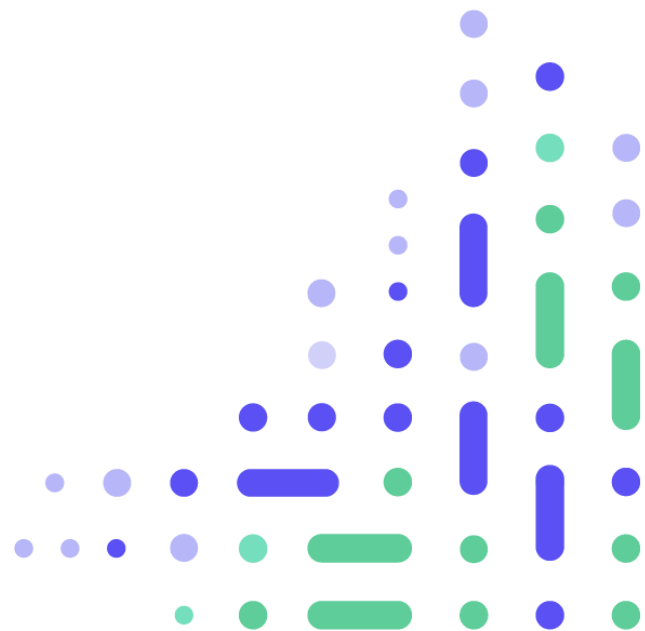


# MyDigiCoop

## Manual for Teachers

Guidelines to educational professionals to foster social-cooperative entrepreneurship in Higher Education





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## About MyDigiCoop Project

MyDigiCoop is a strategic Partnership project co-funded by the Erasmus+ Programme of the European Union.

MyDigiCoop focuses its main objective on innovative practices in a digital era. The project is managed and developed by 3 HEIs and 3 SMEs from 4 different European countries.

Among others, we believe that social-cooperative entrepreneurship skills and mindset are the keys to the 21st century as they have the capacity to increase employment and enhance social equality.

With this idea in mind, MyDigiCoop sets an overarching goal to promote social-cooperative entrepreneurship in HE by equipping HE professionals with innovative online tools and competencies to foster social-cooperative entrepreneurship among their students.

To reach this overarching aim, the project pursues five specific objectives:

1. To map HE students' entrepreneur and cooperative profiles
2. To design personalised learning paths for HE students with the aim of supporting HE educators in the development of the students' competences
3. To create an interactive virtual platform to support the development of social cooperative economy and social entrepreneurship
4. To provide the required skills, competences, and materials to teachers in HE to foster social-cooperative entrepreneurship in their courses
5. To strengthen synergies and cooperation among HE institutions, companies from both public and private sector, and associations by means of including their needs in the training course.

## MyDigiCoop Partners



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# Blended & Online Learning

*Blended and online learning not only shift the way teachers organise and deliver lessons, but they also play a significant role in redefining traditional teaching methods by providing unprecedented learning opportunities.*

## Blended learning

Considering the enhanced student engagement and retention levels from blending learning environments, we are entitled to believe that this teaching strategy is worth putting in practice.

But what are the most effective methods that teachers can use to help and encourage students to take responsibility for their own learning path?

Blended learning models work best with independent and engaged students that master time management skills. By employing effective blended learning strategies, teachers can get the most out of their online and in-class efforts.



## Best practices

### Incorporate diverse learning activities

Accommodating different learning styles is not an easy task, but teachers must be prepared to apply diverse methods to maximise student engagement. While some students may prefer to learn by reading books, others would rather seek human interaction or obtain better results by getting involved in practical activities. Therefore, by using different activities such as group discussions, interactive quizzes and games teachers build collaborative relationships with their students which will drive better educational outcomes.

### Use multimedia resources

Instead of writing information on a whiteboard, why not ask students to watch an interesting video? Take a step further: request students to watch a video before class, then get ready to participate in discussions during class. Why should teachers transfer students information when they can determine students to discover it on their own then engage in activities that require higher order thinking?

### Try mixed-ability grouping

Motivate students to engage and work together both in-class and outside the classroom. By connecting students digitally, they will get to know each other better and grow a solid foundation of shared values. Nowadays, effective online collaboration has become an essential requirement in most workplaces.



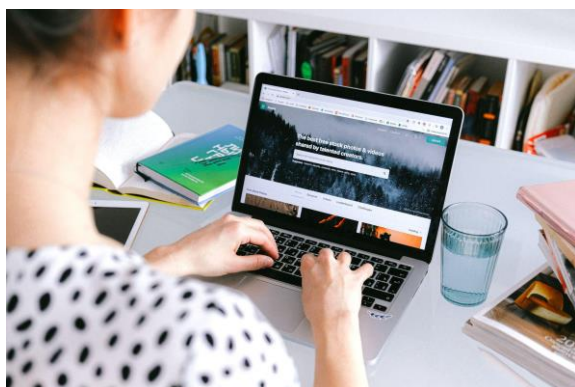
# Blended & Online Learning

## Online learning

When teaching online, interactions with students can be either synchronous, in which case students engage with their peers on the same platform, at the same time, or asynchronous, which allows students to study on their own schedule and discuss with their colleagues on certain forums.

As opposed to face-to-face classes, online teaching requires instructors to be more specific regarding content access, space and time for discussions, assignment's structure, deadlines.

Teachers may also opt to start a discussion in a synchronous class and continue debating the topic in an asynchronous forum. Connecting the two teaching models provides excellent opportunities to deepen the knowledge as well as explore further aspects that could not have been discussed synchronously due to lack of sufficient time.



## Tips for teaching online

### Make curriculum crystal clear

Fine tune your content and online approach so that it matches with the type of audience that will attend your course.

### Organise materials on the platform

Regardless of the platform you are using, try to simplify and structure as efficiently as possible the information delivered to the students. Create explicit folders to clarify where certain resources are stored.

### Handling distinct requests

Take into account the potential linguistic and cultural challenges that some students may encounter, especially the ones that are non-native speakers.

### Sparkle enthusiasm

Choose the appropriate tools and resources that stimulate your students to engage in opening class discussions.

### Follow up

When meeting online, bring back into discussion issues that remained unaddressed in the asynchronous forum. Acknowledge students' efforts by incorporating their responses into your statement then insist on pursuing a particular topic.

### Feedback is key

By using interactive tools, ask your students what would help them learn more effectively. Sometimes students can come up with ingenious ideas that would make teaching more efficient.



### What is online learning?

Online learning literally means learn something in the internet. So the key point is the use of internet. In this term, internet is a tool of learning. And it usually implies a distance between you and your teachers. For example, during the covid-19 pandemic, many students studied from home via internet.



### What is blended learning?

Blended learning means a combination of learning at a distance and the traditional on-campus learning (in a classroom). For example, nowadays, some students usually have a fixed schedule of classes on campus. At the same time, they also have many courses that are online, especially during the covid-19 pandemic period.



### What is e-learning?

E-learning focuses more on the online interaction between you as a student and the teacher. It doesn't require a distance between you and the teacher. You can sit with your teacher and receive the training through an online media. For example, some teachers use online tools to do activities with students in the classroom.



### What is distance learning?

The phrase of distance learning is similar to online learning. It just emphasises more on the distance rather than internet. In the beginning, the phrase was created to attract students globally. For example, students in Europe are able to get a degree from a university in the US, distance learning makes international student to complete a bachelor or master or even a PhD without needing to travel.

Source: Alexandru Pop. "What's the Difference Between Blended Learning, E-Learning and Online Learning?", 10 Jan 2022. Web.

Photo 1 and 2: by Julia M Cameron on Pexels; Photo 3: by Andrea Piacquadio on Pexels; Photo 4: by Polina Tankilevitch on Pexels



## Structure Of The Modules

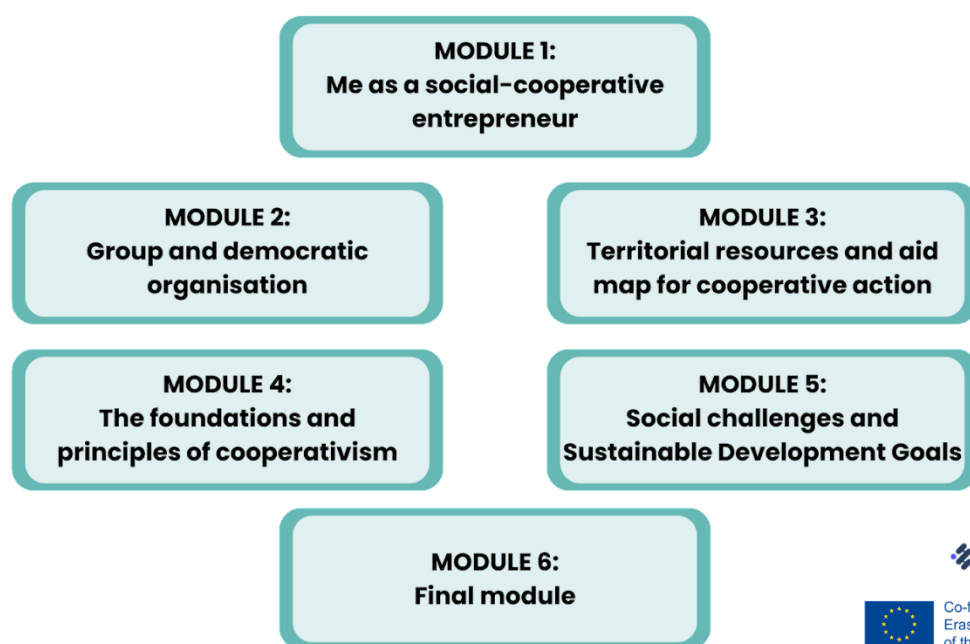
*Flying and teaching may seem two very different experiences but in fact they have many similarities. Think of the number of pre-flight checklists which need to be performed before the pilot lines up the aircraft with the runway and accelerates to full power. The teaching process also includes planning, evaluation and revision. Teachers must accelerate student learning!*

Our conceptual model of social-cooperative entrepreneurship examines the social-cooperative entrepreneurial profile for its developmental attributes, incorporating variables that educators can utilize to help students develop a social-cooperative entrepreneurial profile over time. In addition, the model also includes demographic variables that could influence the intention to become a social-cooperative entrepreneur.

Understanding that individuals develop along three dimensions, intrapersonal, social, and cognitive, that together create a unified self, we have developed a framework that includes measurable aspects of each dimension which conceptually relate to social entrepreneurship and cooperativism. The objective of this framework is to provide a broad view of factors that can contribute to promoting social-cooperative entrepreneurial behaviours in educational settings.

Through this individualised digital learning path, you will be able to develop your intrapersonal, social, and cognitive competencies in relation to social entrepreneurship and to cooperativism. Please know that you have the possibility to continue working on any topic if you want to.

These are the modules that you will work on during the process:



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There are three levels in each module: **Low**, **Medium**, and **Advanced**. It is possible to have the same objectives and topics in the same module. There are four parts to each module:

## 1# TAKE OFF



The first part of the module offers an introduction to the topic, gives students an idea of what to expect and sets them up for success.

### Welcome text

The objective of this section is to encourage students to go over the module.

### Guidebook

Students will use the “Guidebook” to understand some general information about the topic, objectives, timing, activities and evaluation of the module.

## 2# TRAVEL



Once students know what they are going to do in the module, it is the time to start working on the content and carry out the activities.

### Explanation of the section

The purpose of this text is to provide students with an overview of what they need to cover.

### Working on the topic

Students will explore key information about current theories, models and research related to the course topic. The learning experience may also include videos, infographics and practical activities.



## Structure Of The Modules

*When travelling by plane, turbulence is sometimes inevitable. But rest assured that pilots are doing their best to find smooth air. Teachers must also deal with students' frustrations, unfulfilled wishes and unmet expectations. The best thing a teacher can do is to understand how to deal with the turbulence, tamp down the pressure and empower students.*

### 3# LANDING



Within this block students will find a summary of the module and instructions for the final task.

#### Explanation of the section

The purpose of this text is to introduce students with what they will find inside this block.

#### Synthesis

This section provides students with a synthesis of the content and learning experience. It can be an infographic, a document, a presentation, a video (simple and visual). Showing all the content in a graphical representation helps students organise their ideas and work on tasks more efficiently.

#### Final task

With the final task, students put everything they have learned into practice.

### 4# ¡XTRA!



The purpose of this section is to provide students additional materials to continue working on the topic.

#### Explanation of the section

The purpose of this text is to offer students a glimpse of what to expect from this section.

#### Additional resources

With additional resources, students will have the chance to continue working on the topic if they want. This section is not compulsory.

## A Closer Look At The Assignments

*As a teacher, your goal is helping students succeed and assessment is a powerful tool to reinforce students' learning path. Identifying and applying effective strategies to consistently and accurately assess students is critical to further fostering performance.*

### Online assessment

While assessing your students, consider the following recommendations:

#### Remember the four stages of assessment

The assessment process doesn't have to take place at the end of an online course or module. It can, and most certainly should happen before, during, and after the learning stage.

You can also use short quizzes after each learning module in order to help students track their progress. This way students will understand the outcomes they managed to achieve and the objectives they still need to focus on before moving to the next module.

#### Select the right tools

There is a broad array of assessment methods, starting from traditional tests to group projects to reflexive journals to essays, etc. Each method has a specific function and thus may be suitable to use or not depending on what teachers want to measure. Therefore selecting the best assessment tool or method is crucial.

#### Instil student confidence

Start an open discussion in which students can reflect on their learning process as well as ask further questions. Regardless of the assessment format, make sure that all requirements are clearly explained.

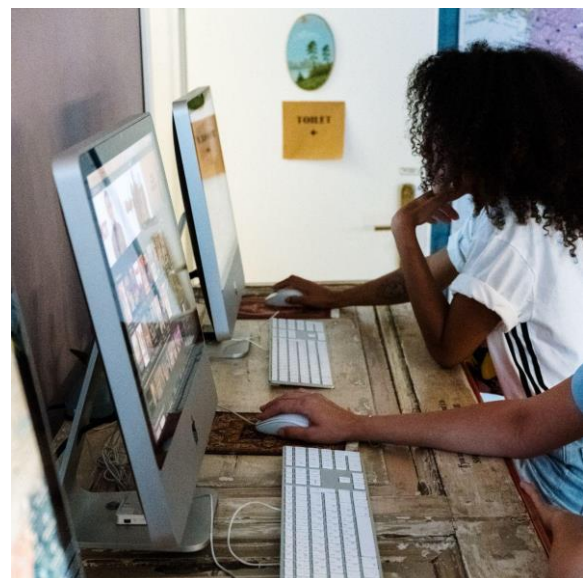
### Self-assessment

MyDigiCoop proposes the use of well-designed tests consisting of multiple questions and true/false questions as a self-assessment method.

Multiple choice tests are an effective and simple method to assess learning. Students can measure their understanding of social cooperative enterprise and receive prompt feedback at the end.

Students will be required to go through each question carefully then choose the answer they think is correct.

In order to pass a module, students will need to get 40% of the questions correct.





## Using The Instructor Notes



Photo by [Sincerely Media](#) on [Unsplash](#)

Current innovation-driven and result-oriented societies place increasing demands on the education sector to foster entrepreneurship skills.

But teaching entrepreneurship goes beyond teaching standard subjects. Developing entrepreneurship competencies is not just a matter of knowledge acquisition, but rather a matter of developing essential abilities, attitudes, behaviours and mindsets.

Students must learn modern practices that successful entrepreneurs use nowadays to conceive, test, and launch a business, all while gaining the necessary skills and competencies related to problem solving, iteration, and collaboration.

These competencies are best assimilated through teacher-driven inquiry, motivation and discovery so that students can successfully convert their ideas into action.

However, teaching such competencies is not an easy task when using traditional methods and learning practices. Inspiring journeys require committed teachers employing active pedagogies which focus on practical learning opportunities providing examples of real-life situations.

We acknowledge the extraordinary challenge of teaching entrepreneurship and we decided to share responsibility. In this respect, our team of experts and academics has developed thorough guidelines that seek to inspire teachers in their extensive work of fostering



social-entrepreneurship competencies for their students.

### What?

This guideline is compiled to provide educators with the required skills, competencies, and materials to foster social-cooperative entrepreneurship among their students in blended and online/distance learning. Concretely, providing guidelines with techno-pedagogical tips based on educational innovation, active methodologies, and distance/blended learning.

### Who?

This guideline is designed for educators working on the field of social-cooperative entrepreneurship in diverse bachelor programs. It is especially used for programs in which entrepreneurial skills have not been integrated as the focus in the teaching and learning process, or for programs that offer online or blended learning that does not have rich resources to support the implementation.

### Why?

**INNOVATION:** A guideline compilation to foster social-cooperative entrepreneurship in HE is innovative in the sense that they will develop a new perspective on social-cooperative entrepreneurship. Due to the global pandemic, higher education was forced to shift to digital word rapidly. Many educators and students were not prepared for the sudden and drastic change and it affected the quality of teaching and learning. Thus, there is a need to put together recent knowledge, tools and resources that can

support educators to deliver efficient and flexible pedagogies. his guideline will offer teachers a new approach on active methodologies such as challenge-based learning or problem-based learning, resources and examples from various knowledge areas where social-cooperative entrepreneurship could be developed.

### Expected Impact

The Guideline compilation will support education professionals from different backgrounds and empower them to provide high-quality training in digital environments. By using the guideline compilation, HE educators can improve their learning technique and methodology to conduct online or blended learning using innovative and digital tools as well as build more digital literacy. Moreover, it is expected that education professionals may get inspired by using the guideline in their classes which will make teaching more appealing and benefit students as well.

We hope this practical guide will encourage teachers around the world to elevate their competence of teaching entrepreneurship.

*In order to facilitate knowledge exchange, we have translated these guidelines into the following languages: Spanish, German, Finish, Romanian, and Basque.*



## MODULE 2: Introduction to social economy and democratic organisation

### OVERVIEW

---

In this module students will find:

- A clear definition of social economy
- An analysis of the main characteristics of social economy based organisations
- The principles of the social economy
- The various types of social economy
- A clear understanding of a Person-Community
- The importance of democratic organisation to empower people
- A deep understanding of cooperative democracy
- The profile of a cooperative person
- The characteristics of a participatory organisation within the social economy framework

Average learning time: 25 hours

### PURPOSE OF LEARNING

---

At the end of the module students will be able to:

- Develop a first approach to the uniqueness of the social and solidarity economy
- Understand the internal dimension democratic and cooperative organisation
- Introduce participatory organisations

### OUTLINE

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Participation in organisations has a democratic dimension, where people participate institutionally, following the rules established through the normative framework. In this module, students will have the opportunity to make a first approach to the social economy and democratic institutions.

### GUEST SPEAKER

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It can be interesting to organise videos or webinars to give direct testimonies about the social economy or co-operatives so that students can learn about the experiences of co-operative people.

Testimonies of 20 minutes can be live or recorded.



## STUDENT WORK

---

Students will have a test at the end of the module.

## EXERCISES

---

These are the tasks that can be done in the module:

- Explore and research social economy actors around you and present them to your classmates.
- Have a debate about cooperative principles.

Make a SWOT about the cooperative and reflect on it.

## SUPPLEMENTARY ACTIVITIES

---

These are the possible actions:

- Making visits to different agents and making comparisons.
- Conduct interviews with different actors to understand their reality.

# MODULE 2: Democratic organisation and cooperative person

## OVERVIEW

---

In this module students will find:

- A clear understanding of cooperative governance and democratic organisation terms
- The characteristics of a cooperative person
- A deep understanding of the importance of cooperative culture
- Tips on how to care for and nurture a cooperative culture in collective organisations

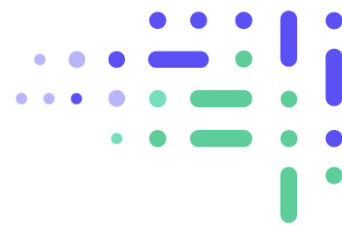
Average learning time: 25 hours

## PURPOSE OF LEARNING

---

At the end of the module students will be able to:

- Differentiate the “person” and “community” concepts
- Make a distinction between cooperative people and work-teams
- Identify a cooperative culture
- Justify values education



## OUTLINE

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In an organisation, a group of people working together will be recognized as a team when they are committed to achieving goals at the team level, work interdependently fulfilling their assigned roles, have the necessary autonomy to decide how to perform tasks, and periodically communicate their developments and important information to regulate the processes. This module has three chapters dealing with the social dimension of organisations in three areas: the person, the working group or team and the democratic organisation.

## GUEST SPEAKER

---

It may be interesting to organise video testimonials or webinars from people dealing with people management and teamwork.

Testimonies of 20 minutes can be live or recorded.

## STUDENT WORK

---

Students will have a test at the end of the module.

## EXERCISES

---

These are the tasks that can be done in the module:

- Characterization and debate on the cooperative person
- Experimentation of cooperative dynamics and their analysis and reflection
- Reflection on the rights and obligations of the cooperative nature

## SUPPLEMENTARY ACTIVITIES

---

These are the possible actions:

- Making visits to different agents and making comparisons
- Conduct interviews with different actors and understand their reality



## MODULE 2: Women Empowerment In Socio-Cooperative Entrepreneurship

### OVERVIEW

---

The module on Women empowerment in Socio-Cooperative Entrepreneurship is scheduled to take approximately 25 hours to complete.

Regarding the technical considerations of the virtual platform access, students must have a desktop or laptop computer with internet access to take the online course. It will also need headphones to listen to the audio of the videos.

Average learning time: 25 hours

### PURPOSE OF LEARNING

---

The objectives to be achieved at the end of this module are:

- 1) The student will know the key concepts of entrepreneurship in cooperatives.
- 2) The importance of women in the development of the cooperative movement.
- 3) To know leadership skills.

Through this module, students will improve their professional competencies in social cooperation, and they will understand the fundamental role of women in social cooperative entrepreneurship today.

### OUTLINE

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The outline of the topics that the module will cover is the following:

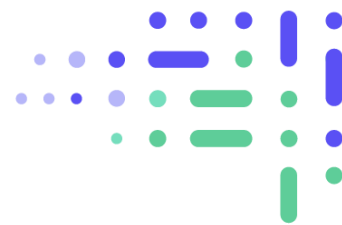
- Introduction to Women's Empowerment.
- Equality in the European Union.
- Leadership Tools.
- Good practices in Cooperatives.
- Successful cases.
- A questionnaire exercise.

### GUEST SPEAKER

---

It can be interesting to organise videos or webinars to give direct testimonies about the social economy or co-operatives so that students can learn about the experiences of co-operative people.

Testimonies of 20 minutes can be live or recorded.



## STUDENT WORK

---

The module will combine the following activities: reading materials, short reflections through answering questions, viewing videos, and asking a series of test questions.

The whole process will be individual. From beginning to end, the process will be guided. Once the entire process is completed, a request for the certificate must be made.

The learning process will be based on self-assessment. Once you have completed it, you will have to score more than 5 to obtain a certificate.

Students will have to access the following external links:

- What is empowerment and when does women's empowerment arise?
  - What is women's empowerment?: <https://www.youtube.com/watch?v=nHIhM4YTbqo>
  - Women's Empowerment Principles: Make Today Your Organization's Signature Moment: <https://www.youtube.com/watch?v=TJKWwcoXduI>
  - Recommended website: <https://beijing20.unwomen.org/en/in-focus/decision-making>
- Analysis of key gender equality indicators:
  - The Gender Statistics Database: <https://www.youtube.com/watch?v=d89jQbVodaw>
  - Gender Equality Animation: [https://www.youtube.com/watch?v=ilFvvFR\\_wAU](https://www.youtube.com/watch?v=ilFvvFR_wAU)
  - WOMEN RISE: The To-Do List for Gender Equality | United Nations | Women's Day: <https://www.youtube.com/watch?v=0FLA0BMzy2s>
  - Council of Europe, Gender Equality Strategy 2018-2023: <https://www.coe.int/en/web/genderequality/gender-equality-strategy>
- Successful cases:
  - Gender diversity index of women on boards and in corporate leadership (2021): <https://europeanwomenonboards.eu/wp-content/uploads/2022/01/2021-Gender-Diversity-Index.pdf>
  - Gender Statistics Database: [https://eige.europa.eu/gender-statistics/dgs/indicator/wmidm\\_bus\\_bus\\_wmid\\_comp\\_compbm/bar](https://eige.europa.eu/gender-statistics/dgs/indicator/wmidm_bus_bus_wmid_comp_compbm/bar)
  - Example: European Project #PlayEurope: <https://www.playeurope-project.eu/manual-of-success-stories/>

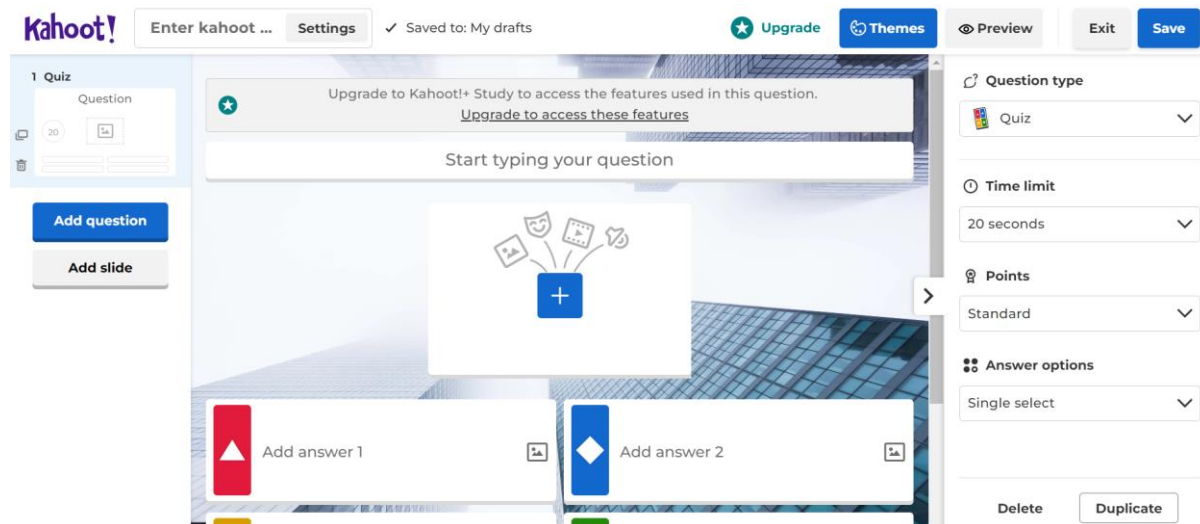
### **Results final task**

- |      |       |
|------|-------|
| 1) a | 6) c  |
| 2) b | 7) a  |
| 3) a | 8) b  |
| 4) c | 9) a  |
| 5) b | 10) d |

## EXERCISES

To introduce the topic of the module, the Kahoot tool (<https://kahoot.com/>) can be used to find out the students' prior knowledge in a fun way.

To use this tool, you will have to go to the "sign up" button, then register as a teacher and choose the type of school you work in. You can choose the Basic plan to have the free option, where 10 students can participate with their smartphones or computers. Other option is to register as personnel, then you have to choose the Basic plan for free. In this option, up to 20 students may participate.



It can be included for example questions as follows:

- 1- Do we really know the importance of women in the evolution and growth of social cooperatives?
- 2- What tools can we use to improve our leadership skills?
- 3- Do you know any success stories of international cooperatives?

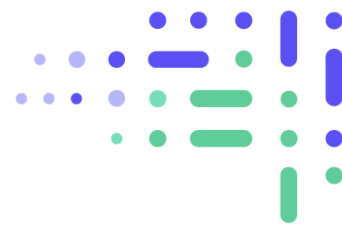
## SUPPLEMENTARY ACTIVITIES

These are the possible actions:

- Exercise to analyse the leadership skills that students possess.
- Looking for women who are leaders in the world of cooperative social entrepreneurship in your country.
- Search for success stories of international cooperatives.

## VIDEO RESOURCES

- Sufragistas. Pioneras de las luchas feministas - Suffragettes. Pioneers of feminist movements: <https://www.youtube.com/watch?v=9Bwcemo-cjY> (English subtitle in Youtube).



## MODULE 3: Territorial resources and aid map for cooperative action

### OVERVIEW

---

In this module students will find:

- What a community is and how to understand its values
- A brief understanding of the community role in human development

### PURPOSE OF LEARNING

---

At the end of the module students will be able to:

- Identify the organisations that will be involved in the project that the students are designing

### OUTLINE

---

To identify the organisation there are three areas:

- Social community
- Economic area/companies
- Institutional area-public agents

### GUEST SPEAKER

---

It can be interesting to receive the testimonies of agents who have done the mapping of their cooperative project.

### STUDENT WORK

---

Students will have to fill in the template.

### EXERCISES

---

Interviewing different actors can be interesting.



## SUPPLEMENTARY ACTIVITIES

---

These are the tasks that can be done in the module:

- Identify the organisations that will be involved in the project and share with your classmates.

## MODULE 4: Social economy and cooperativism

### OVERVIEW

---

In this module students will find:

- General values and principles of a social economy

Average learning time: 25 hours

### PURPOSE OF LEARNING

---

At the end of the module students will be able to:

- Define social economy
- Describe the elements that characterise a social economy
- Express definitions and variants of the different legal forms
- Describe the concept of cooperative and cooperativism
- Explain the 7 principles of cooperativism

### OUTLINE

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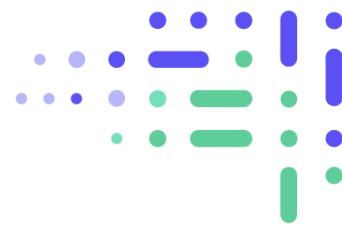
Cooperativism is a global phenomena, regulated differently worldwide, which is based on social justice and solidarity and on meeting the needs of communities and societies. Within this module students will acquire the basic knowledge required to start working on a cooperative economic initiative.

### GUEST SPEAKER

---

It can be interesting to organise videos or webinars of testimonials from people who are experts in cooperativism.

Testimonies of 20 minutes can be live or recorded.



## STUDENT WORK

---

Students will have a test at the end of the module.

## EXERCISES

---

Through these questions students can reflect on small groups to know more about the social economy and about cooperativism.

- Can we list the legal forms adopted by the Social Economy in my country?
- Are cooperatives well known in our country ?
- Do we know many cooperatives around me? Can we explain to a third party what cooperativism is and what is a cooperative?
- Do we know how many cooperatives there are in the world?
- Do we think we have acquired the necessary knowledge to start a cooperative?

## SUPPLEMENTARY ACTIVITIES

---

These are the possible actions:

- Making visits to different agents and making comparisons.
- Conduct interviews with different actors and understand their reality.

# MODULE 4: Deepening on social economy and cooperativism

## OVERVIEW

---

In this module students will find:

- A summary of the main concepts of social economy
- An analysis on how social economy is understood in Europe
- The characteristics of social economy
- The principles and rationale behind cooperativism
- Insights on Mondragon's cooperativism model
- The main characteristics of Mondragon cooperative experience

Average learning time: 25 hours



## PURPOSE OF LEARNING

---

At the end of the module students will be able to:

- Explain the foundations of social economy and cooperativism.
- Recognize the 7 principles of cooperativism.
- Compare the different types of cooperatives.
- Describe Mondragon's cooperative experience.

## OUTLINE

---

Contextualised in the European reality, this module focuses on the characteristics, data and bibliography of social economy and cooperativism. Students will deepen on the philosophical foundations of cooperativism and work on different types of cooperatives and organisational formulas.

## GUEST SPEAKER

---

It can be interesting to organise videos or webinars of testimonials from people who are experts in cooperatives.

Testimonies of 20 minutes can be live or recorded.

## STUDENT WORK

---

Students will have a test at the end of the module

## EXERCISES

---

These are the possible tasks:

- Analysis of the Mondragon case
- Reflection or group dynamics to deepen cooperative principles and foundations

## SUPPLEMENTARY ACTIVITIES

---

Visit a real cooperativism organisation to understand their principles.



## MODULE 4: How to Measure the Socio-Economic Impact of the Socio-Cooperative Entity.

### OVERVIEW

---

The module on How to measure the socio-economic impact of the socio-cooperative entity is scheduled to take approximately 25 hours to complete.

Regarding the technical considerations of the virtual platform access, students must have a desktop or laptop computer with internet access to take the online course. It will also need headphones to listen to the audio of the videos.

### PURPOSE OF LEARNING

---

The objectives to be achieved at the end of this module are:

- 1) Students must be able to know what social impact is, how and why it is measured.
- 2) Students should be aware of the different methodologies for measuring social impact.
- 3) At the end of the module, they should be able to produce a report on the social impact of an organisation.

Through this module, students will be able to identify the key factors for measuring the social impact of a cooperative, will know some tools to calculate it, and learn how to make a social impact report.

### OUTLINE

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The outline of the topics that the module will cover is the following:

- Identification of Key factors of the Socio-economic impact.
- Social impact measurement methodology.
- Social impact analysis and elaboration of a report.
- Evaluation.

### GUEST SPEAKER

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It can be interesting to organise videos or webinars of testimonials from people who are experts in cooperativism.

Testimonies of 20 minutes can be live or recorded.



## STUDENT WORK

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The module will combine the following activities: reading materials, short reflections through answering questions, viewing videos, and asking a series of test questions.

The whole process will be individual. From beginning to end, the process will be guided. Once the entire process is completed, a request for the certificate must be made.

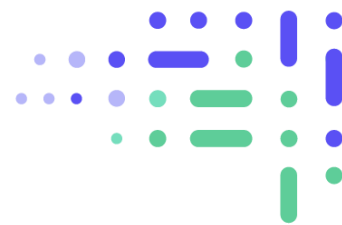
The learning process will be based on self-assessment. Once you have completed it, you will have to score more than 5 to obtain a certificate.

Students will have to access the following external links:

- What is the socio-economic impact of an organisation?
  - The 5 Principles of Social Impact | Marian Spier: [https://www.youtube.com/watch?v=vsQJ2Y\\_F0ZY](https://www.youtube.com/watch?v=vsQJ2Y_F0ZY)
- Why measure social impact?
  - Why measuring impact is essential to any social enterprise: <https://www.theguardian.com/social-enterprise-network/2012/nov/20/measuring-impact-social-enterprise-essential>
- How do we measure social impact?
  - How do you measure social impact? [https://www.youtube.com/watch?v=KDCYc\\_0h13g&t=9s](https://www.youtube.com/watch?v=KDCYc_0h13g&t=9s)
- Value chain (Porter and Kramer)
  - Value chain explained: [https://www.youtube.com/watch?v=oqR6SV8ma\\_8](https://www.youtube.com/watch?v=oqR6SV8ma_8)
- Social impact measurement methodology
  - Theory of change:
    - Theory of Change Explainer: <https://www.youtube.com/watch?v=BJDN0cpxJv4&t=59s>
    - Theory change template: <https://diytoolkit.org/tools/theory-of-change/>
  - EVPA guide *"A practical guide to measuring and managing impact"*, June 2015.
  - SROI- Social Return on Innovation
    - Calculating Your Social Return on Investment: <https://www.youtube.com/watch?v=HcjqThuepgM&t=137s>
    - SROI Value Map tool: <https://www.socialvalueint.org/sroi-value-map>
  - IRIS (Impact Reporting and Investment Standards) from GIIN: <https://iris.thegiin.org/>
  - Opportunity cost: <https://www.youtube.com/watch?v=pplbyImPNJw>
- Tools for measuring the social impact:
  - SOPACT: <https://www.sopact.com/impact-measurement-course>
  - CUANTIX: <https://www.icuantix.com/>
  - SOCIALSUITE: <https://www.socialsuitehq.com/>
  - LIVELIMPACT: <https://www.liveimpact.org/>

### Results final task

- 1) It is the impact generated by the organization on the environment at an economic and social level.
- 2) Specific, Measurables, Achievable, Realistic, and Timely.
- 3) Occupational well-being, community, environment, customers, equity, and cooperation.
- 4) Theory of change, EVPA methodology, SROI, IRIS, CBA, SCBA, and opportunity cost.

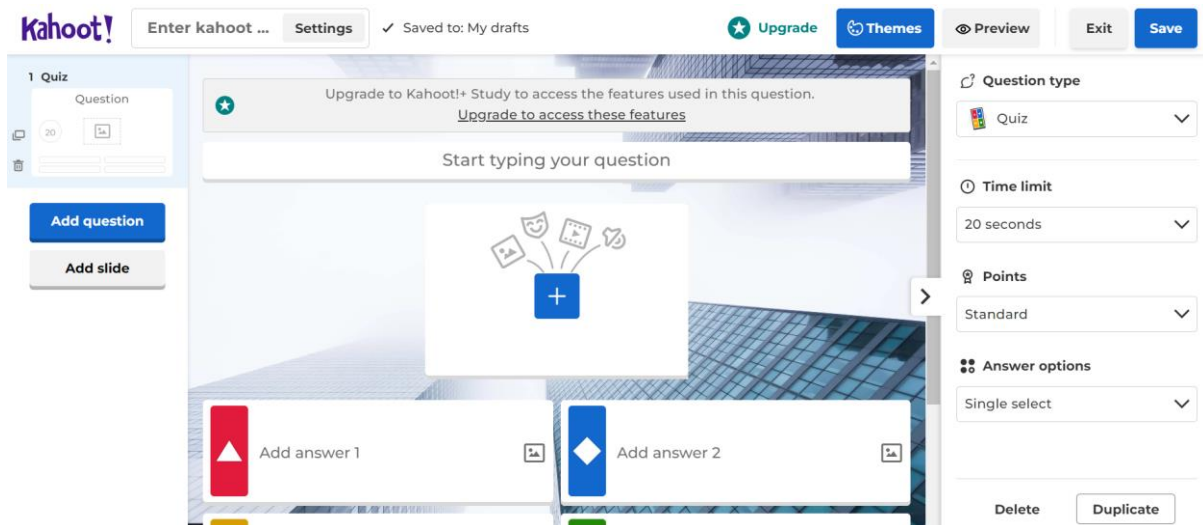


- 5) True.
- 6) It is the result of dividing the total current value of the net impact between the total value of inputs.
- 7) Political, economic, Social-cultural, technological, ecological, and legal.
- 8) Strengths and weaknesses
- 9) Mendelow's Matrix.
- 10) Demonstrative, interpretative and Expository.

## EXERCISES

To introduce the topic of the module, the Kahoot tool (<https://kahoot.com/>) can be used to find out the students' prior knowledge in a fun way.

To use this tool, you will have to go to the "sign up" button, then register as a teacher and choose the type of school you work in. You can choose the Basic plan to have the free option, where 10 students can participate with their smartphones or computers. Other option is to register as personnel, then you have to choose the Basic plan for free. In this option, up to 20 students may participate.



It can be included for example questions as follows:

- 1) Do you know what the socio-economic impact of a cooperative is?
- 2) How can we measure it?
- 3) How can we make a social impact report?

## SUPPLEMENTARY ACTIVITIES

These are the possible actions:

- Select an enterprise and analyse its social impact using the methods studied.
- The student should think of an idea of social entrepreneurship and apply the theory of change to it.
- The student should look for a social policy that has been in the news recently in his/her country and should analyse what kind of impacts are identified with the approved measures.



## VIDEO RESOURCES

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- Developing a Theory of Change: <https://www.youtube.com/watch?v=ZlwJbU1ytGM>
- Measuring Economic and Social Impact: <https://www.youtube.com/watch?v=Eki4r0lc8mc>

## MODULE 5: How to detect challenges that may be answered from a social-cooperative entrepreneurship view

### OVERVIEW

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In this module students will find:

- An overview of the European strategy for tackling social and environmental challenges
- Definitions on social entrepreneurship and social enterprise
- A brief understanding on what is a cooperative enterprise
- Insights on how entrepreneurs can recognize good business opportunities out of social and environmental challenges
- Tips on how to apply user centered design to identify real needs of users
- Market trends to inspire new ideas

Average learning time: 20 hours

### PURPOSE OF LEARNING

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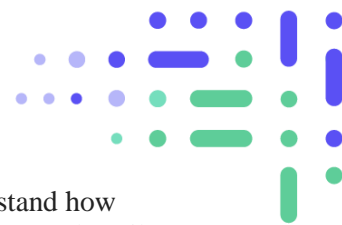
At the end of the module students will be able to:

- Explain what the European strategy for a sustainable society is
- Define social and cooperative enterprises
- Recognize business opportunities
- Identify challenges that can be tackled from a social-cooperative perspective,
- How to identify challenges by focusing on the users and their needs, by applying an iterative process, known as Design Thinking (DT)
- Use specific activities to inspire creative thinking
- Identify how entrepreneurs come up with ideas for business concepts
- Relate entrepreneurial success to the ability to identify market needs and spot trends

### OUTLINE

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Social innovation is a constantly growing movement of grassroots initiatives, recognized by policy makers on different levels in Europe as an important way to tackle the increasingly complex social



and environmental challenges faced by our societies. In this module students will understand how Europe aims to respond to these challenges, what social entrepreneurship is and how one can describe a cooperative enterprise. Finally, they will uncover the entrepreneurial mindset for solving problems and understand how entrepreneurs recognize business opportunities.

## GUEST SPEAKER

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This module aims to provide students with valuable, inspirational and motivational insights coming from world experts with different academic and entrepreneurial backgrounds. Students will be able to access recorded lectures and interviews at their own pace, thus enhancing their learning experience. In order to take full advantage of these recordings, it is recommended that students take notes using mind maps, pause and rewind certain parts of the video, as well as summarize the key points emphasised by the speakers.

## STUDENT WORK

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The student will have to go over the 5 steps proposed by Design Thinking methodology, as follows:

- For empathy students will use the miro board:  
[https://miro.com/app/board/uXjVPHlrWYQ=?share\\_link\\_id=995067502453](https://miro.com/app/board/uXjVPHlrWYQ=?share_link_id=995067502453)
- For defining the problem the miro board is:  
[https://miro.com/app/board/uXjVPHlrWYQ=?share\\_link\\_id=995067502453](https://miro.com/app/board/uXjVPHlrWYQ=?share_link_id=995067502453)
- Ideation is comprised here:  
[https://miro.com/app/board/uXjVPHlrWYQ=?share\\_link\\_id=995067502453](https://miro.com/app/board/uXjVPHlrWYQ=?share_link_id=995067502453)
- Prototyping will make use of miro board:  
[https://miro.com/app/board/uXjVPHlrWYQ=?share\\_link\\_id=995067502453](https://miro.com/app/board/uXjVPHlrWYQ=?share_link_id=995067502453)
- Testing requires the miro board:  
[https://miro.com/app/board/uXjVPHlrWYQ=?share\\_link\\_id=995067502453](https://miro.com/app/board/uXjVPHlrWYQ=?share_link_id=995067502453)

All the above presented activities will be monitored and feedback will be provided whenever required. For every miro board clear instructions will be provided.

## EXERCISES

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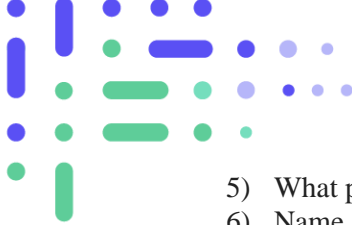
These are the tasks that can be done in the module:

- Field research: Using collective observations to form meaningful and revealing insights.
- Translating top insights into more specific “How Might We...?” (HMW) questions before brainstorming.
- Brainstorming for ideation
- Business Model Canvas

## SUPPLEMENTARY ACTIVITIES

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- Students will work in pairs (2 people: A & B) and ask each other these questions alternately:
  - 1) What activities and thoughts make you lose track of time?
  - 2) What problems do you see in your community or in the world?
  - 3) What would you like to be better, faster or cheaper?
  - 4) What keeps you awake at night?

- 
- 5) What pisses you off?
  - 6) Name 3 things that you are passionate about?
  - 7) What would you need for an easier or more comfortable life?
  - 8) If I gave you 100 euros, what would you do with it?
  - 9) What do you do with your free time?
  - 10) If you could improve the life of a family member / friend, how would you do it?
- Each student will have to propose 3 social-cooperative business ideas to their partner and then they will have to rate the ideas proposed to them. This exercise will boost creativity and will develop empathy

## VIDEO RESOURCES

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1. Nations United video: [Do you know all 17 SDGs?](#) The Sustainable Development Goals (SDGs), are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity.
2. Nations United film: [Urgent Solutions for Urgent Times](#). In the midst of a pandemic radically transforming our world, Nations United tells the story of the world as it is, as it was, and as it could be. It focuses on the solutions and action we need to tackle poverty, inequality, injustice and climate change.
3. Alex Steffen's TED talk - [The route to a sustainable future](#). Worldchanging.com founder Alex Steffen argues that reducing humanity's ecological footprint is incredibly vital now, as the western consumer lifestyle spreads to developing countries.

# MODULE 5: Entrepreneurship and Sustainable Business

## OVERVIEW

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In this module students will:

- Become familiar with the sustainable development framework and sustainable development goals (SDGs)
- Recognise the sustainability challenges that organisations are facing
- Learn to identify and design sustainable business models

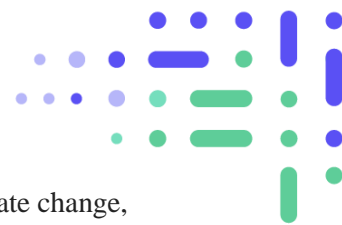
Average learning time: 27 hours

## PURPOSE OF LEARNING

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At the end of the module students will be able to:

- Discuss the importance of the sustainable development framework, its origin, pillars and definition
- Examine the UN Sustainable Development Goals (SDGs)



- Analyse big issues and big changes that organisations are facing including climate change, water scarcity, energy issues
- Identify sustainable entrepreneurship opportunities
- Design sustainable business models

## OUTLINE

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This module provides students with the theoretical and practical knowledge about entrepreneurship and sustainable business. It provides students with a mindset to develop sustainable entrepreneurship solutions. It begins with introducing sustainable development framework and its origins and sustainable development path. It then turns to consider UN Sustainable Development Goals (SDGs) and discusses the big challenges that we are facing today like climate change, energy crises, water scarcity, workplace sustainability and so on. Students will be prompted to critically reflect upon the sustainable entrepreneurship opportunities. The last section of the module focusses on designing sustainable business models

## GUEST SPEAKER

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Organising videos or webinars about entrepreneurship and sustainable businesses so that students can learn from the practitioners.

15-20 minute videos can be recorded.

## STUDENT WORK

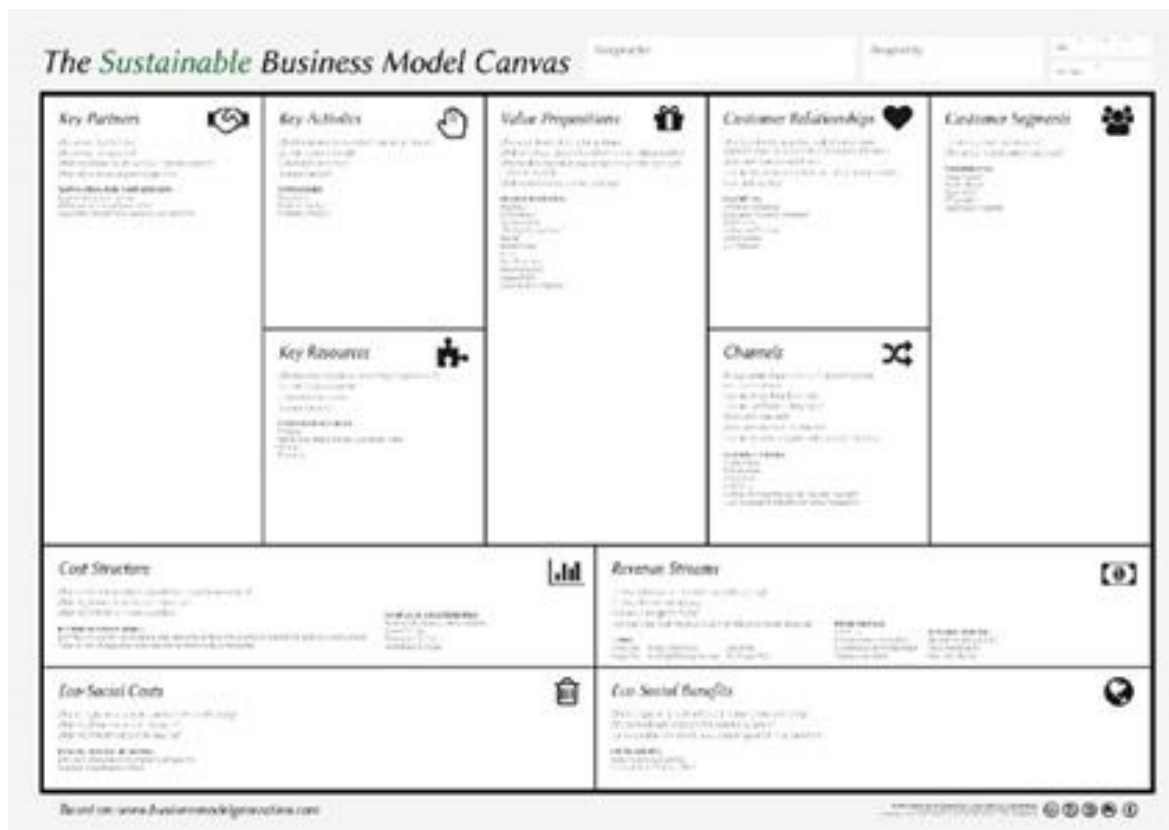
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- Review the learning material
- Watch lecture videos
- Complete the quizzes
- Complete sustainable business model canvas (in blended learning)

## EXERCISES

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Designing a sustainable business model canvas



In Sustainable Business Models, sustainability is integrated into the core business. Sustainable Business Model Canvas focuses on environmental and social consequences of a business activity.

### Step 1: Familiarise the students with the 11 elements of a business model

These elements include Value Proposition – Customer Relationships – Channels – Customer Segments, Key Partners – Key Activities – Key Resources, Cost Structure – Revenue Streams, Eco-Social Costs – Eco-Social Benefits

### Step 2: Students work in teams

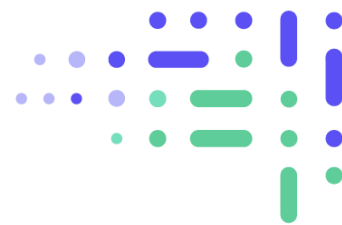
Students fill in the Business Model Canvas. The focus is also on the eco-social costs and eco-social benefits, which are not so well reflected in a traditional business model.

### Step 3: Presenting/ Pitching

Students pitch their business ideas and explain all the 11 elements of their business. The aim is to justify the business model by focusing on maximising positive and avoiding any negative impact on the society. Students think of alternative ways, which focus on business activities that reduce environmental impacts and bring social benefits.

### Step 4: Teacher provides feedback

The teacher provides feedback to each team and suggests ways to make the business model even more sustainable.



## SUPPLEMENTARY ACTIVITIES

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The list of activities includes:

- Reading the sustainability reports of the well-reputed companies to learn how SDGs are incorporated in businesses
- Conduct interviews with entrepreneurs who have incorporated sustainability into their business models

## VIDEO RESOURCES

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1. Professor Dirk Van Zyl lecture: [Sustainable Development Concepts](#). In this video, Professor Dirk Van Zyl, discusses the history of sustainable development and the prominent leaders in this arena, how to plan for sustainability, capitals concept and strong and weak sustainability.
2. OECD film: [Sustainable Development: Why we must grow green economies](#). In this video students will get familiarised with the challenges like water stress, energy needs, greenhouse gas emissions, climate change etc. that will exist by 2050 if we fail to grow green economies.
3. JP Bervoets lecture: [UN sustainable development goals \(SDGs\): What They Are & Why are They Important](#). In this video 1, JP Berveots, Vice President of Community Foundations of Canada, discusses the UN sustainable development goals (SDGs), what they are, how they came into existence and their importance. He also points out the differences between this framework to the previous UN frameworks like Millenium development goals MDGs.
4. Michael Green TED Talk: [The global goals we've made progress on -- and the ones we haven't](#). In this video, Michael Green discusses the SDGs and the progress countries are making towards realising SDGs.
5. Blue Tribe: [Business Model Canvas Example, Interface Case study on Sustainable Business Model Innovation](#). In this video Blue Tribe uses the business model canvas to explain how one company successfully integrated the recycling of ghost fishing nets into the manufacturing of its carpet products whilst helping some of the world's poorest coastal communities.
6. Heike Mewes lecture: [Sustainable Entrepreneurship – Can Green Business Make a Change?](#) This video focuses on Sustainable Entrepreneurship and how green business makes a change. This video also shows practical business examples and how they have integrated sustainability in their business models.

## MODULE 6: Procedures and tools to launch a cooperative initiative

### OVERVIEW

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In this module students will find:

- A project design model using Canvas
- A script to develop the basis of a social and cooperative project
- A script to develop a social cooperative entrepreneurial plan



## PURPOSE OF LEARNING

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At the end of the module students will be able to:

- Develop a social cooperative entrepreneurial plan
- Start up an economic initiative with social economy and cooperative social entrepreneurship criteria

## OUTLINE

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In this module students will have the opportunity to design a real project. Each student will have the opportunity to work on the topic depending on the results that each person wants to reach.

## GUEST SPEAKER

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It can be interesting to organise videos or webinars of testimonials from people who have recently started a cooperative.

Testimonies of 20 minutes can be live or recorded.

## STUDENT WORK

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Students will have to fill in the template.

## EXERCISES

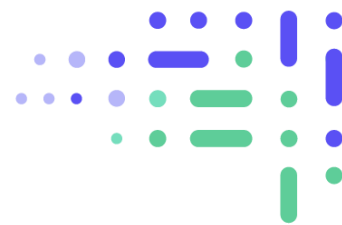
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- Students can have the opportunity to fill in the templates in small groups.
- Students can have the opportunity to share their designed projects to the rest of the partners.

## SUPPLEMENTARY ACTIVITIES

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Students can present their projects in a competition, presenting their ideas in front of different experts.



## Conclusion

Today's generation of teachers face the challenge of trying new teaching approaches, mastering innovative digital skills, adopting emerging best practices that work for both online and blended learning and many more.

We cannot prepare our students for the unknown future, but we should instil long-life learning skills so that they can act and flourish as socially responsible, active and committed citizens. Remember to leverage the available resources and tools to make learning more effective and accessible. Engage them fully by selecting the right mix of attractive and creative content. Optimise your course for a deep, authentic and rich learning experience. Reward creativity and unique thinking.

Last but not least, encourage your students to discover their passions that would help them build successful careers and launch their own enterprise.

## Acknowledgements

This Teacher's Manual would not have been possible without the guidance and valuable contributions from many experienced and dedicated professors, researchers and lecturers.

We are greatly indebted to the teachers from The Faculty of Humanities and Education Sciences (HUHEZI) of Mondragon University, who dedicated their time, effort and broad expertise to develop and design most of the above social-cooperative entrepreneurship modules.

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*Whether you are a professor, school board member, student, or someone else who has an interest in social-cooperative entrepreneurship projects and practices, we welcome your feedback and questions and invite you to email us at [info@mydigicoop.eu](mailto:info@mydigicoop.eu)*



## Project Partners:



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