

The Faculty of Science (SCIENCE)							
Course name, course responsible, department and link to course description	Number of students	I&E approach/theme	Individual study, project work or group work	Course design, forms of teaching and I&E elements	Teaching Resources Core academic skills Elements of innovation Facilitation	Form of examination	Economy and study administration
Innovation Inspired by Nature 2014 Lene Sigsgaard, PLEN <a href="http://kurser.ku.dk/course/lfkk10412u/2013-2014">http://kurser.ku.dk/course/lfkk10412u/2013-2014</a>	Max. 40	Innovation inspired by nature in an interdisciplinary context in which especially engineering and nature and life sciences make up the disciplinary foundation.	Interdisciplinary project work in groups of 5-6 students. The groups are composed before the course begins based on the disciplinary diversity of each group, relevance of academic skills in relation to the client and gender balance.	The students solve a challenge posed by an external client. The cooperation involves a workshop with the client regarding the understanding of the problem, the continual dialogue and a final presentation of solution suggestions. Double Diamond process model with planned activities/workshops and milestones adjusted according to weekly deliveries and presentations in front of the other students, including idea and concept development and explorative prototyping. Forms of teaching: lectures, exercises, group work, workshops, expert guidance, facilitator meetings and plenary sessions.	Core academic skills regarding biology: VIPs from PLEN Core academic skills regarding biomimetics: VIPs from DTU Innovation: VIPs from DTU Facilitation: two facilitators (PhD Students)	Group report Individual report	Shared student year workload (STÅ) between UCPH, PLEN and DTU Management: Uses a distribution key. External associate professor salary for external partners.
Digital Service Innovation 2014 Troels Mønsted, DIKU <a href="http://kurser.ku.dk/course/ndak12005u/2013-2014">http://kurser.ku.dk/course/ndak12005u/2013-2014</a>	Max. 30. (10 from UCPH, 10 from DTU, and 10 from CBS)	The innovation approach is most accurately described as a prototyping process in which a range of prototypes of different digital services are developed.	Interdisciplinary project work in groups of 5 students. The students are placed in groups based on a wish of balancing educational backgrounds, institutional backgrounds and learning styles.	Students work with cases that are defined by case partners. The case partners are organisations or companies who formulate a problem, which is to be examined and supported through digital services. No specific innovation model – ethnographic fieldwork is applied, user involvement, design intervention, paper prototyping, functional prototypes and business models. Forms of teaching: lectures, workshops, group work, obligatory exercises and “innovation camp”.	Troels Mønsted (DIKU), Lars Kayser (SUND), Klaus Bruhn Jensen (HUM), Michel Avital (CBS), Henning Boje Andersen (DTU), Yutaka Yoshinaka	The digital service innovation project that the students develop is crucial in order to achieve innovation and entrepreneurial competences. The project also provides the foundation of the written report and the oral exam, which are parts of the assessment.	
Food Entrepreneurship 2014 Nanna Viereck, FOOD <a href="http://kurser.ku.dk/course/lleb10300u/2013-2014">http://kurser.ku.dk/course/lleb10300u/2013-2014</a>	Max. 40	Fundamental concepts in entrepreneurship, innovation and business development with emphasis on the specific characteristics of the food industry and the application of food technologies.	Groups are carefully put together (for example containing one student from each of the participating universities / international students in order to ensure competences within business, technology and natural sciences.	The students work with a predefined idea (case story) in order to develop the idea into a final product with a clear business plan. Idea development and development of a business plan. Forms of teaching: lectures, group work, company presentations, discussions, exercises and writing of reports.	Dorte Wiene, Aditus Networks Nanna Viereck, UCPH Timothy John Hopley, DTU	Business plan Individual oral examination.	
Patent Commercialisation and Entrepreneurship, 2011 Peter Conrad Ottesen, Department of Chemistry. <a href="http://kurser.ku.dk/course/nkek12003u/2013-2014">http://kurser.ku.dk/course/nkek12003u/2013-2014</a>	11 students in 2011, however no limit of the amount of students accepted.	Commercialising nature scientific patents. Knowledge of chemistry at least equivalent of bachelor level from Nano science, chemistry, biochemistry or life sciences is a prerequisite of participating in the course.	Project work in groups. Groups are put together based on ITP profiles.	Students work in groups with a chosen patent as the foundation of the idea and business development. No specific innovation model, idea development or business model canvas (Osterwalder). The final delivery is a business plan. Forms of teaching: lectures, workshops, group work and exercises.	Associate Professor Claus Sørensen, UCPH Project Manager Rikke Bøyesen, UCPH Project Manager, Entrepreneur, Peter Ottesen, UCPH Lawyer Peter Horn Møller, Tinderact Project Manager, Entrepreneur Nina Riis CEO Jeppe Amossen, HEED Diagnostic ApS Investment Manager Leif Jensen, CAT Client Solution Executive Jan Bo Kristensen, IBM CEO Veinay Venhatramen, CIID	Business plan (5 pages) Individual oral examination.	

Faculty of Social Sciences (SAMF)							
Course name, course responsible, department and link to course description	Number of students	I&E approach/theme	Individual study, project work or group work	Course design, forms of teaching and I&E elements	Teaching Resources Core academic skills Elements of Innovation Facilitation	Form of examination	Economy and study administration
Entrepreneurial anthropology and sociology <a href="http://kurser.ku.dk/course/aank13509u/2013-2014">http://kurser.ku.dk/course/aank13509u/2013-2014</a> Ea Helth Øgendahl, Sofie Bertolt Winthe, Department of anthropology	30	Focus on competences in relation to entrepreneurship and applying sociological and anthropological academic skills to an entrepreneurial context (Sarasvathy). The course deals with the students' own ideas and the development of these through group work.	Group work based on the students' own ideas.	Workshops with elements from lecturing, group work and inspirational presentations. Emphasis on creating a business model of the idea as well as a plan of action.	The course is run by an anthropologist and a sociologist who have started their own business. As such they take care of both the core academic skills and the elements of innovation as well as the facilitation of the process. External presenters will be used as part of individual themes.	Oral examination based on a synopsis – active participation is required as well as handing in portfolio assignments in order to be allowed to take the examination.	Individual course enrolment at the Department of Anthropology or Sociology.
Entrepreneurship <a href="http://kurser.ku.dk/course/a%C3%98ka08179u/2013-2014">http://kurser.ku.dk/course/a%C3%98ka08179u/2013-2014</a> Søren Hovgaard, Department of Economics	40	Very classic business planning mind-set with emphasis on decision making based on prototypes. External partners are involved in bringing cases and listening to presentations.	Group work based on cases.	A mix of group work, inspirational presentations, lectures and individual guidance of both groups and individual students. No use of process models. Emphasis is on developing the student's ideas from idea to (description of) product within as short a time span as possible.	Core academic skills regarding economy and financing start-ups – Søren Hovgaard Guest presentations by entrepreneurs, venture capitalists and professionals serve as elements of innovation. No facilitator.	Pass/Fail written assignment + requirement of active participation and presentation for external partners.	Course enrolment at The Department of Economics.
Organisations - Innovation and Change <a href="http://kurser.ku.dk/course/aso05006u/2013-2014">http://kurser.ku.dk/course/aso05006u/2013-2014</a> Signe Andersen, Department of Sociology	--	This course seeks to provide the students with an understanding of the role of innovation within organisations and in processes of change – this is connected to sociological theories. This is very much an "about" course.	Individual and group work with (paper) cases.	Lectures with case solutions and discussions.	The elements of innovation within this course are also the core academic skills as this course deals with the intersection of innovation and sociology.  There is no facilitator.	Active participation as well as handing in assignments throughout the course.	Individual course enrolment and a part of core modules at Department of Sociology.
International consultancy, Anthropology in Practice <a href="http://kurser.ku.dk/archive/2013-2014/STUDYBOARD_0010/AANB05058U">http://kurser.ku.dk/archive/2013-2014/STUDYBOARD_0010/AANB05058U</a> Susanne Branner Jespersen, Department of Sociology	30	This course aims at making the students capable of applying their academic competences in real life. During the course the students work with cases posed by NGOs and they need to use anthropological methods in order to solve the challenges.	Group work based on cases – the students work with real cases and end up with presenting a suggestion of a survey design to the companies involved.	Group work, short lectures, practicing the usage of methods (workshops)	Susanne Branner Jespersen is the core academic educator. She has experience from consultancies and as such she also takes care of the part of the teaching that deals with applying the students' academic skills to real life challenges.  The cases are brought by educators who have previously been teaching in consultancies. No process facilitation.	Portfolio assignments gathered as a larger assignment – to be handed in individually or in groups.	Individual course enrolment and a part of core modules at Department of Sociology.

Det Humanistiske Fakultet (HUM)							
Course name, course responsible, department and link to course description	Number of students	I&E approach/theme	Individual study, project work or group work	Course design, forms of teaching and I&E elements	Teaching Resources Core academic skills Elements of innovation Facilitation	Form of examination	Economy and study administration
Service design & service innovation, 2011 Course responsible: Marjanne Kurth, Katalyst and Morten Warmind, Department of Cross-Cultural and Regional Studies	38 (max. intake of 40). Around 50 applicants: Because of cancellations the number ended on 39 by course start. One person stopped after one week due to the workload.	The summer school uses the newest service design methods and tools. Service design is a systematic approach to innovation. Central to service design are user understanding and user experience. The user's perception of the world is identified through observations, conversations and, none the less, interpretations of these. Based on this new solutions are created. Furthermore the organisation's work culture and processes are analysed in order to ensure the implementation of the service.  Service innovation and service design are closely connected to prototyping. The creative concept development as well as the final solutions are centred on different types and technics of prototyping, in which we cover everything from paper prototypes to simulations.  Service design refers to both design of systems, processes and immaterial services. Service design is based on a series of well known design and humanities' disciplines such as communication, interaction and digital design combined with knowledge of human culture, identity, needs, culture and social processes.	Interdisciplinary project work in groups of 4-6 students. The groups are composed before the course begins based on letter of intent and CV as well as an innovation team profile. The combination of students was prioritised in relation to 1) diversity of disciplinary knowledge 2) relevance of disciplinary knowledge in relation to the clients 3) innovation profile (typical behavioural patterns in work situations) 4) other personal interests and work experience as well as 5) gender balance.	The summer school is an intensive 3-week innovation course with the purpose of solving concrete service innovation tasks for a company based on conceptual, economic, technologic, humanistic, design and user related perspectives.  For each company a customised, interdisciplinary team of students from University of Copenhagen, Copenhagen Business School and the Technical University of Copenhagen is put together (8 groups, 4 companies).  The student will be guided, advised and challenged by leading theorists and practitioners within service innovation, design, creative concept development, prototyping, business development and user involvement.  Throughout the entire course the students will be guided daily by professional facilitators.  Each week has a specific theme, which is planned with strict management and time schedule. Each week ends with a steering group meeting with the company.  Forms of teaching: lectures, exercises, group work, workshop, expert guidance, meetings with the facilitator, and plenary sessions. The summer school is developed by Katalyst – the unit of humanistic innovation.	Core academic skills regarding service innovation: practitioners from businesses. Elements of innovation: VIPs from CBS, UCPH (CBS) and DTU Facilitation: Each team had 1 designer with service design experience and 1 case master from UCPH or CBS with experience of I&E teaching assigned.	Active participation in class with specific requirements of weekly presentations, weekly reports (blog) with innovation and process questions as well as one long, final presentation in class.  Other: Evaluation: <a href="http://innovation.blogs.ku.dk/files/2014/01/Evalue%20ringsrapport-Sommerskolen-2011_endelig-version.pdf">http://innovation.blogs.ku.dk/files/2014/01/Evalue ringsrapport-Sommerskolen-2011_endelig-version.pdf</a>	Individual course enrolment at TORS, HUM, except students from DTU who took care of their own student's enrolment and examination.
Work camp 2006: Co-Creation Course responsible: Trine Middelboe, Hum, UCPH (Approved by the temporary study board) as well as Michael Thomsen, Zentropa WorkZ	Approximately 40	Fundamental concepts within innovation and co-creation as an interdisciplinary theme. Dramatic innovation was the fundamental approach with the usage of artistic strategies put together with classic disciplines of design and business development.	Interdisciplinary project work in groups of 4-6 students. The groups are formed before the course begins based on letter of intent and CV as well as a personal interview.	The process model was based on Joseph Campbell's Hero's Journey. Forms of teaching: lectures, exercises, group work, workshops, expert guidance, meetings with the facilitator and plenary sessions.	Core academic skills regarding innovation: Practitioners from businesses as well as VIPs from UCPH, CBS, DTU. Facilitation: each team had 1 contact person assigned with responsibility of the progress, but not outright facilitation.	Written report.	Individual course enrolment at HUM, UCPH.
Work camp 2007: Knowledge in Games. Course responsible: Trine Middelboe, Hum, UCPH (Approved by the temporary study board) as well as Michael Thomsen, Zentropa WorkZ	Approximately 40	Dramatic innovation was the fundamental approach with the usage of artistic strategies put together with classic disciplines of design and business development.	Interdisciplinary project work in groups of 4-6 students. The groups are composed before the course begins based on letter of intent and CV as well as one day in which all participants met up and completed a range of team work exercises under observation of consultants from WorkZ.	The process model was based on Joseph Campbell's Hero's Journey and Zentropa WorkZ's model The Life of the Ideas. Forms of teaching: lectures, exercises, group work, workshops, expert guidance, meetings with the facilitator and plenary sessions.	Core academic skills regarding innovation: Practitioners from businesses as well as VIPs from UCPH, CBS, DTU. Facilitation: each team had 1 contact person assigned with responsibility of methods and group dynamics as well as 1 contact person responsible of the progress.	Oral exam and an individual written report.	Individual course enrolment at HUM, UCPH.