Syllabus

Course Description

Course Title	Student Sprint
Course Code	25577
Course Title Additional	
Scientific-Disciplinary Sector	ECON-07/A
Language	English
Degree Course	Master in Entrepreneurship and Innovation
Other Degree Courses (Loaned)	
Lecturers	Prof. Alessandro Narduzzo, Alessandro.Narduzzo@unibz.it https://www.unibz.it/en/faculties/economics-management/academic-staff/person/5125
Teaching Assistant	
Semester	First semester
Course Year/s	2
CP	3
Teaching Hours	36
Lab Hours	0
Individual Study Hours	39 h spent in teamwork at NOI-Techpark
Planned Office Hours	
Contents Summary	This 5-day course, in cooperation with NOI Techpark, uses the Google Sprint method to put students into teams working on real challenges posed by South Tyrolean firms. Teams move through defining the problem, ideating, prototyping, user-testing, and pitching a solution. Students have the opportunity to learn and practice Google's Sprint methodology, sharpen their creative problem-solving skills, and gain hands-on experience with innovation tools applicable in business or design settings. This course is also available to Erasmus+ BIP students, and

	benefits from SUNRISE support.
Course Topics	Problem understanding; problem validation; innovative solution creation; prototyping; solution validation; business modeling; self-assessment of entrepreneurial competence development.
Keywords	Experiential learning, Design Sprint, Entrepreneurship education
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	The course consists of 36 hours of classroom activities, corresponding to 48 hours of teaching, as some activities will be carried out in parallel, in different locations. Brief lectures about google design sprint method and design thinking tools. Hands-on projects in the form of problem-based learning.
Mandatory Attendance	Required for the whole course duration
Specific Educational Objectives and Learning Outcomes	INTENDED LEARNING OUTCOMES (ILO) ILO 1: KNOWLEDGE AND UNDERSTANDING ILO 1.a The student acquires advanced knowledge and understanding of models for new product development and innovation management within enterprises; ILO 1.b The student acquires advanced knowledge and understanding of business analysis tools and solutions for the development of innovations and organisational knowledge; ILO 1.c The student acquires advanced knowledge and understanding of innovation economics models and systems for regional innovation development; ILO2: ABILITY TO APPLY KNOWLEDGE AND UNDERSTANDING ILO 2.a Ability to acquire and select information that may be relevant from an entrepreneurial point of view, also in economic-productive

	contexts different from those studied; ILO 2.b Ability to select business economics models, suitable for the appropriate analysis of a specific economic-social and productive context; ILO 2.c Ability to acquire and select relevant information to frame cases of innovation (product, service, social, managerial organisational), also different from the studied contexts; ILO 2.d Ability to select product development models, suitable to appropriately analyse a specific economic-productive context ; ILO 2.e Ability to classify, analyse specific innovations and assess their potential; ILO 2.f Ability to select innovation management and organisational knowledge development models, suitable for a specific economic-social-productive context, such as digital transformation, resilience and sustainability; ILO 2.g Ability to select the tools for innovation management and organisational knowledge development, consistent with the models deemed appropriate; ILO 2.h Ability to propose and implement strategic and operational courses of action to foster the development of innovations by a company; ILO 2.i Ability to assess the potential of an innovation within existing companies compared to the creation of a new company (e.g., intrapreneurship, open innovation, etc.). ILO 3: AUTONOMY OF JUDGEMENT ILO 3.a Acquire the ability to analyse complex entrepreneurial problems, such as the elaboration and evaluation of an entrepreneurial project (business plan) or the development of a new product; ILO 3.b Project-based training is particularly suitable for developing autonomy of judgement with respect to situations and problems

	typical of innovation management and the creation of new businesses.ILO 3.c Autonomy of judgement is developed in the training activities carried out for the preparation of the thesis, as well as in the exercises that accompany the lectures and that involve group discussions and the comparison of individual analyses carried out by students in preparation for the lecture. ILO 4: COMMUNICATION SKILLS ILO 4.a Acquire the ability to describe and communicate in an intercultural context, in a clear and precise manner, problematic situations typical of the management of a new enterprise and the development of innovation, such as, for example, the conditions for the validation of a problem or solution, the prospects and risks associated with a business model or an innovation project. The development of communication competences assumes heterogeneous situations such as, for example, the presence of internal stakeholders (e.g. colleagues, managers, owners), or external stakeholders (e.g. potential investors, suppliers and other business partners) and the ability to sustain an adversarial process; ILO 4.b The achievement of these objectives is assessed in the course of the training activities already mentioned, as well as in the discussion of the final thesis. ILO 5: LEARNING SKILLS ILO 5.a Acquire the ability to study independently, to prepare summaries; ILO 5.b Acquire the ability to identify thematic connections and to establish relationships between different cases and contexts of analysis; ILO 5.c Acquire the ability to frame a new problem systematically and to generate appropriate taxonomie.
Specific Educational Objectives and Learning Outcomes (additional info.)	Knowledge and understanding: - To obtain a good understanding of innovation process; - To know in depth Google Design Sprint as an innovation approach.

	Applying knowledge and understanding: - To be able to conduct customer discovery and validation; - To be able to experiment iterative product releasing and validating the results; - To be able to apply various techniques and tools to support an innovation process; - To be able to define work objectives compatible with the time and resources available. Making judgments: - To be able to evaluate a business idea and construct a corresponding business model; - To be able to operate and make decisions in chaos with insufficient data. Communication skills: - To be able to present the contents of an innovation project to an audience, including non-specialists, at a fixed time; - To be able to coordinate a project team and to identify activities needed to achieve project objectives. Learning skills: - To be able to identify and obtain, independently, information and data relevant to an innovative project; - To be able to extend knowledge, even if incomplete, taking into account the final objective of the project. Students work in teams on innovation challenges defined by innovative firms or institutions identified and selected by NOI Techpark. Students learn how to approach a new problem, frame it as an opportunity for innovation, and design and validate a prototype of solution. In addition, students acquire professional skills and knowledge to define and validate a sustainable business model. While working on a specific innovation challenge, the students learn how to use the google design sprint method and various design thinking tools, as well as to reflect on the acquisition of entrepreneurial competences.
Assessment	Formative assessment (ILO 1, 2, 3, 5):

	The project course is structured into milestones and deliverables and foresee knowledge acquisition and elaboration, as well as the use of tools. Students receive ongoing constructive feedback through the whole process from the coaches, university researchers, and professors involved in the initiative, and the companies' representatives. Summative assessment: (ILO1, 2, 4) This concentrates on entrepreneurship-related skills and habits; it is carried out through observational rubrics from the coaches. Students have the possibility to receive a recommendation letter stating the learning outcomes they developed during the project based on the European Qualification Framework.
Evaluation Criteria	Criteria from the EntreComp framework include: - to work with people of different backgrounds; - to apply new tools and methods; - to manage time effectively; - to stay focused and not give up; - present and communicate effectively innovative ideas or concepts; - to design new products/services valuable to users/beneficiaries/clients; - to learn through experience.
Required Readings	Knapp, J., Zeratsky, J., & Kowitz, B. (2016). Sprint: How to solve big problems and test new ideas in just five days. Simon and Schuster.
Supplementary Readings	To be distributed during the project.
Further Information	
Sustainable Development Goals (SDGs)	Partnerships fot the goals