projects.

Since Massidea.org is based on open innovation, it allows regions, their different projects and needs for developing to be seen by practically anyone in the world. It allows intercultural collaboration and discussion between different projects and project teams.

Phase 1: Activate Relevant Individuals and Organisations

1. Create a Group: Creating a bespoke group for a region or a regional development project can act as a call for papers for relevant individuals or organisations and as well as for people and parties who might not get involved otherwise. It can enhance collaboration between the region in question, its citizens, educational facilities, local companies and other organisations or even parties outside the region.

Well-managed groups can be used for gathering insights for previously defined projects. In addition through active content production, topical problems, challenges, solutions or visions for the future of the region can be identified and discussed.

2. Activate Network: Inviting as many individuals as possible to join Massidea.org and encouraging them to write articles and comment on articles written by others can lead to more effective and extensive idea bank. Individuals from different walks of life can form a strong versatile network consisting of municipal workers, students, company representatives and private individuals, all of which have something new and different to contribute to the cause and related projects.

Phase 2: Identify Topics and Targets

1. Arrange a Meeting: Organising a network meeting to discuss how Massidea.org could be utilised in the most effective way is recommended, so the network members can encourage their partners to write the right kind of content and discus the chosen topics. This is also a good opportunity to instruct the participants on how to use Massidea.*org.*

2. Create Campaigns: After the most valuable topics and important targets have been rec-ognised and set, corresponding campaigns should be created on Massidea.org.
Campaigns can also be created based on the challenges, ideas or future vision published by group members.

Well-described campaigns are more likely to get members to write better and more rele-vant content, and attract attention from parties outside the existing network.

3. Encourage Content Production and Commenting: It is important to encourage Mas-sidea.org group members to actively produce new content and comment on other's content so the campaign stays active and current. It might be useful for the administrators to boost this process by attaching links to e.g. other websites on the campaign page or by writing a few articles themselves. By giving members something to react to makes it easier for them to start using Massidea.org in a way that will serve the previously defined targets better. Making sure everyone knows how to use Massidea.org also lowers the barrier to use the ser-vice.

Phase 3: Implement and Realise

1. Identify New Projects: After enough content has been produced, users can vote for the most valuable, current and/or feasible idea, challenge or vision through Massidea.org's rat-ing feature or in a separate meeting. When the most feasible topics have been selected they can be further developed in Massidea.org through commenting and content production.

2. Find New Partners and Project Workers: The best idea(s) can lead to e.g. entirely new projects which in turn can create new jobs or collaboration between e.g. municipal workers and students in the local educational facilities. Potential partners or project workers can be identified and employed based on the content they have published on Massidea.org. Also different tasks in the project can be handed out to individuals who have been active in commenting and producing content on the issues related to the tasks.

3. Publish and Reflect Results: Project reports and other relevant documents can also be published in Massidea.org for the members to comment on. Publishing the final report can also attract attention from outsiders and encourage them to collaborate in following pro-jects or to adopt the results or the working model in their area.

Massidea.org – Practical Training

4.6   Massidea.org and Practical Training Reports

Massidea.org is a great platform for bringing up practical training related insights to the attention of a larger audience. Sharing a challenge or an idea with other Massidea.org users can be of great help for pushing the insight and its development even further. It is possible that the insight raises discussion amongst Massidea.org users, resulting in innovative solutions.

Integrating content writing to the practical training report makes it possible for the report to be more constructive than a mere summary of the practical training period. The objective is to get students to write about important insights (ideas and challenges) that they faced during their practical training periods and internships. These insights will hopefully result in usable ideas.

Phase 1: Creating the groups
The educational facilities using Massidea.org should create individual groups for all of the different study programmes that they have to offer. This will make it easier to find articles and it also helps the commenting process later on. A closed group is to be preferred since the group is aimed at students and faculty members. Educational facilities can decide if they want to create the groups specifically for each local unit or have unified groups for all of the study- or degree programmes.
E.g. Laurea Leppävaara Internship or Laurea Liko Practical training

Phase 2: Content writing
Students are to write at least one article about the challenges or ideas which their came across in their practical training periods and internships. In order to make the content writing less of a task for students, the topics to these articles should not be predetermined by the faculty. Instead the students should be allowed to write about an insight that they feel is important to be acknowledged, whether it's an insight regarding the industry, an organisation or a certain process.
N.B. If a student writes an article about a certain company or other organisation, the name of the organisation should not be used unless the organisation approves the use of their name in the article.

Phase 3: Commenting
The main reasons for utilizing Massidea.org are the commenting and discussion that the articles raise. Letting other people know about a particular challenge in an organisation can

lead to solutions and ideas that can be presented to the organisation. This way the organisation benefits further from the student's practical training period.

Students should be encouraged to comment on other students' articles. It would also be beneficial if the faculty in charge of a study programme would comment on the articles because of their expertise. This way the faculty gets more involved with the practical training process by sharing valuable insights and views concerning the students' insights. The students could then present the organisation with more professional-like solutions and ideas.

Massidea.org – Theses

A thesis is a portrayal of how well a student has acquired knowledge during their studies and how well they can apply this knowledge to actual projects and real working life situations. Each published thesis reflects how well an educational establishment has done its part in educating future professionals.

The entire process, from finding a topic to conducting the appropriate research requires time and effort from both the student and their thesis supervisors. Writing a thesis can be quite a lonely path for a student and most often the only collective activities in this crucial project are the small-group thesis seminars and the face-to-face supervision and guidance provided by the student's thesis supervisor. Open networks are rarely utilised.

Massidea.org is a tool that can be implemented to this particular process without too much additional effort. Massidea.org allows students and their thesis supervisors to form a global open network, where they can find support for almost every phase of the thesis process. Students can find and identify thesis topics from Massidea.org's existing content and combine their forces with students in other universities who are also in the middle of writing their own theses. Once students have chosen a topic and decided on their research problem, they can publish it on Massidea.org and get comments, tips and feedback from other Massidea.org users. Since all content on Massidea.org is published in W5A4 format, maturity tests can be replaced by publishing the results on Massidea.org as separate articles.

When the entire thesis process is visible in a global open network like Massidea.org, it can gain more attention to the student, their home university and to the research and projects conducted there.

Supervisors - Phase 1: Forming a Network

1. Create Groups and Campaigns: Implementing Massidea.org to the thesis process should start by creating bespoke groups and campaigns, where teachers and thesis supervisors act as admins. For example, one group can be created for the entire educational facility or each study programme can have their own groups which are linked to each other. Campaigns can be based for example on different stages of the thesis process or on different themes e.g. marketing, finance or HR.

2. Create a Database: It's important to ask as many students as possible to submit their research problems and final results to the campaigns. This way the group's article collection is as versatile and vast as possible and is more likely to attract the attention of individuals and groups outside the educational facility and be more beneficial for students who are go-

ing to be involved later on. If the educational facility has an existing database of potential topics, it is recommended to publish these on Massidea.org also.

3. Set up Requirements: It is advisable to gather the active thesis supervisors together to plan how Massidea.org is ideally implemented to the organisation's thesis process. It's important to discuss what type of content should be produced for and published on Massidea.org as well as what are the quality standards for this content. This ensures that each student's progress in presented on Massidea.org from beginning to end and that each published content is high quality and follows the same, predefined template.

Students - Phase 1: At the Beginning of the Process

4. Find Potential Topics: Students can potentially find a topic for their thesis from Massidea.org's existing content. Different themes can be explored through tags or by browsing through content linked to different campaigns. The original author of the article is easily contactable in case there's a need for further questions or a possibility for collaboration. In case the educational facility has published a list of available topics as articles, students can easily ask further questions on the comment section below, or suggest their possible approach by publishing it as an idea and linking it to the original article.

5. Find a partner: Students can also find a partner to write their thesis with from Massidea.org's global user base. The partner can be from the same educational facility, from another facility in the same country or from a facility in a complete different country. Massidea.org can be used as one of the tools the students use to collaborate with each other.

6. Publish Problems or Challenges: Massidea.org can be used at any stage of the thesis process for finding help and support for challenges and problems the students are facing.

Students – Phase 2: During the Process

1. Publish Research Question/Problem: After finishing their thesis plan and agreeing on the research problem(s) and/or question(s), student can publish it, on Massidea.org as a challenge and link the article to their university's thesis campaigns for others to review. These reviews can be later utilised and documented accordingly in the actual thesis. It's also recommended that students link all articles related to their thesis together. This way each phase of the process is logically connected.

2. Review other Students' Research Questions/Problems: Students can support each other by commenting and reviewing the articles posted by students also in the middle of their thesis process. Active commenting and interaction can in turn attract others to react to the content that the commentator has published.

Students - Phase 3: After the Process

1. Publish Results: After finishing the thesis the students can publish the results on Massidea.org as ideas. This article can be used for replacing the traditional maturity test. By publishing a short summary of the results can lead to more extensive to the students, to their thesis and their home university. Each article published during the thesis process can be later used when applying for a job since it not only showcases the results but also the entire learning process and collaborative efforts.