

SISCO CO-DESIGN FOR SOCIETY IN INNOVATION AND SCIENCE

D7.4 MOOC

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LIST OF ABBREVIATIONS

ABBREVIATIONS	EXPLANATION
WP	Work package
RRI	Responsible Research and Innovation
MOOC	Massive Open Online Course

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1. Executive Summary

As part of the Work Package (WP) dealing with communication and dissemination of the results of the SISCODE project, the conceptual framework and the outputs of the project were to be made publicly available to citizens, communities and stakeholders through a Massive Open Online Course (MOOC).

Apart from the distribution and dissemination of SISCODE results and findings, it has the aim to increase awareness and understanding of the potential that co-creation holds in the fields of Responsible Research and Innovation (RRI) and policy making.

Furthermore, it will support the acquisition of new capacities in relation to the application of design methodologies.

The wide variety of speakers internal and external to the project offer manifold perspectives and experiences in numerous contexts.

The contents of the MOOC are results and findings transversally collected from all activities conducted in SISCODE combining insights from research and practice to promote a user-centric approach in policy making based on the principles of co-creation.

It consists in an online course composed by 5 sets of lectures, visual and textual, and each set is concluded with an interactive quiz to assess the uptake and understanding of the provided contents.

The material is distributed over 5 weeks to support a continuous and consistent learning process.

2. Introduction

2.1. Introduction to SISCODE

SISCODE is a three-year project aiming to understand the co-creation phenomenon that is flourishing in Europe (in fab labs, living labs, social innovations, smart cities, communities and regions) and to analyse the context and conditions that support its effective introduction, scalability and replication. Eventually this will help bridge the gap between the process of co-constructing policies and their implementation.

Co-creation is analysed in particular in the light of Responsible Research and Innovation and Science, technology and innovation policies. SISCODE is running a European study to compare co-creation ecosystems and describe effective dynamics and outcomes of the

integration of society in science and innovation. Project partners (fab labs, living labs and Science centres and Museums) experiment in 10 **co-creation labs** around Europe with design as a new system of competences capable to support the development of implementable RRI and STI solutions and policies. The project is also creating a playground for policy makers to test co-creation of policies and to understand the transformations needed to embed co-creation in STI policy making, overcoming barriers and resistance to change and considering organisational transformation.

The project is run by 18 European partners from different countries and backgrounds: Universities, agencies for the promotion of science, science centres and museums, fab labs, living labs and three European networks. The project is coordinated by the Politecnico di Milano.

2.2. Introduction to the Massive Open Online Course (MOOC)

Over the past three years, SISCODE has carried out an extensive research around the topic of co-creation in the field of policy-making, combining a classical approach to research with experimentation on real world challenges using a network of 10 labs. For the project partners linked to the co-creation labs this has been a journey of deepening existing knowledge but also of discovery: for many it has confirmed a number of intuitions they had and the learnings have been a necessary step into giving a theoretical frame to their practices. The research, contacts and networks of actors established in these three years, have been the seed of the MOOC we present today. With it we want to share this very needed frame to others, that might be willing to take the plunge and explore new ways of producing policy but who lack the necessary foundations. The MOOC is a 101 introduction to policy innovation, it presents an introductory course to the use of co-creation and design methodologies especially tailored to those working in the field of policy-making. For those interested, follow-up materials can be found in the [SISCODE Learning Hub](#)

This course called “Co-creation for policymakers: an introduction” is composed of 5 chapters delivered in 5 weeks that will guide participants through the main building blocks of these methodologies. Within each chapter, different experts in the field will walk participants through the specific aspects of the whole co-creation process cycle. Each session is based on original videos recorded especially for this MOOC as well as on reading materials published and available to all.

The MOOC will start by analysing the limitations of current policy-making practices and the strong need for innovation if we are to make them more efficient.

Early on, the MOOC will introduce the capacity and opportunity that lies in using user-centred methods and service design in policy-making to tackle these issues. From here, participants will be introduced to problem framing and to the role of different stakeholders, as well as power dynamics, at this initial and crucial step of the process. A special focus will then be made on prototyping and new on forms of action for policymakers to support interactions in the innovation process. Finally, the audience will be familiarised with the process that takes prototypes and turns them into actual sustainable solutions as well as the evaluation and assessment methodologies that need to back them.

Participants will go away with an understanding of the potential and benefit in using user-centred methodologies, such as co-creation, in the field of RRI and policymaking.

The week will be divided as follows:

- Week 0: The SISCODE project
- Week 1: Why do we need innovation in policy-making?
- Week 2: How can human-centricity and co-creation improve policies?
- Week 3: How can problems and their root causes be identified and framed?
- Week 4: How can co-design be used to solve community problems?
- Week 5: How can solutions be implemented and sustained over time?

The MOOC will be available from 15 March 2021 for a duration of 5 years on the [POK](#) platform and a year on the [EU-Academy](#) platform.

3. Initial research and development

3.1. Inspiration and initial research

At the time of the development of the MOOC, a quick desk research in terms of existing MOOCs around the topic of co-creation, Responsible Research and Innovation and design applies to policy making has been carried out with few results.

The following benchmark helped us identify a number of MOOCs that could prove relevant to the SISCODE project, whether it be as a source of skills, of inspiration or as a best-case study. We classified them in several categories depending on their subject matter.

1) MOOCs relating directly to co-creation:

- **Unow** offers a French-speaking course, [Travail collaboratif](#), on **collaborative work practices** in companies, including collaboration tools, tactics and strategy.
- The **Delft University of Technology** and **Wageningen University & Research** offer (through a variety of platforms) a free course titled [Co-Creating Sustainable Cities](#), which deals with “the dynamics of co-creation for sustainable cities worldwide,” including participative democracy, ICTs and big data, infrastructural challenges, and the everyday impact of SMART and new technologies.
- The **University of Illinois** offers a video-based, strongly academical MOOC ([Digital Concept: Co-Creation](#)) about **customer co-creation** mostly in the corporate environment.

2) MOOCs relating to policymaking:

- The German **Hertie School of Governance** offers a MOOC on **policy, political agenda-setting and political consulting** titled [Governance & Policy Advice: How Political Decisions Come to Life](#).
- **Coursera** has a course on **policymaking, lobbying and political challenges** ([Public Policy Challenges of the 21st Century](#)), although it seems to be more centred on the USA.
- The **University of California – Berkeley**’s Goldman School of Public Policy is offering [Solving Public Policy Problems: UC Berkeley’s Eightfold Path](#), a MOOC on **public policy** that employs an eight-step method of analysis and solution.

3) MOOCs relating to RRI:

- The Higher Education Institutions and Responsible Research and Innovation project (**HEIRRI**) offers a **MOOC on RRI**, [Concepts and Practice of Responsible Research and Innovation](#), that Ecsite is already promoting on its website.
- The **Delft University of Technology** also offers a MOOC titled [Responsible Innovation: Ethics, Safety and Technology](#), which deals with **the ethics and risks of new technologies** and potential ways to deal with them.

4) Miscellaneous:

- A European project called **IC-Health** already exists that aims to **co-create a number of MOOCs** with various categories of citizens in order to improve digital health

literacy in Europe. As of now, it has developed two MOOCs about – respectively – back pain management and mental wellbeing, both in the over-60 age group. It has also developed [a course unit on co-creation processes themselves](#).

- **Open Science MOOC:** At the time of our desktop research there was a group of researchers developing collectively a MOOC on Open Science. The contents at that time were still at a definition stage.
- Metrics to decide on a MOOC: <https://www.reviews.com/mooc-platforms/>
- Other interesting resources: [https://www.uaces.org/resources/designing-a-](https://www.uaces.org/resources/designing-a-massive-open-online-course-mooc)
- [massive-open-online-course-mooc](#)

Besides this desk research, we also interviewed a number of contacts that had been involved in MOOCs or that were linked to institutions that develop MOOCs, including the University of Groningen and European Schoolnet which own their own platform and revised the work of Ecsite in 2 MOOCs: [HEIRRI's](#) and [Sea Change MOOC: From ABC to ABSEAS: Ocean Literacy for all](#).

From this first scoping exercise, research and interviews we were able to establish that there was a gap in a basic co-creation course for policy makers, gather the basic documents to structure our knowledge and information, existing platforms, and the platforms' advantages and disadvantages.

3.2. Basis for content development

This identified lack of an initial, basic course for co-creation addressed directly to policy makers lead to an interconnection of SISCODE preliminary results with this gap by developing this course following the design-based learning framework adopted by the overall project throughout its research (Fig 1).

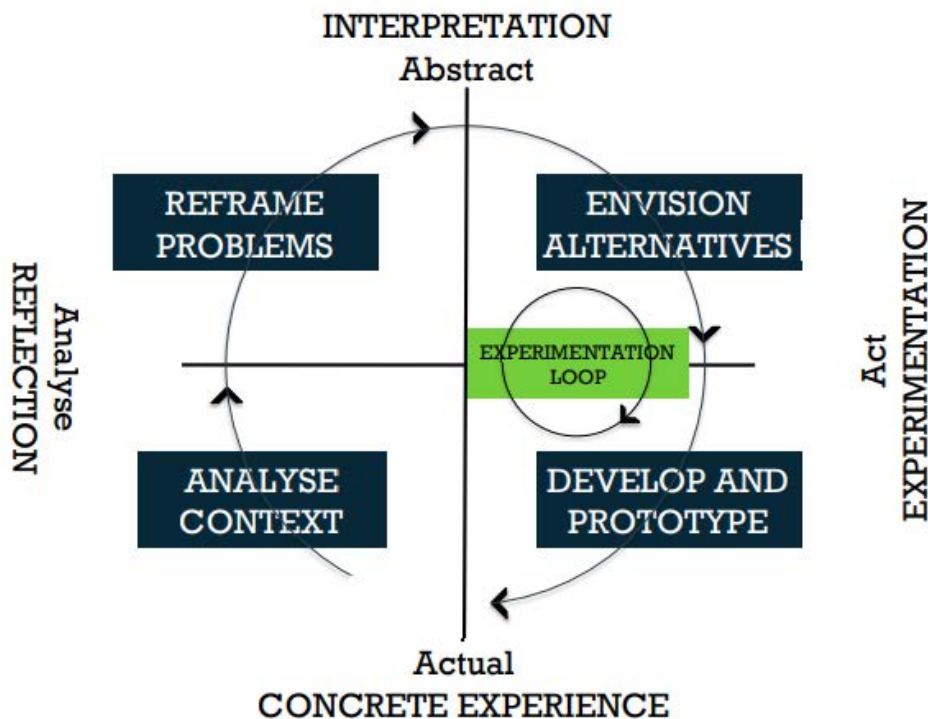


FIG 1 – SISCODE DESIGN-BASED LEARNING FRAMEWORK

Considering specifically the needs of policy makers identified in the previous phases of the project for a solid introduction as well as the effective implementation of solutions, 5 main themes following roughly the initial framework have been defined, each one with a specific focus.

Following an initial set of lectures providing a more general introduction to the need of innovation in the field of policy making (Week 1) and one with a specific focus on co-creation and user centrality (Week 2), the following weeks were aligned to the phases of the framework resulting in one week of lectures dedicated to the analysis of the context and the precise framing of problems (Week 3), one shedding light on the possibilities of ideation and prototyping (Week 4) and, finally, concluding with the implementation of solutions making them sustainable over time.

3.3. Content development

Having found this interesting angle, giving a foundational knowledge of co-creation to policy-makers, each of the 5 weeks of the MOOC was assigned to one SISCODE partner. DDC, Ecsite, IAAC, Polimi and UCL were each in charge of the content development, selection of the speakers and production of all the materials.

3.3.1. Distribution of contents by weeks

The overall content of the MOOC has been divided in 5 weeks of lectures distributed as stated in the following.

Week 0 - About this MOOC

Lesson number	Title	Speaker / Author	Format
0.1	What are we talking about?	Alessandro Deserti (project coordinator)	Video
0.2	The SISCODE project	N/A	Text
0.3	How to navigate the course	Politecnico di Milano	Text
0.4	How to answer the quizzes	Politecnico di Milano	Text
0.5	Try it	Politecnico di Milano	Quiz
0.6	About you	Politecnico di Milano	Survey

TAB 1 – WEEK 0 – ABOUT THIS MOOC

Week 1 – Why do we need innovation in policy making?

Objectives:

- Identify the limitations of current policy-making practices: The barriers, pitfalls and failures that current policy-making practices are facing
- Point to the need for innovation in the field of policy-making to counter the barriers, pitfalls and failures that current policy-making practices are facing - present and discuss what public sector innovation entails and aims to do
- Present and discuss innovation in policy-making in the shape of co-creation

Module title	Lesson number	Title	Speaker / Author	Format
Intended learning outcomes	1.0	Intended learning outcomes	Lucie Steigleder	Text
Introduction to design for policy making	1.1	An introduction to design for policy makers	Christian Bason	Video
	1.2	The right way to lead Design Thinking	Christian Bason & Robert D. Austin	Text
Why do we need innovation in policy making?	1.3	The benefits of co-creation	Melanie Smallman	Video
	1.4	Co-design in policy: Learning by 'doing'	Becky Miller	Text

Co-creation from a human-centred perspective	1.5	Co-creation from a human-centred perspective	Sabine Junginger	Video
The concept of co-creation	1.6	The concept of co-creation	Christian Bason	Video
Weekly quiz	1.7	-	Lucie Steigleder	Quiz

TAB 2 – WEEK 1 – WHY DO WE NEED INNOVATION IN POLICY MAKING

Week 2 – How can user-centricity and co-creation improve policies?

Objectives:

- Create an understanding of user centered methods in policy making
- Introduce participants in what public sector innovation entails and what it aims to do
- Using examples and theory, introduce service design specifically devised for policy making

Module title	Lesson number	Title	Speaker / Author	Format
Intended learning outcomes	2.0	Intended learning outcomes	Lucie Steigleder	Text
How can user-centricity and co-creation improve policies?	2.1	Human-centred design for the public sector	Francesca Rizzo	Video
	2.2	Designing human-centred organisational culture	Iain Baker	Text
Embedding design for innovation in policy making	2.3	Embedding design for innovation in policy making	Marzia Mortati	Video
Case study – Public sector innovation – Inland Design	2.4	Public sector innovation: Inland Design	Mariana Salgado	Video
	2.5	Designing a HR chatbot personality	Mariana Salgado	Text
Service Design for policy implementation	2.6	Service Design for policy implementation	Beatrice Villari	Video
Weekly quiz	2.7	-	Lucie Steigleder	Quiz

TAB 3 – WEEK 2 – HOW CAN USER-CENTRICITY AND CO-CREATION IMPROVE POLICIES?

Week 03 – What is the (real) problem?

Objectives:

- Create an understanding of the concept of problem framing
- Create an understanding of why stakeholders need to be involved in problem framing and why it might be challenging
- Build knowledge of tools and approaches available to involve stakeholders in problem framing

Module title	Lesson number	Title	Speaker / Author	Format
Intended learning outcomes	3.0	Intended learning outcomes	Lucie Steigleder	Text
Introduction to problem framing	3.1	Introduction to problem framing	Melanie Smallman	Video
	3.2	Problem framing and co-creation	Graeme Nicholas	Text
Co-creating problem framing in practice	3.3	Case study: Co-creating problem framing in practice	Grace D’Arcy	Video
Tools to engage stakeholders in problem framing	3.4	Tools to engage stakeholders in problem framing	Lucie Steigleder	Video
Weekly quiz	3.5	-	Lucie Steigleder	Quiz

TAB 4 – WEEK 3 – WHAT IS THE (REAL) PROBLEM?

Week 04 – How can we co-design solutions to our community’s problems?

Objectives

- Understand the concept of prototyping and its importance in territorial and societal transformation
- Discover tools and practices to engage with prototyping in your institution
- Envisioning new forms of actions for policy makers to support interactions in innovation process

Module title	Lesson number	Title	Speaker / Author	Format
Intended learning outcomes	4.0	Intended learning outcomes	Lucie Steigleder	Text
Enhancing the core values and tools of prototyping	4.1	Enhancing the core values and tools of prototyping	Gene Bertrand	Video
Illustrations: prototyping for circular transition	4.2	Illustrations: prototyping for circular transition	Asger Nørregård-Rasmussen	Video
Illustrations: prototyping policy programs with regional authorities	4.3	Illustrations: prototyping policy programs with regional authorities	Agnieszka Włodarczyk-Gębik	Video
New Roles of Policy Makers for supporting prototyping	4.4	New Roles of Policy Makers for supporting prototyping	Kate Armstrong	Video
	4.5	Labs as ambassadors of prototyping. FabLab Network	Marion Real	Text
	4.6	Labs as ambassadors of prototyping. ENoLL	Ines Vaittinen	Text
	4.7	Labs as ambassadors of prototyping. ECSITE	Lucie Steigleder	Text
Weekly quiz	4.8	-	Lucie Steigleder	Quiz

TAB 5 – WEEK 4 – HOW CAN WE CO-DESIGN SOLUTIONS TO OUR COMMUNITY’S PROBLEMS?

Week 05 – How can we implement solutions and make them sustainable over time?

Objectives:

- Familiarise the audience with the transformation from prototypes into the actual implementation of solutions and its opportunities & barriers
- Introducing evaluation methodologies and frameworks to evaluate success or failure over longer time spans
- Discuss the different opportunities to make solutions sustainable over time

Module title	Lesson number	Title	Speaker / Author	Format
Intended learning outcomes	5.0	Intended learning outcomes	Lucie Steigleder	Text
From prototyping to implementation	5.1	From prototyping to implementation	Jakob Schjørring	Video
	5.2	Solving government's problems with a Silicon Valley mindset	Jakob Schjørring	Text
Monitoring and assessment	5.3	Monitoring and assessment	Alessandro Deserti	Video
Making solutions sustainable	5.4	Making solutions sustainable	Tedora Aibu	Video
	5.5	Co-designing sustainable solutions through design leadership	Georgi Lewis	Text
Weekly quiz	5.6	-	Lucie Steigleder	Quiz

TAB 6 – WEEK 5 – HOW CAN WE IMPLEMENT SOLUTIONS AND MAKE THEM SUSTAINABLE OVER TIME?

3.3.2. Target audience

The MOOC potential interested audiences are policy makers (local, national and European level), but also scientific and research community, industry innovation community, civil Society, NGOs. Participants will be professionals from all over Europe, working in their local context or at a more global scale.

3.3.3. Learning outcomes

By actively participating in this MOOC, you will achieve the following different intended learning outcomes:

- Question current policy-making practices and their limitations and recognise the potential of co-creation ([advocating for individual or community needs S1.2.4](#)).
- Understand the concept of human-centred design ([engaging with others to identify needs S1.7.2](#)) and examine service design methodologies when applied to policy-making ([plan social service process](#)).
- Explain the importance of problem framing ([solving problems S1.9](#)) and experiment different stakeholder engagement methods([working with others S1.8.0](#)).

- Identify the characteristics of prototyping and apply its methods to a specific challenge ([communication, collaboration and creativity S1.0](#)).
- Evaluate a co-creation process and ensure the sustainability of its outcomes. ([manage government policy implementation](#))

4. Technical development

This chapter outlines how the task leader has planned and carried out the production of MOOC throughout the development phase with a specific focus on the management of the speakers and the remote production of the footage due to the COVID-19 pandemic.

4.1. Liaison with speakers

In the course of January 2020, a series of individual calls were organised with the different week hosts to align the contents and speakers. Their exact involvement and tasks were clarified, namely identifying and contacting potential speakers for their respective week. Then, Ecsite also provided a constant assistance for the writing of the scripts, with different rounds of reviews and suggestions to align all the scripts in order to keep a coherence and consistency throughout the whole MOOC.

4.2. Video shooting

The initial idea for the recording of the videos was to rent a studio and bring all speakers to shoot together. A number of studios were approached to gather quotes. However, these plans were rapidly dismissed due to the COVID 19 pandemic. The situation was uncertain and planning became complicated if not near impossible.

Ecsite together with Politecnico di Milano and the rest of the week leads decided to prepare a contingency plan: Each of the speakers will record to the better of its possibilities depending on their own country situation and institutional and personal capacity. Ecsite would prepare a toolkit and provide supporting materials to all of the speakers to try and secure the best possible and homogeneous recordings.

All of the speakers were briefed with extensive guidelines that included all possible guidance. The guidelines can be found in Annex 1 to this deliverable. A second shorter set of

guidelines, explaining how to conduct recorded interviews via Zoom, has also been shared with the partners requiring it. (See Annex 2)

Besides, calls were organised individually to ensure that lighting was optimal and that the quality of the recordings would be as close to professional as possible. All of the speakers were required to prepare at least two versions of the same recording to allow for editing. Finally, for those speakers with more limited means, Ecsite purchased a technical shooting kit, comprising: a lamp, a tripod, a microphone and a white screen, to support their home filming. These materials were shipped as needed.

4.3. Post production

Ecsite worked with an external company to carry out the post-production of all the MOOC videos. This part of the work has been key in making sure all the videos had a professional quality and to try to minimise differences as well as to give a unique look and feel to the MOOC.

The call (see Annex 3) requested a company to support in the post-production, editing and animating of a series of videos. The call included the following details:

- **No. of videos** – total of 20 videos for the entire MOOC + 1 for the course trailer
- **Length of each video** – Max 7 minutes
- **Total length** – 110 minutes
- **Special request** – 2D animations for some data visualisations & subtitles
- **Language** – English
- **Quality of videos:** Due to current circumstance all videos will be filmed by different

organisations using cameras with varying quality (different resolutions and frame rates). This should be considered when costing up and setting a timeline for this work.

The call for tender was published on the 14/07/2020 on the Ecsite website and circulated to the consortium using Basecamp (the project management tool of the project). Partners were asked to circulate this call to their networks.

The timeline given was as follows:

- Deadline for applications: **16 August**
- Final decision: **31 August**
- Start of the work: **1 September**
- Deadline for first version: **15 October**

- Deadline for second version and/or second batch of videos: **10 November**

The call also included the criteria for the selection of proposals:

- Price efficiency and effectiveness
- Demonstrated track record of working with similar projects and/or formats
- Excellent understanding and creative interpretation of the project
- Clear and well-defined working process

Ecsite received 15 proposals that were all reviewed together with the coordinator. Finally, Tripwire was the selected company (See Annex 4).

Ecsite has been in close contact with Tripwire throughout the whole development of the videos, and the final result can be seen in the Annex 5.

4.4. Hosting platform

To find the most suitable platform to host the MOOC, Ecsite contacted different educational platforms specialised in MOOCs and compared them and their different features. The priority was set on finding a platform that could help our course reach as many participants as possible, by hosting courses of a similar area and quality. The budget allocated for the hosting was €5000

For that, several platforms were contacted and the choice was made by exclusion according to the following criteria:

1. Exclusion for price

- **Futurelearn**: this platform is one of the most renowned and was of course one of the first choices. It had been recommended by several partners from other projects (University of Groningen or ECSA). After an initial call, during which they explained the possibilities provided by their platform, they sent a quote with the rates they could offer:
 - Associatepartnership:£8,000(€9200)with15%ofallrevenuesgenerated from the sale of certificates and upgrades)
 - EnhancedAssociatepartnership:£12,000(€13,800)percourseforwith50% of all revenues generated from the sale of certificates and upgrades

These offers exceeded our budget and the fact that our content would have only been available for a limited amount of time or against payment was not aligned with our vision of open access.

- **Moodle** was also one of the usual suspects. Unfortunately, they do not provide any guidance on the development of the MOOC itself, which was crucial to us. They sent us to Avetica, one of their partners based in Belgium. After a first contact by email, and a call during which they presented the platform, their offer was based on two modules:
 - One-time-costs: > €3,510 for the initial setup
 - Yearly costs: €2.625/year
 This offer did not include the optional costs of € 1.390 for a branding design.

This option has been identified as beyond the budget available for the MOOC.

2. Missing availability

- **Opensciencemooc**: after a first contact by email, they declined to collaborate with us offer due to an internal transition period that did not allow them to take on any new project at the time.
- **edX**: due to an overwhelming number of organizations and individuals contacting them, they were at the moment unable to discuss a formal partnership with all interested parties right away.
- **UCLeXtend**: the educational platform of our partner UCL was at the time in the process of moving all of their content to Moodle, which means that they had no availabilities to guide us through the development of the MOOC, and Moodle was already an alternative that we explored (see above)
- **EUN**: After an initial call with their team, EUN informed us that our topic was not in the scope of their activities and that their expertise was in the design of courses for a different target audience than ours.
- **Apolitical**: They are only accepting applications for courses developed directly by civil servants.

3. No response to the initial contact

- **Iiversity**

- [maize.PLUS](#)
- [Coursera](#)

4. Not meeting the criteria

- [European Multiple MOOCs Aggregator](#) (EMMA): The current state of their website did not allow us to establish the first contact with them.
- [Openuped](#): the design and vision of the courses developed within this platform was too far from our MOOC.

5. Final choice

The MOOC will be published in two platforms: Polimi Open knowledge and the European Commission's EU Academy.

While we were exploring these different opportunities and contacting various platforms, we decided to look for expertise and opportunities within our own consortium, and were put in contact with the team of [Polimi Open Knowledge](#) (POK) through SISCODE coordinators Polimi.

Their platform was fulfilling our expectations as well as our needs, while our MOOC was perfectly aligned with their vision and the scope of the courses already available on their website. A mutual decision has then been made to collaborate with them for the publication of our MOOC that will then stay available on their website for 5 years.

While our coordination with PoK was undergoing, we had the chance to experiment the newly created European Commission platform, [EU-Academy](#), at the occasion of the [3rd Citizen Engagement Festival](#).

An official request had to be made by our project officer at the European Commission, which allowed us to get in contact with them and engage the conversation. As well as for POK, the EU-Academy content was perfectly aligned with the topic and content of our MOOC. As their platform is still at its early stages, the EU-Academy team was happy to host our MOOC for free for a duration of a year.

The links to all the videos (both from the POK youtube channel and the Ecsite youtube channel, for the EU-Academy platform) can be found on the Annex 6.

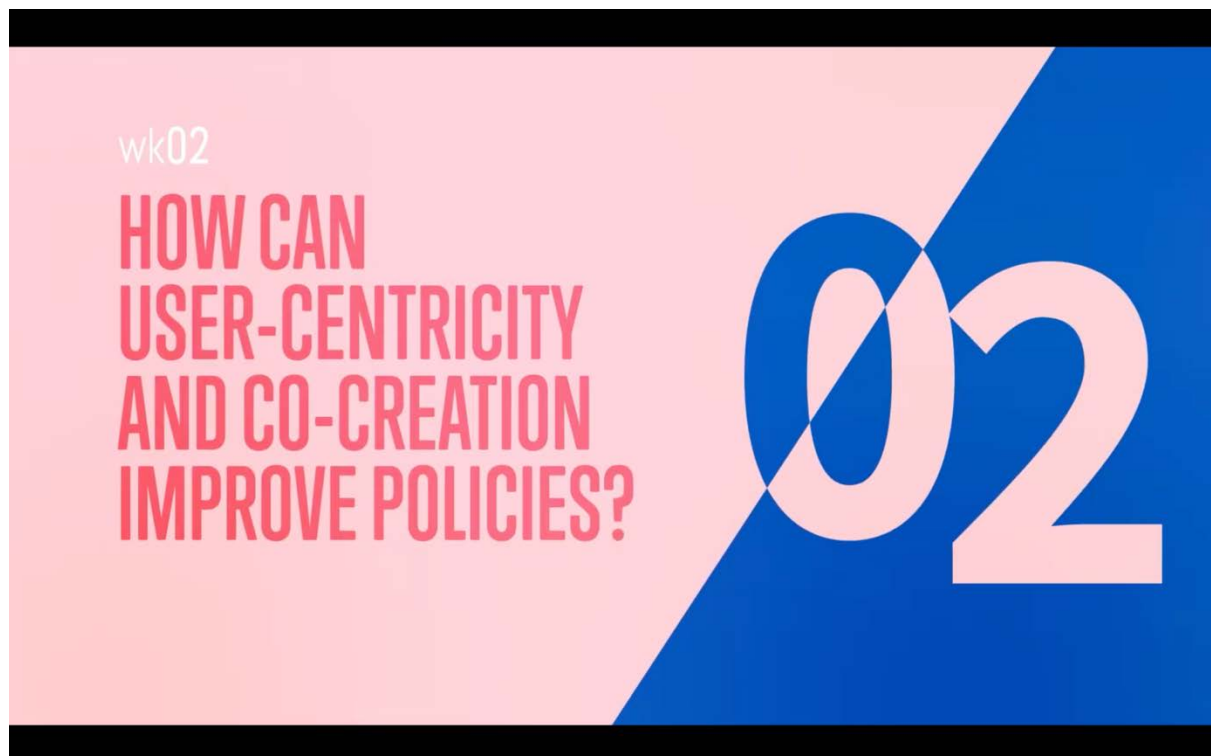
5. The MOOC

As a final result, the online course consists in 18 videos produced specifically and according to the developed structure and contents as well as in a variety of articles, academic publications and other additional material to enhance the learning in relation to the specific topics and provide empirical evidence and cases combined with the scientific background.

5.1. Visual and communication

The visuals and look of the MOOC are aligned with the general graphic style of SISCODE (see D.7.2).

In addition to the spoken content, the videos provide a set of keywords and graphics enhancing the understanding of the content with a visual support on screen providing a clean and interesting look. Annex 5 and 6 provide an overview of the graphic style adopted for the single elements as well as a table with the direct links to all videos produced.



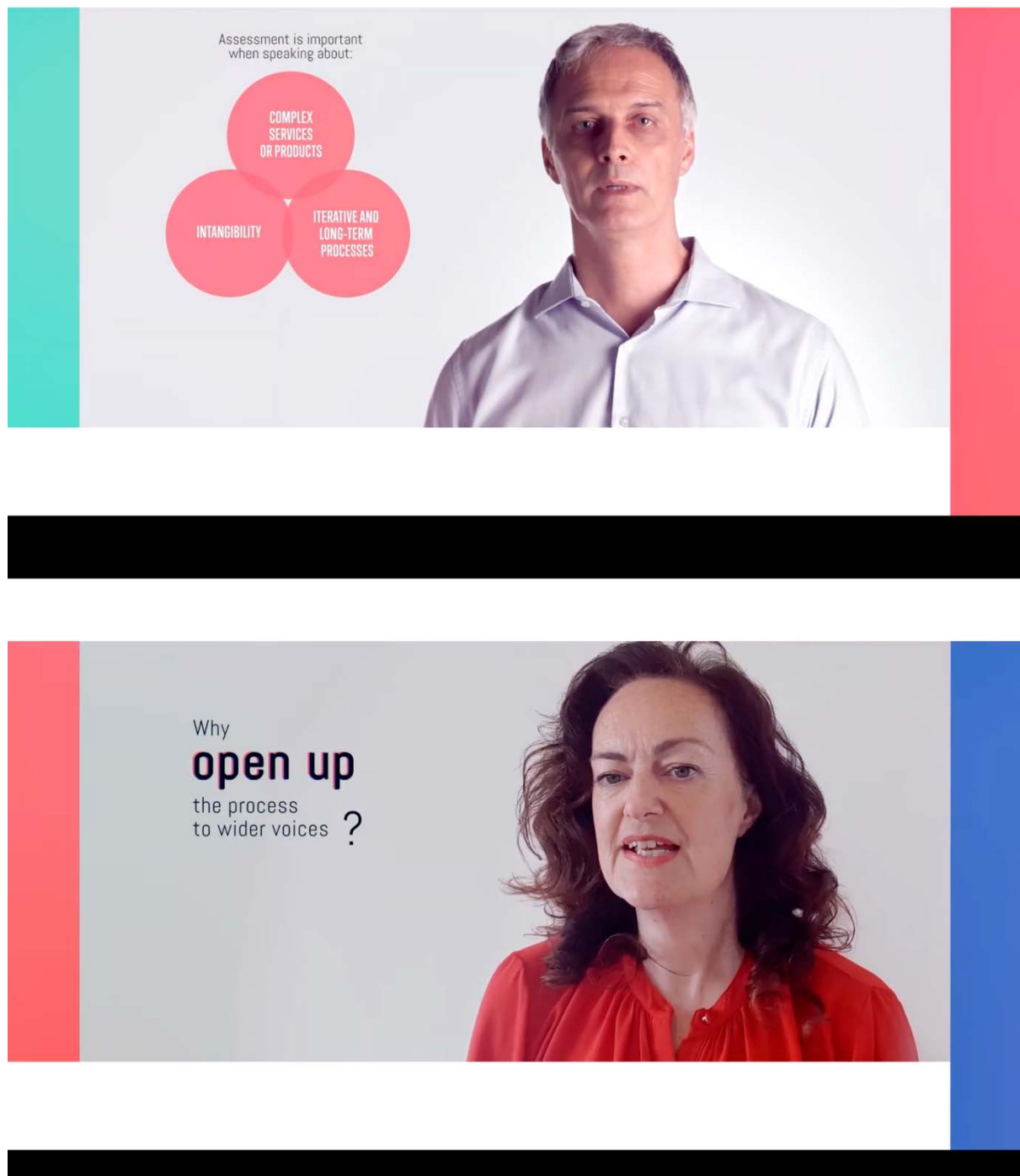


FIG 2 - 4 – SCREENS FROM THE VIDEO LECTURES PRODUCED FOR THE MOOC

6. Dissemination and accessibility

6.1. Promotion

For the promotion and dissemination of the MOOC, a trailer with a duration of 80 seconds has been developed summarising the contents of the course and giving an outlook on the materials and opportunities for learning provided during the course.

It will be distributed across SISCODE channels, during activities that are part of the project like workshops or the final conference as well as used by the partners of the consortium during events and activities beyond SISCODE but related to the issues of co-creation, RRI and policy making.



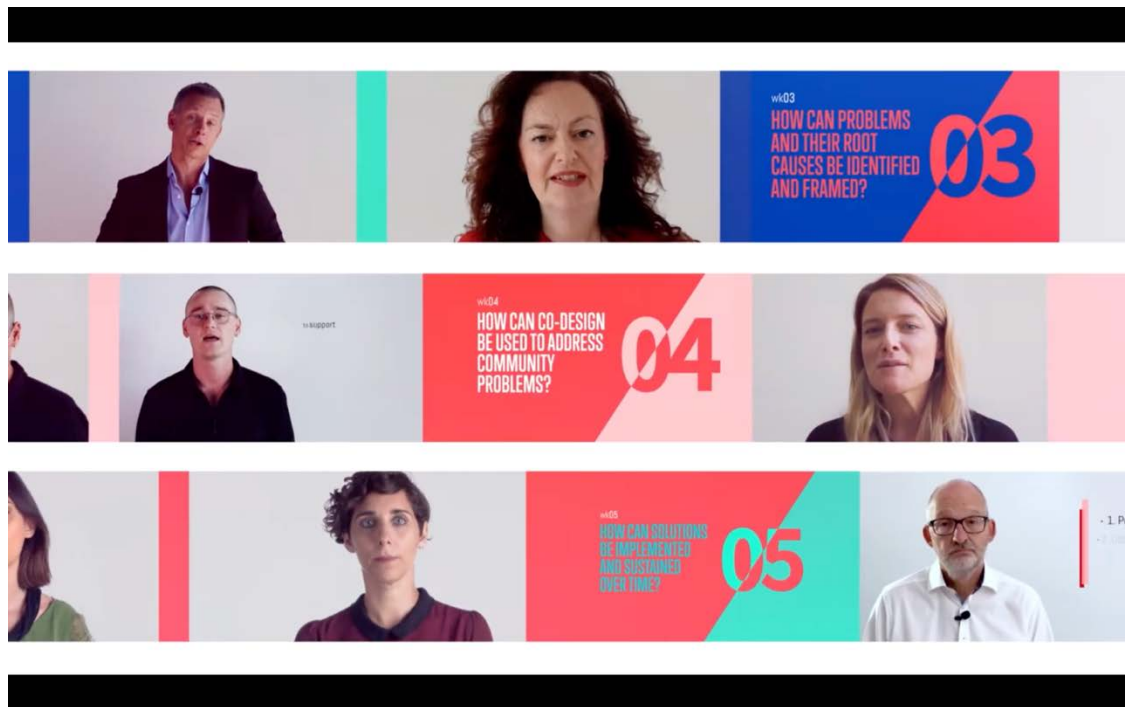


FIG 4 & 5 – SCREENSHOTS FROM THE TRAILER OF THE MOOC

6.2. Translation in other languages

The SISCODE MOOC is addressed to policymakers interested in using co-creation methodologies at different scales: European, National and Local. The language of our courses is naturally English, as it is the international language. But in order to also reach out local policymakers or participants that might not feel comfortable enough in English, Ecsite decided in agreement with the consortium to translate the subtitles of the MOOC's videos. Five languages have been selected, based on an assessment of needs amongst the SISCODE partners and our analysis of the European situation: French, German, Italian, Spanish and Polish.

Our partners have been asked to assist with the translation of the communication materials, while Ecsite took care of the subtitling translation.

7. Annexes

The annexes contain the video guidelines that have been developed for the speakers to provide support for the production of homogenous and precise footage as well as instructions on how to record an interview via Zoom. Furthermore, the brief developed for the post-production is attached together with the proposal that has been chosen. Finally, a table with the links to all videos is provided.

SISCODE CO-DESIGN FOR SOCIETY IN INNOVATION AND SCIENCE

MOOC VIDEO GUIDELINES



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1. Introduction

This document has been made to act as a guide for filming your part of the MOOC. The guidelines and the measures were decided with simplicity and quality in mind. This is a general document. Not all the suggestions have to be followed but we have made sure that all the steps can be achievable in any home. At Ecsite we are here to guide and help you through this process so prior to you filming an individual call will be set up to answer any questions you may have.

The equipment you need:

- A phone
- A laptop
- A microphone (will be provided for those that don't have one)
- A tripod (will be provided for those that don't have one)
- A phone clip to attach to the tripod (will be provided for those that don't have one)
- A plain white background (will be provided for those that don't have one)
- Lights/lamps (one will be provided to you)

For some of you we will be liaising with you to send a MOOC recording kit to you, which will hold the equipment you need. You will then be required to send this equipment back to us at Ecsite or onto someone else. The length of videos must not exceed 7 minutes.

2. Content of your video

To help you plan your slides and allow you to think about what graph/quotes/diagram is important, Polimi made a simple shot list document that you can use. This has been sent in conjunction with this document. Each row corresponds to an idea (a theoretical “slide” if you were presenting a slideshow). The columns correspond to the script, the visual aids that you might want to add, and it also provides space to add citations and names of other speakers (if applicable).

2.1. Script

We would highly recommend you to write the script of your video (e.g. the text you will say) in advance, to be sure to cover every aspect of the subject you will be addressing. It will also help you during the recording, to avoid any blanks or freezes.

Please send us your script ahead of your recording day. Of course, we will not ask for any modification on the substance of your content, but we want to ensure a coherence and homogeneity between the different speakers. This will also considerably ease our task when we produce the subtitles.

You can write your script on the first column of Polimi's document.

2.2. Visual items

Napoleon used to say: "A good sketch is better than a long speech."

Besides the words you will say, you might want to use visual support during your video. These can include graphics, but also keywords or pictures. We will take care of adding the materials in the post production phase. Please make sure to indicate which visual aid you want to use in the document provided by polimi next to the corresponding text. If this material is a file (graphic, picture etc), you can simply upload it in [this Google Folder](#) and clearly add its name on the document.

To have an idea of the different types of visuals objects that we could include, we created an non-exhaustive list of different options that you can find on the [Annex 1 of this document](#).

We in collaboration with a visual specialist company will take care of harmonising the visuals with the Siscode visual identity, so don't be afraid to send us "raw" files.

3. Technical instructions

This section outlines the technical things to consider prior to filming. We have decided that where possible each person fill using their phone instead of the webcam on their laptop. However, the webcam on the laptop can always be used as a backup. This section also some covers guidelines on slides.

3.1. Recording yourself

To record yourself we would be asking you to use the native camera app on your phone and use the camera on the back of the phone – not the front facing camera. This will be set up on a small tripod directly behind your laptop (for setup refer to section 3.3).

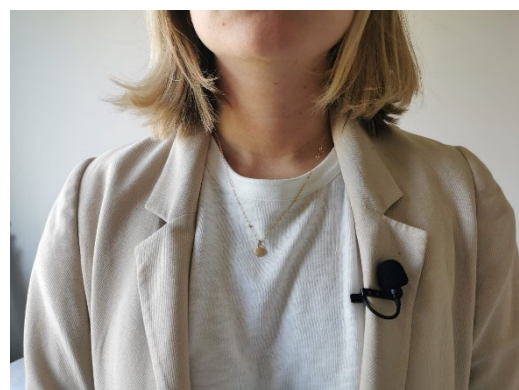
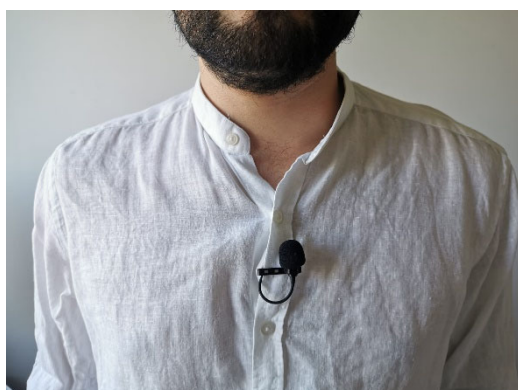
3.2. Use of slides

Alongside the script you write you can also prepare slides to help you record more easily and structure your 5-7-minute presentation. Please note: Making slides is not mandatory and will not be included in the post production. Making slides can however act as a tool in helping to guide you through the presentation you give. As you will see in section 4.3, I have placed my laptop below my phone camera. On the laptop I can either have my script or I can prepare some slides beforehand – like cue cards – to help guide me. Think about what is easiest for you.

3.3. Audio

In built microphones in laptops and phones are – how do I put it – like you are recording your audio through a potato. What I am basically saying is audio from in built microphones are not great. So, for this, you will use a lavalier microphone that plugs straight into your phone. No settings in the camera need to be changed, it is as simple as plugging it in.

Once the lavalier mic is plugged into your phone through the headphone jack feed the cable up through your top/blazer so the cable is not seen and clip the mic near the top of your clothing (around your sternum area). This will make sure the mic is not too close or too far away. Some phones no longer have a headphone jack. For ones that don't please let us know as you will need an inexpensive adapter that we can provide to you. Examples of lavalier mic placement:



To reduce the chances of rustling on the mic, generally cotton and woollens are less prone to clothing noise. Silks and synthetics on the other hand are noisier.

4. How to setup

Here we provide you with tips and instructions on how you can get the best recording quality from your home. To follow these, you may have to set up or rearrange a space in your home, and of course you may not be able to follow all of these measures. However, following as many of these actions as possible will produce the best viewing and listening experience for the MOOC participants.

4.1. Choosing the right location

Choosing the right room in your house will be key in getting the best sound quality. Choose a room that is preferably carpeted/rugged as this will reduce echo in your audio. If this cannot be achieved choose a quiet space that does not have too many windows (see 4.2 for more information on use of windows and light). If the room you have chosen is echoey you can reduce this by placing rugs or towels on the floor to dampen out the sounds. If you have a clothes rail this can also act as a stand for you to put towels/blankets over. Placing this behind your phone will contain your voice from travelling far, reducing echo. How much effort you put into here depends on your time, and of course the space you have.

4.2. Use of light

Since we are using phones to record for us this means having a good source of light is very important to help out with the tiny sensors present in phone cameras. The optimum scenario would be to set up some studio lights, however this is not possible. But, there is a light source you can use that is almost as good – natural light.

Using natural light will produce even diffused light that you can use to help your picture quality look better. By diffused light, I mean even light that is flattering on a person's face. However, there are key steps to take to use this light correctly. First, as mentioned in 4.1 choosing a room with not many windows is optimal. However, you want a room to have at least one window that you can use to position in front of or next too. When setting up,

position yourself directly in front of the window or to the side so the camera is pointing away from the window – not directly into it. See examples below.



Image B was shot with a window directly behind. Here the camera is struggling with exposing the highlights and the shadows of the image correctly. For us however going for a picture close to image A would be optimal. This was taken with the window directly in front of me producing a nice diffused light and image. This image can also be obtained if the window is positioned to the side of you – just as long as the window is not directly in the shot the image will look good.

Couple of other things to note: time of day is important. Choose a day which is not too overcast and a time where the sun is not shining directly on the window. If you cannot replicate a room described above, try to close the curtains on the other windows present in the room and just keep one window uncovered to act as your main source of light. If for any reason a window cannot be utilised find a well-lit room and place a lamp behind your phone and laptop to provide a light source on your face. Depending on the strength and intensity of the light you may have to adjust your distance from the light source.

4.3. Background

For this MOOC we are hoping that each of you will be able to find a spot in your home that shows off a blank background – plain white or grey wall would be best. As long as it not too dark any colour will do. The idea is to have a clear background with nothing else in the frame apart from you. The goal would be to create a shot similar to the one below:



However, a large space would be needed with a large blank backdrop for this (for those shooting in a studio space or for anyone who thinks they can replicate this, we can talk with you in organising and arranging this set up). For those filming at home a look illustrated below would also work. I have positioned myself directly in the centre of the frame and what we will do is cast up graphs/diagrams/quotes that you have highlighted as being important in the document provided by Polimi over the top of you.



Depending on the placement of your window (if it is not directly in front of you) you may give off some strong shadows on the wall that we don't want. Try to give yourself (if you can) about a metre space between you and the wall as to prevent shadows from forming. In my setup above I have a window to my right. Since it is quite an overcast day in Brussels at the time of doing this, shadows are appearing on the back wall. The shadows given off here are not that problematic. However, depending on your room, the space you have and the light available, your shadows might be more pronounced. Another option would be to take a light and place it directly behind you shining up against the wall or directly to the side of you to fill in the shadows (a light will be provided in the kit we send you with full instructions on how to use it). The added light is subtle but you can see that my image is now more evenly lit and the shadows less harsh.



If a plain background cannot be obtained, we will liaise with you and provide you a white projector screen to set up in your home. Here is the complete set up I manufactured at home in 10 minutes that got me the images above.



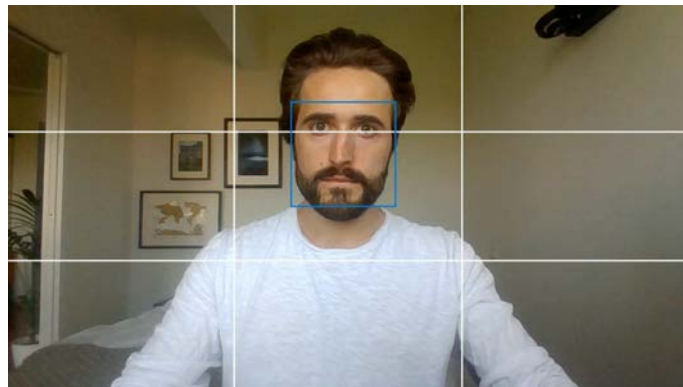
To my left you can see the small light I used to fill in the shadows. Wherever possible, using only natural light would be best. However, if the room is too dark, using the main lights or lamps in your home can be used.

4.4. Placement of camera

Once a location has been selected using the guidelines above, attach your phone to the tripod. For those that will be provided with a tripod, the tripod will not be full size, so you will be following a similar setup to the one shown in 4.3.

Attach your phone to the tripod supplied using the phone clip mount and place it directly behind your laptop on a desk. Prop the tripod on a stack of books or a high table so that the camera is directly at eye level. Often phone cameras and especially webcam cameras are manufactured to give you a wide field of view which can distort the image (facial features etc.). Placing the camera at eye level reduces the chances of that happening and provides a more flattering image.

When positioning your camera think of the “rule of thirds” (see image below).



You want to be in the centre of the frame but you also want to position yourself so your eyes are aligned around the top third of this imaginary grid. Obviously when setting up you won't have this on your image but it is good to keep in mind when setting up your composition. To make sure you have positioned the camera at eye level and are following the “rule of thirds” perform a couple of test videos to see if you need to raise the tripod up or down. Or, get a friend/partner to help you position yourself correctly.

For those that are using their own full-size tripod, it is best to record your presentation standing up. Standing up can make you feel more enthusiastic (like you are presenting to an audience) and prevents you from slouching on a chair. Same rules apply.

4.5. Where to look

Often on conference calls people tend to not look at the camera when speaking and instead look at themselves in the small window. This is normal but for the MOOC we want you to be looking directly at the camera. Since we are using your phones back camera you won't be

able to see yourself, but you still might find it uncomfortable talking to the lens of the camera. One thing you can do to make the whole process easier is to print off a picture of one of your relatives or friends or get a bit of blue tac to stick just below the camera. That way you can focus on this instead of the camera but make it seem like you are looking directly at the camera.

5. Other things to consider

5.1. Recording

A good tip to be sure to have enough usable material without spending the entire day in front of the camera is to take 3 “full” takes:

- The first one to familiarise yourself with the camera.
- The second one as the final one
- The third one as a back-up plan.

Please send us the second and the third one.

5.2. Feeling comfortable

It is always easier to follow and understand someone that is comfortable giving a lecture. Your message will be best received by the audience if you don't show obvious signs of stress (which is of course easier said than done). So relax and don't hesitate to take several shots. If you make a mistake mid-recording you do not have to restart the whole presentation. Go back a few sentences and retry. In post-production we will be able to cut out the mistake. Drinking a hot cup of tea beforehand is great for warming up the vocals too and to calm the nerves.

5.3. What to wear

As we are going to add subtitles to each video, we would highly recommend you to avoid any kind of pattern on your clothes, in particular stripes or small shapes or shiny clothing. Ideally, wearing light clothes will help participants read the subtitles, because it avoids creating shades that overlap with the text. If your backdrop is particularly dark wearing

lighter clothing would be best. If your backdrop is light wearing darker clothing would be best. This will create colour contrast in the image making you stand out more.

Please avoid any jewellery.

5.4. Tone

For a better idea on how best to come across please refer to [this MOOC video that Polimi shared with us](#). This kind of approach and tone is the one we want to emulate. Make sure you introduce your presentation by mentioning what this lesson will cover. e.g. “Welcome to the second video of week 3, this lesson will cover...”.

6. Step by step

We have encapsulated a lot of information in this document. Please find below a quick checklist to go through just before you hit record to make sure you have the key measures in place:

1. Choose the right location and time of day to shoot.
2. Set up the space you will film in (you may have to move/clean a space).
3. Place a sign on the door “filming in progress” so as not to be disturbed.
4. Set up your phone camera and laptop (if using slides) on a table. Make sure your phone is fully charged and has 2GB of storage free and is at eye level.
5. Once you have completed your presentation stop recording on your phone.
6. Have a quick watch through to make sure everything sounds and looks okay. If you are happy, then send over the footage to us at Ecsite.

7. Sending us the files

And breathe. You made it. Well done. For us to get the files it is best to send the files via [wettransfer](#) or through google drive (whichever is easiest for you). Before sending have a watch through to make sure everything looks and sounds okay.

8. Annex 1 – Visual aid options

Besides your presentations at the post production stage we will be able to add text, graphs, and pictures to your presentation to help you bring your message across. Keep this in mind when preparing your script. Besides that, we can also add some “easy” visual effects: some parts of the graphs can pop at different times, we can highlight different sections, etc.

In order to help you think of elements we have created a short (non-exhaustive) list:

- You may want to use keywords to make a point, or highlight a concept for instance:

“Co-Creation”

“user-driven innovation”

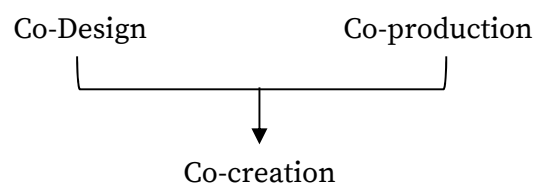
- If your idea can be summarized with an icon, this could of course be an option:



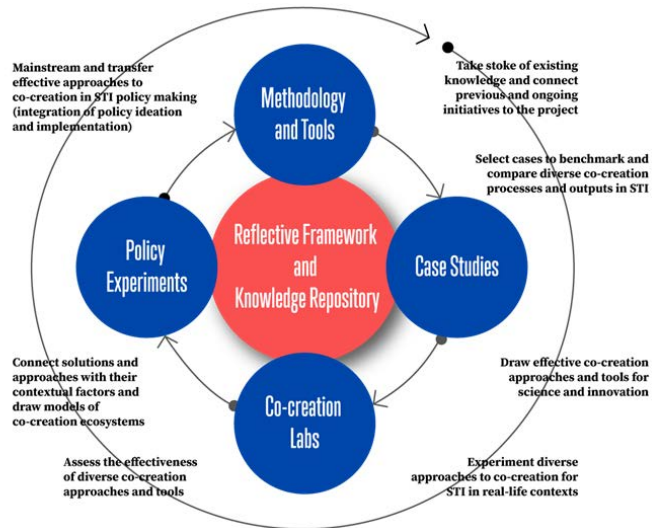
- You could also want to add snappy sentences that also include a keyword to help you share an idea.

*“Policies that are **co-created** are better”*

- If you are describing a process you could use keywords/ concepts linked with arrows



- You want to support visually of more complex notions using graphs including cycle charts, flowcharts, pie charts, or timelines



- And of course, you could always add pictures or illustrations



SYSCODE CO-DESIGN FOR SOCIETY IN INNOVATION AND SCIENCE

How to record an interview via Zoom

Call setup

If one member of the Ecsite team cannot be available, the ZOOM call will be set up to grant you the permission to record by being just a participant.

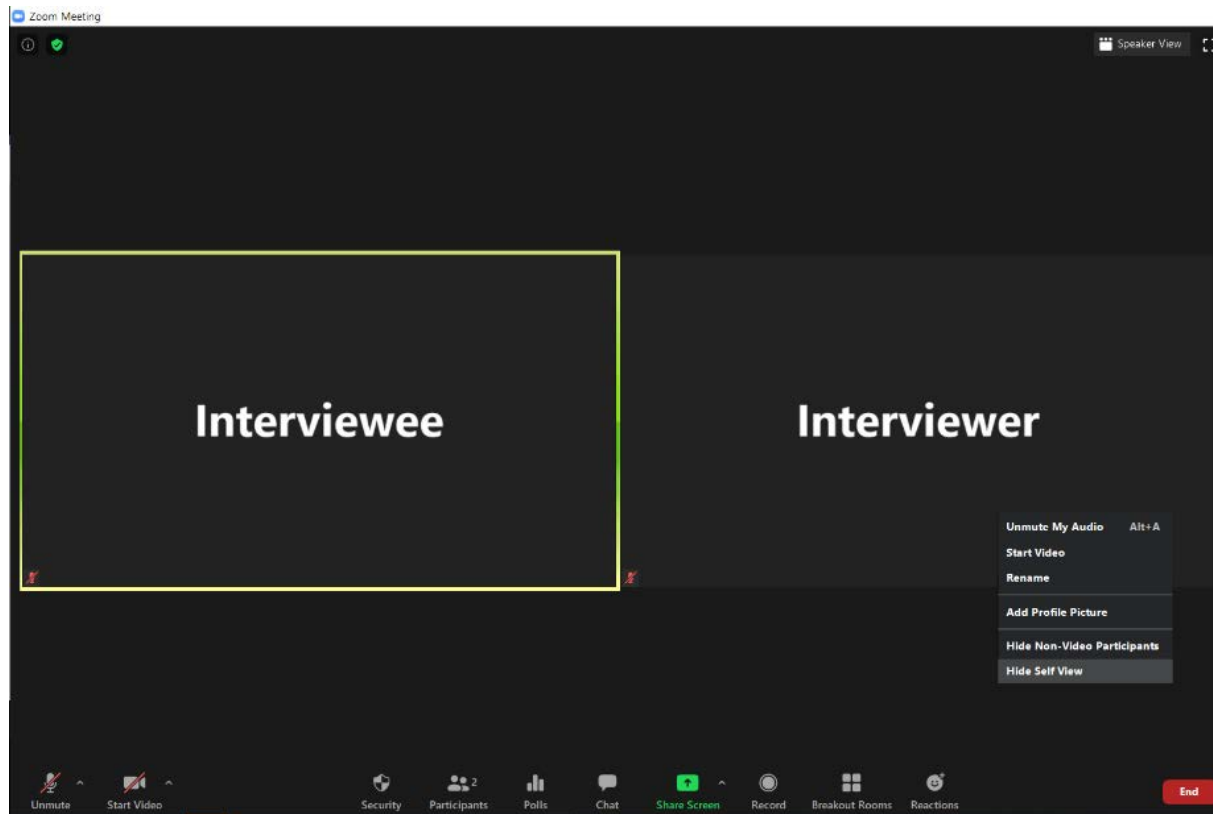
During the recording, please do not share anything on the screen. If you want to show an infographic or highlight a keyword, we will add it at the post-production phase.

From a technical point of view, the points raised in the “guidelines for recording” still apply (use of an external microphone, setting up the material, paying attention to the light and the background etc)

From your interviewer side, here are the few steps that would allow you to record the best quality video possible:

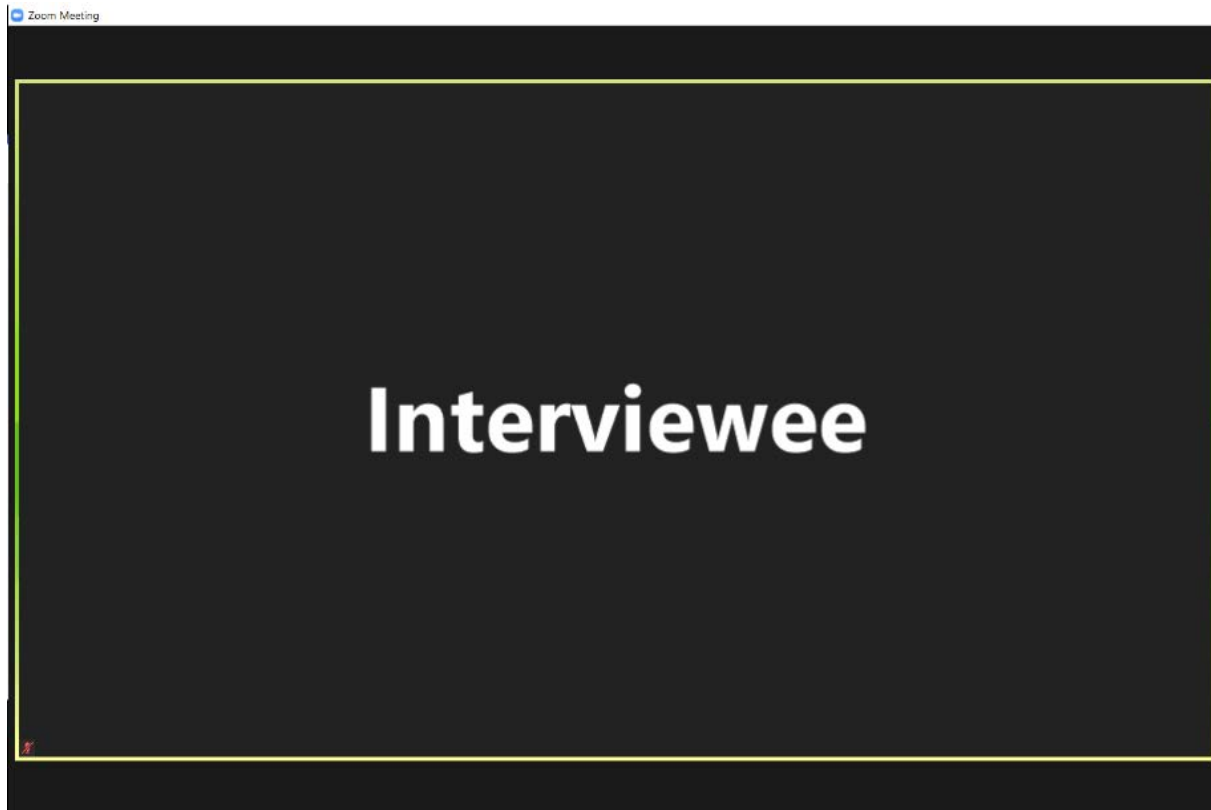
1. Make sure your interviewee will be the only one on screen

Right-click on your video and click on “**Hide self view**”.



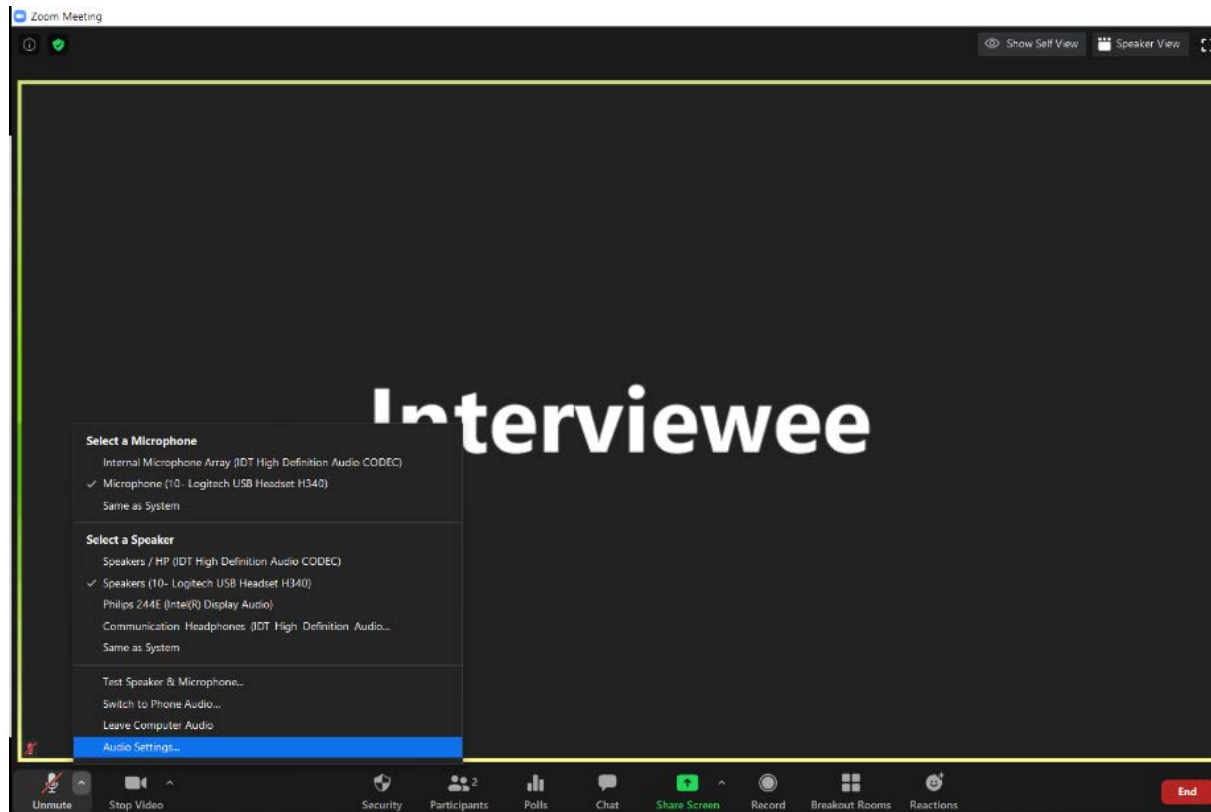
1. Make sure your interviewee will be the only one on screen

The interviewee will then be the only one to appear on the full screen for the whole duration of the call (unlike the “speaker view” mode on which you could appear if you make a noise).



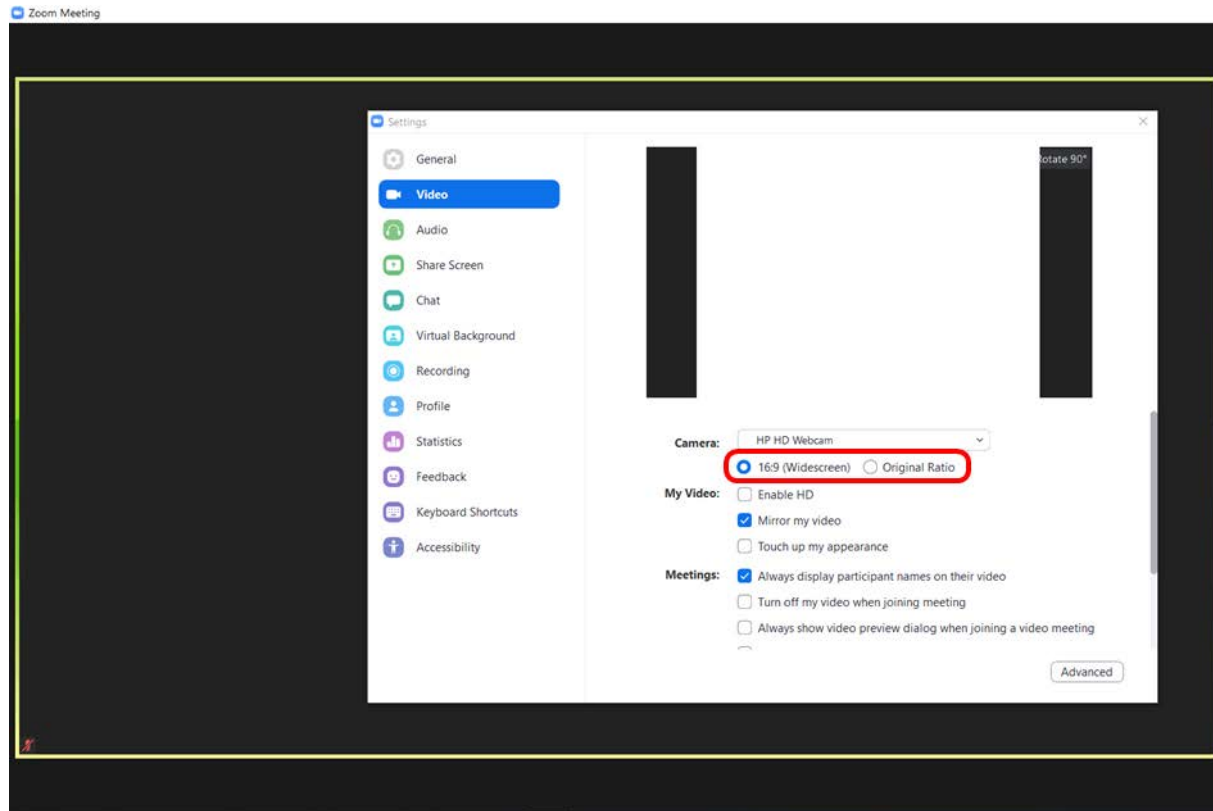
2. Recording settings

To access the general settings, and the recording settings in particular, the easiest solution is to go through the Audio settings (this also works with the video settings)



2. Recording settings

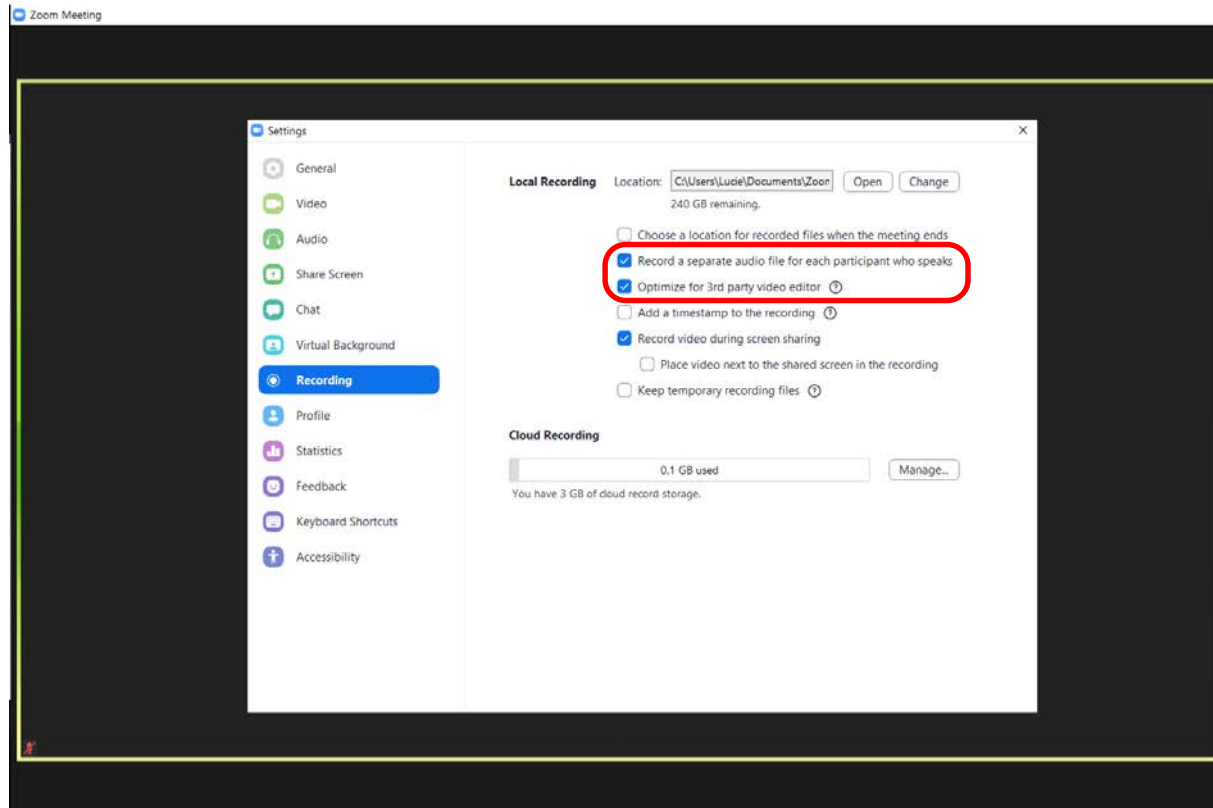
Here, in the “Video” settings, make sure that your video is on “16:9 (Widescreen)”, to keep a similar format to what we could have with a camera.



2. Recording settings

In the “recording” settings, make sure to tick the two following boxes:

- **“Record a separate audio file for each participant who speaks”**: this will prevent any overlap between your audio and the one from your interviewee.
- **“Optimize for 3rd party video editor”**: this will give a better quality of the video, more suitable for post-production edition.



3. Final tips for speakers

- In the final version of the MOOC, the questions will appear on screen. There is then no need to repeat them at the beginning of the answer.
 - Please avoid as much as possible starting the sentences with words such as “So, [...]”, “Ok, [...]”, this can be quite tricky in the editing if we have to cut
- You are now ready to hit the “record” button and start your interview :).



Annex 3: Call for post-production company

SISCODE CO-DESIGN FOR SOCIETY IN INNOVATION AND SCIENCE

Annex 3: Call for post-production company

SISCODE MOOC BRIEF

This project has received funding from the European Union's Horizon 2020 Research and Innovation programme under grant agreement No. 788217



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1. Introduction and Context

Ecsite is looking for a company (individual consultant or a company) to work with us in producing a Massive Open Online Course (MOOC) for the EU project SISCODE. This brief conveys our vision for this MOOC, and the specific challenges behind its design and development. Companies answering this Call for Tender, should bring their own ideas and vision based on industry expertise, and technical capability, to incorporate our goals – introducing co-creation to policymakers – into that vision.

2. Description of the MOOC

This MOOC presents an introductory course to the use of co-creation and design methodologies especially tailored to those working in the field of policy-making. The course is composed of 5 chapters delivered in 5 weeks that will guide participants through the main building blocks of these methodologies. Within each chapter, different experts in the field will walk participants through the specific aspects of the whole co-creation process cycle. Breakdown:

- Week 1: Why is policymaking in urgent need of innovation?
- Week 2: How can user-centricity and co-creation improve policies?
- Week 3: What is the (real) problem?
- Week 4: How can we use co-design solutions to solve our community's problems?
- Week 5: How can we implement solutions and make them sustainable over time?

3. The SISCODE project

SISCODE is a three-year project aiming to understand the co-creation phenomenon that is flourishing in Europe (in fab labs, living labs, social innovations, smart cities, communities and regions) and to analyse the context and conditions that support its effective introduction, scalability and replication. Eventually this will help bridge the gap between the process of co-constructing policies and their implementation.

Co-creation is analysed in particular in the light of Responsible Research and Innovation and Science, technology and innovation policies. SISCODE is running a European study to

compare co-creation ecosystems and describe effective dynamics and outcomes of the integration of society in science and innovation. Project partners (fab labs, living labs and Science centres and Museums) experiment in 10 **co-creation labs** around Europe with design as a new system of competences capable to support the development of implementable RRI and STI solutions and policies. The project is also creating a playground for policy makers to test co-creation of policies and to understand the transformations needed to embed co-creation in STI policy making, overcoming barriers and resistance to change and considering organisational transformation.

The project is run by 18 European partners from different countries and backgrounds: Universities, agencies for the promotion of science, science centres and museums, fab labs, living labs and three European networks. The project is coordinated by the Politecnico di Milano and the communication and dissemination is led by Ecsite.

For more information refer to [SISCODE's website](#).

4. Factsheet

SISCODE is looking for a company to support in the post-production, editing and animating of a series of videos. MOOC breakdown:

No. of videos – total of 20 videos for the entire MOOC + 1 for the course trailer

Length of each video – Max 7 minutes

Total length – 110 minutes

Special request – 2D animations for some data visualisations & subtitles

Language – English

Quality of videos: Due to current circumstance all videos will be filmed by different organisations using cameras with varying quality (different resolutions and frame rates). This should be considered when costing up and setting a timeline for this work.

The target audience: Policy makers, but also scientific and research community, industry innovation community, civil Society, NGOs. Participants will be professionals from all over Europe, working in their local context or at a more global scale.

Timeline:

- Deadline for applications: **16 August**
- Final decision: **31 August**
- Start of the work: **1 September**
- Deadline for first version: **15 October**
- Deadline for second version and/or second batch of videos: **10 November**

Post-production might be requested in two stages e.g. first batch of videos edited in September and second batch in October. This is due to the difficulty that may arise in getting all the footage filmed in time with current restrictions because of COVID-19.

5. Service requested

Complete support throughout the whole curation of the MOOC. We seek a company that can provide:

- Post-production support
 - Full edit of all 20 videos + 1 trailer (1 minute long)
 - Colour correction and grading
 - Sound design
 - 2D animations
 - Provide SISCODE with final footage and all shot footage taken
 - Separate English language subtitle/transcript file
- one round of corrections per video upon request.

6. SISCODE identity and visual look

The project already has its graphic identity (Fig. 1):



Figure 1: SISCODE logo in its different colour variations. SISCODE stamp and tagline.

The SISCODE identity stands for - fresh, modern, youthful, highlighting innovation and future thinking and emboldening a creative approach. The MOOC will be made in similar light to the ethos of SISCODE's identity, representing a professional, but engaging course made for an audience that is often hard to reach.

7. Budget

The budget set for this output of the project is **max EUR 15,000**, all taxes included.

The contract will be awarded against the criteria stated in section 9.

8. How to apply

Please send a single document, considering the criteria set out in section 9, including:

- Motivation letter and company's profile– describing your expertise
- Your proposal
 - Brief description of the project timeline
 - Resources needed
 - Breakdown of budget by item
- Showreel and portfolio showing examples of similarly-complex projects

Share your vision by animating the SISCODE logo and a diagram we would like to display in the videos. [Find all files here](#) (.eps and .png). Animating graphs/diagrams will be an important part of the MOOC, so we want to see what creative approach you will take to the project.

For additional information please write to info@ecsite.eu

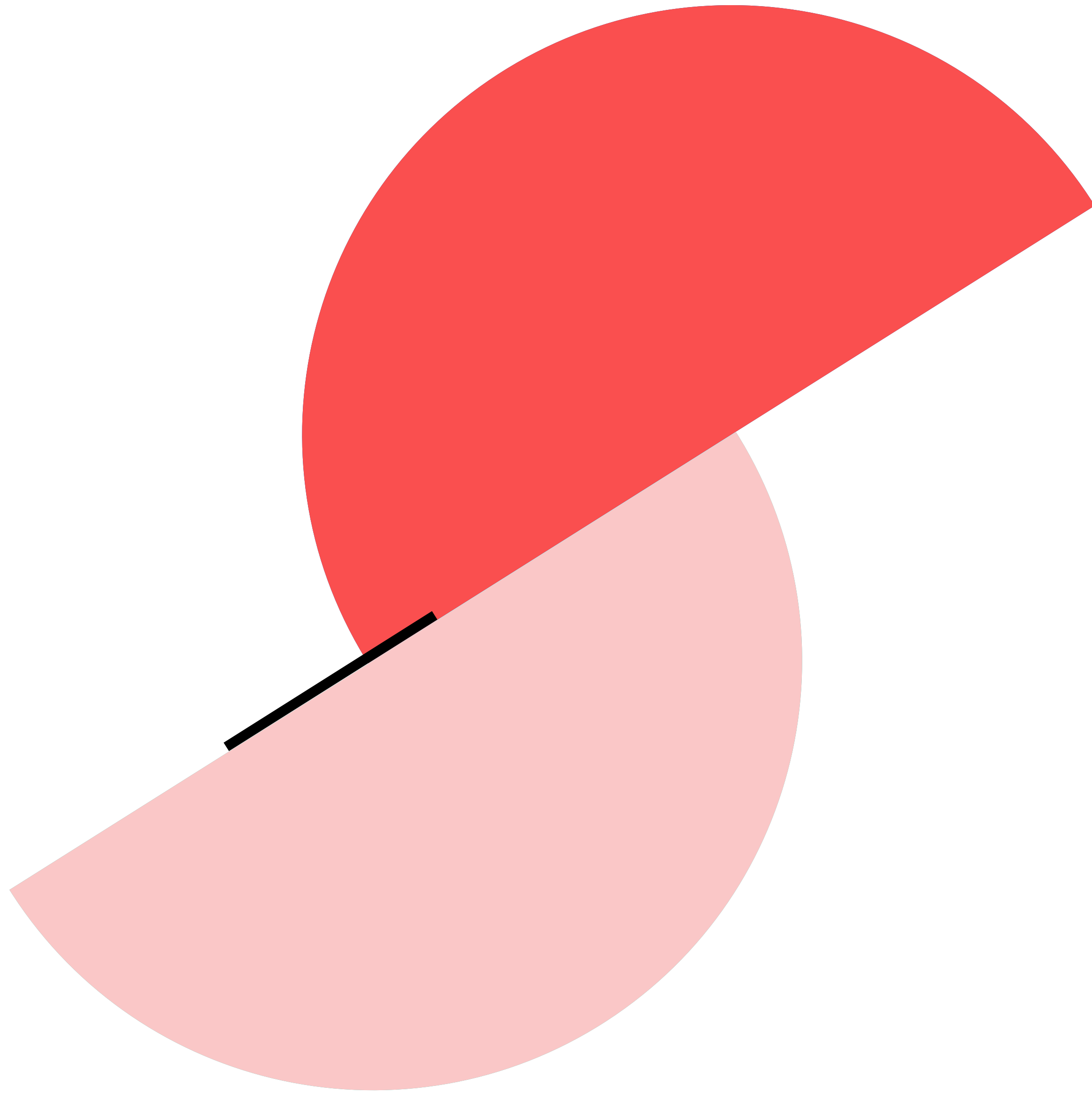
Please send the proposal to info@ecsite.eu with the subject: “SISCODE MOOC – Post production 2020” by 16 August 23:59 CET.

9. Selection Criteria

Proposals will be assessed based on the following criteria:

1. Price efficiency and effectiveness
2. Demonstrated track record of working with similar projects and/or formats
3. Excellent understanding and creative interpretation of the project
4. Clear and well-defined working process

Only completed proposals will be assessed.



SISCODE MOOC

**Post-production
Proposal**

by **TRIPWIRE VIDEO
& ANIMATION**

Brief

The **post-production** of a professional and engaging MOOC designed for an audience that can be hard to reach. Support will be provided throughout the curation of the course.

The full edit of 20 course videos (max. 7') and one trailer (approx. 1') including attractive 2D data visualisation animations, colour grading and sound design.

All videos to be subtitled in English.

About us

Tripwire is a creative agency based in Barcelona specialising in video and 2D animation. We are passionate about what we do and throw ourselves wholeheartedly into every new assignment.

We are a small and agile team, working with other professionals on a case by case basis to create the perfect setup for each new project. We typically take our assignments from their conception through to delivery, but are just as excited collaborating in the later stages of the production process.

Over the years we have worked for clients big and small on a diverse range of topics. We have considerable experience working with NGOs, charities, universities and governmental organisations at local and national level and have produced graphics and animation for TV and online entertainment outlets.

Our interest in this project

Motivation letter

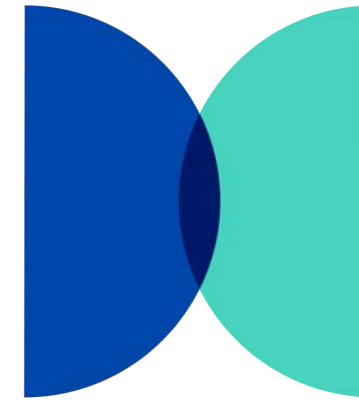
The **development of the SISCODE MOOC** is an ambitious and exciting project with some interesting aesthetic and technical challenges for post-production.

We recognize that co-creation is about engaging differently, that it represents a shift in mindset, and that the SISCODE MOOC requires an aesthetic to match, conveying a sense of the dynamism, innovation and potential of this new approach.

At Tripwire, editing to combine live action footage and 2D animation is one of our strengths. We have recently worked on the edit and production of animations for a series of online courses for both EADA Business School in Barcelona and for the Universitat Autònoma, and we would love to experiment further with this type of content.

Over the last decade, much of our core work has involved communicating policies. It is something we have developed a passion for. To do it successfully, we have needed to get to grips with complex ideas, understanding the mechanics of policy making and delivery as well as exploring creative ways to connect with viewers and meet their needs.

We are comfortable working on relatively large scale projects and within complex project structures where the needs and views of multiple partners need to be accommodated. We find that clients appreciate our flexibility, rigour and creativity.



A light, playful and dynamic **logo animation** to capture the energy of the SISCODE project.

Two semicircles in constant motion, they shift, explore and fit together. The second part of the animation reels the logo back and forth allowing viewers to take in the tagline. We propose a breezy, modern audio track with some techy undertones to accompany the animation.

Our **diagram** proposal uses a semitransparent slide as a means to seamlessly move between live action footage and data visualisations. Here we have opted for a clean, simple look, where clarity is key and colour may be used to organise different types of information or ideas.

Logo & diagram animation proposal

These are our first proposals for SISCODE's MOOC visual identity:

LOGO: <https://vimeo.com/448172734>

DIAGRAM: <https://vimeo.com/448171574>

Password: SISCODE

At the beginning of the creative process we will present you with a virtual mood board replete with sketches and references presenting a selection of styles and ideas to find out exactly what you are looking for.

Timeline


The following timeline respects the deadlines set out in the tender document and allows for a delay in receiving some footage.

	week 01 01.09-06.09	week 02 07.09-13.09	week 03 14.09-20.09	week 04 21.09-27.09	week 05 28.09-04.10	week 06 05.10-11.10	week 07 12.10-18.10	week 08 19.10-25.10	week 09 26.10-01.11	week 10 02.11-08.11	week 11 09 & 10.11
Coordination	Briefing	Review		Review		Review		Review		Review	
	Window for receiving content										
Editing	Edit pilot (Video1) v01		v01								Final modifications
		Edit pilot v02	Videos 2-6	Videos 7-11	Videos 12-16	Videos 17-20		Trailer			
Design	Design pilot + prep graphics		v01								
		Revisions to design and graphics pilot	Videos 2-6	Videos 7-11	Videos 12-16	Videos 17-20		Trailer			
Sound	Sound design pilot					Videos 2-6	Videos 7-11	Videos 12-16	Videos 17-20		
Grading							Grading Videos 1-11		Grading Videos 12-20	Grading trailer	
Subtitling							Subtitling Videos 1-11		Subtitling Videos 12-20	Subtitle trailer	

1st
batch submission



final
submission



Process & resources

Tasks are divided into 6 distinct packages:

Coordination & project management:

Collaboration

Maintaining close contact with Ecsite – and additional partners and contributors where appropriate. This timeline foresees a series of briefing and review meetings throughout the post-production process.

Content management

Gathering content from participating organisations and organising material in preparation for edit, re-encoding footage where necessary. All footage will be stored, ordered and returned to the Ecsite executive office at the end of the project.

Design & 2D animation:

MOOC design

Creating a fresh, stylish and exciting MOOC design in line with SISCODE's established graphic identity. Designing proposals for a modern and youthful intro/logo animation, transitions, graphics and lower thirds. Design elements to distinguish individual course chapters.

Data visualisations

Developing 2D animations for each video to visualise data and ideas, based on briefs provided by the client. The client will have the opportunity to provide feedback as each draft video is submitted.

Process & resources

Editing:

Editing pilot

The edit of a pilot, complete with all graphic elements to serve, once approved, as an approximate template for the video series.

Editing series

A two-stage editing process. A first edit will be submitted, with graphics for the clients to review. The edit and graphics will be revised where necessary and re-submitted with complete audio and an initial basic colour correction.

Colour correction and grading:

Given the potential for considerable variation in the texture and quality of the raw footage, time and resources will be dedicated to colour grading to ensure a coherent and professional look to the video series. Grading will take place at the end of the process once each edit has been signed off.

Sound design & mix:

Correction and mix

Audio will receive special attention to correct for potential recording errors before being professionally mixed, to ensure balanced levels throughout chapters.

Sound design

Sound design to accompany all graphics and contribute to giving the series a distinctive and coherent style.

Subtitling:

Subtitling will commence as each video is approved
All transcripts will be returned to Ecsite executive office.

Budget

A transparent breakdown of our costs so you can see exactly where your money goes.

		DAYS	DAY RATE	TOTAL
Coordination	5 days	5	175	875
Design	5 days	5	175	875
Editing 20 videos 7'	10hrs x 20	25	175	4,375
Editing trailer 1'	1.5 days	1.5	175	262.5
Colour correction & grading	3.5hrs x 20	8.75	175	1,531.25
2D animation	8hrs x 20	20	175	3,500
Sound design & mix	4hrs x 20	10	175	1,750
Subtitling & revisions	2hrs x 20	5	175	875
		TOTAL 14,043.75		
		incl taxes and charges all rates in EUR		

Similar recent projects

We have compiled some of the more recent work that we think relevant to the SISCODE call: <https://vimeo.com/448162850>

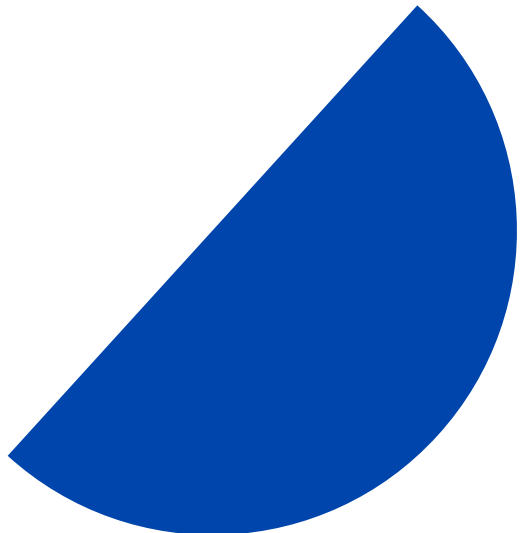
Eurocities	Network of European cities Innovative approach to benchmarking local integration governance
Innoserv	Pan-European consortia of 20 universities and research organisations Series of videos presenting cases of social innovation from across Europe
EASPD	European network of service providers for people with disabilities Set of short documentary reports looking at policy from the perspective of service users and exploring its impact on their lives
Barcelona City Council	Department of Commerce Graphics to accompany the presentation of a new set of strategies Department of Citizens' Rights and Diversity Campaign to encourage residents to enroll to vote in local elections
UIA	Urban Innovative Actions Report on an innovative reception centre for refugees and asylum seekers
Barcelona's Public Health Agency	Set of lighthearted musical videos to communicate food hygiene and safety regulations
EFI	European Forest Institute Explainer video on the benefits of FLEGT-licensed timber products In charge of vector illustrations animation and sound production



Thanks for your consideration

Proposal by TRIPWIRE VIDEO
www.tripwirevideo.com
16th August 2020

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0034 600204574
0034 656646022



Annex 5: Overview of the Videos style

Screenshot Week 1: Week presentation:



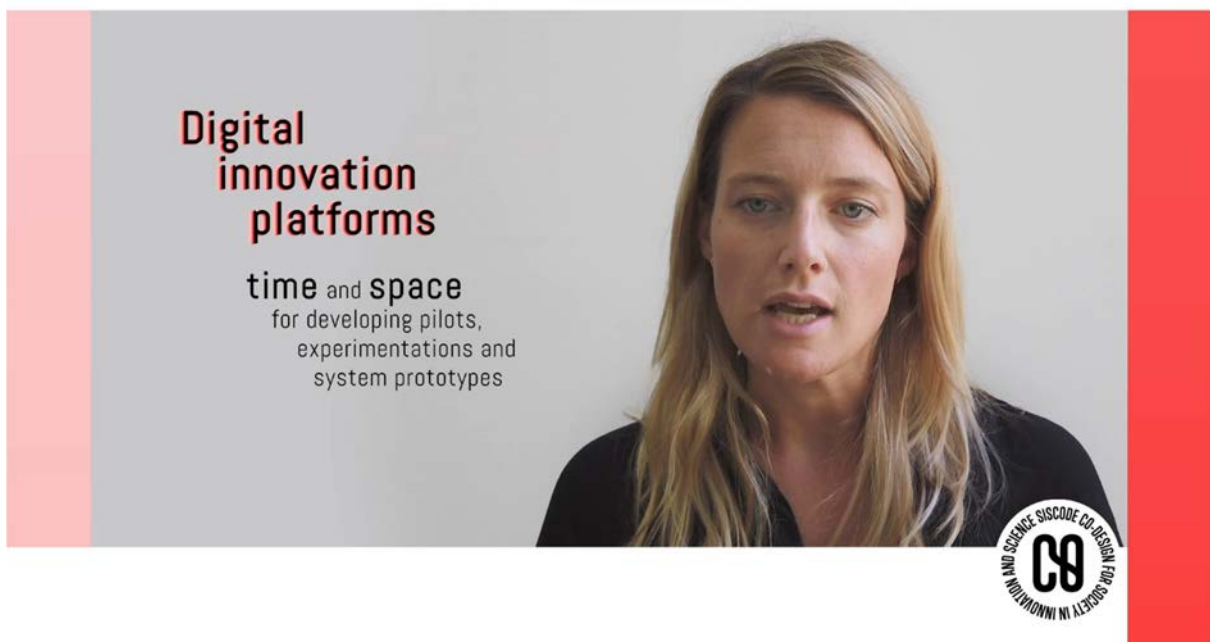
Screenshot Week 2: Lesson presentation:



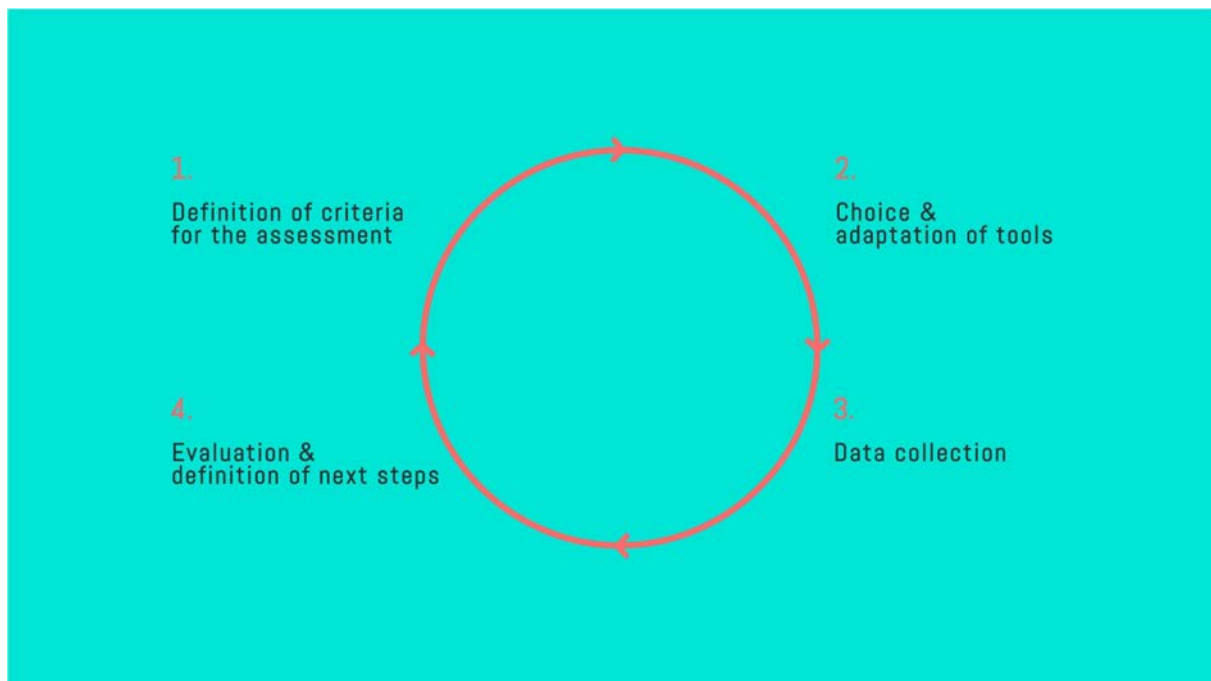
Screenshot Week 3: Speaker presentation



Screenshot Week 4: Keyword highlighted



Screenshot Week 5: Graphic element



Annex 6: Links to the videos

Week Names	Lesson Names	Link to the Ecsite Youtube account	Link to the POK Youtube account
0	Trailer	https://youtu.be/EmSP7phfAN8	https://youtu.be/H9XyRZyTw_g
0	Co-creation for policymakers:	https://youtu.be/yhVCeXQdG1s	https://youtu.be/AP3O0lPzYfo
WHY DO WE NEED INNOVATION IN POLICYMAKING?	An introduction to design for policymaking	https://youtu.be/U8c0_Z4RNBk	https://youtu.be/hdaam9JeiZA
	The benefits of co-creation	https://youtu.be/qgqC3LKRICY	https://youtu.be/G0uxFPp3YAO
	Co-creation from a human-centered perspective	https://youtu.be/uQBLNkhTP7w	https://youtu.be/H960BtQA27c
	The concept of co-creation	https://youtu.be/5xm3SojiEok	https://youtu.be/NKChBbUFlos
HOW CAN HUMAN-CENTRICITY AND CO-CREATION IMPROVE POLICIES?	Human-centred design for the public sector	https://youtu.be/T7G4nmKEMxY	https://youtu.be/f-6pBvb1aMA
	Embedding design for innovation in policymaking	https://youtu.be/UKIzL7-Ujj4	https://youtu.be/9hnVUoapq94
	CASE STUDY: Public sector innovation - Inland design	https://youtu.be/CektjeQNmhU	https://youtu.be/WMpWFlWJZvo
	Service design for policy implementation	https://youtu.be/H63zMAY7uuI	https://youtu.be/ngKklIKRhBE

HOW CAN PROBLEMS AND THEIR ROOT CAUSES BE IDENTIFIED AND FRAMED?	An introduction to problem framing	https://youtu.be/iwNhE1wws6M	https://youtu.be/PDQP4SXAnKw
	CASE STUDY: Co-creating problem framing in practice	https://youtu.be/hbwkCpeahkY	https://youtu.be/hW2fr93vsdU
	Tools to engage stakeholders in problem framing	https://youtu.be/w0XUMIBTJu8	https://youtu.be/muqSyNyvqKI
HOW CAN CO-DESIGN BE USED TO SOLVE COMMUNITY PROBLEMS?	Enhancing the core values and tools of prototyping	https://youtu.be/AxPpEq1BXIQ	https://youtu.be/-aqIC6yxH3A
	ILLUSTRATION: Prototyping for circular transitions	https://youtu.be/x9GD_ah9yZE	https://youtu.be/mqqEwfzbf2o
	ILLUSTRATION: Prototyping policy programs with regional authority	https://youtu.be/KPiWExOEB5Y	https://youtu.be/ccd4pfelksg
	New roles for policy makers to support prototyping	https://youtu.be/3MtPYJW6Jfs	https://youtu.be/-8H_0JN118w
HOW CAN SOLUTIONS BE IMPLEMENTED AND SUSTAINED OVER TIME?	From prototypes to implementation	https://youtu.be/LNDJHaLOBOU	https://youtu.be/7Ll85pcU3Lg
	Monitoring and assessment	https://youtu.be/QPdT4y8UpbQ	https://youtu.be/k3DKMjkr9k0
	Making solutions sustainable	https://youtu.be/MeXeDX1RZjE	https://youtu.be/wOE9em8rNLo

