Training Manual

Enhancing HEI's participation in regional smart specialisation strategies using self-assessment

WP2

RE-ACT

Self-reflection Tools for Smart Universities Acting Regionally

Content

Introduction

This Manual, developed under WP2 of the RE-ACT project, is aimed at supporting RE-ACT's partners in the implementation of the course "Enhancing HEI's participation in regional smart specialisation strategies using self-assessment" targeted at HEIs. The Training Manual is part of the WP2 training package (developed by SERN), which also includes the training contents and the dossier of resources for participants in the training, as well as the guideline for selecting trainers and trainees (prepared by TUKE). Due to the Corona virus restrictions and in order to ensure the future sustainability of the project's results, the materials associated to the training course are suitable for implementation in a virtual learning environment, e.g. via moodle platform.

WP2 of RE-ACT is led by TUKE and involves all partners. It is structured in six tasks and it aims at contributing to enhancing the self and shared perception about HEIs current positioning and awareness about the latent potential for HEIs to play a pivotal role in regional development strategies. Self-perceptions will be supported by the new self-reflection online tool (HEInnovate for RIS3) and enhanced by shared perceptions, created through collaborative processes among the HEIs, the interaction with other regional local actors from the triple helix and the iterative processes sustained with local authorities in the framework of the RIS3 design.

The course starts with a more theoretical introduction to key concepts (e.g. RIS3) and tools (e.g. HEInnovate) and follows with an "hands-on" approach, where HEIs are invited to perform a self-assessment using the tool HEInnovate for RIS3, developed by the RE-ACT project. After this self-assessment by participating HEIs, RE-ACT partners in each country will support HEIs in analysing the results and drafting an organisational action plan. The table below summarises the main components associated to the training and self-assessment for HEIs.

	Synchronous training	Self-study	Individual assessment	Individual consultations
Duration	6 hours	6 hours	6 hours	6 hours
Content	Training package	Additional resources + country specific materials	HEInnovate for RIS3	Individual consultation with HEIs for analysis and follow up of self-assessment
Results	Participants familiar with HEInnovate and HEInnovate for RIS3	Participants understand HEIs current positioning are aware of the latent potential to play a pivotal role in regional development strategies	HEIs registered at new HEInnovate for RIS3 tool and completed self-assessment	HEIs analyse the results from HEInnovate via peer support meetings and start to develop organisational action plans

<div align="center">TABLE 1: MAIN COMPONENTS AND INDICATORS FOR WP2 TRAINING AND SELF-ASSESSMENT</div>

In the next pages, this manual provides a brief presentation of the course's features (Chapter 1), followed by a more detailed exploration of the content and resources available for each module (Chapter 2). Chapter 3 includes a set of recommendations and support tools for the implementation of the course and Chapter 4 focuses on assessment and reporting.

1. Presentation of the course

Title: Enhancing HEI's participation in regional smart specialisation strategies using self-assessment

Duration: 24 hours: 6 hours synchronous training (face-to-face or online) + 6 hours self-study + 12 hours practical work (6h self-assessment using HEInnovate for RIS3 + 6h in design of action plan).

Target groups: HEIs.

Mode of delivery: each partner will choose the most suitable way of delivery in the country. Resources/support materials will be provided by SERN in electronic format.

Objectives: at the end of the training, participants shall:

o Understand HEIs current positioning and have awareness about the latent potential for HEIs to play a pivotal role in the design and implementation of innovation-driven regional development strategies;

o Be familiar with the HEInnovate tool, its aims and resources, as well as with the self-assessment process for HEIs using HEInnovate;

o Be familiar with the HEInnovate for RIS3 new self-reflection online tool, its aims and connection to HEInnovate;

o Perform a self-assessment of the own HEI using the HEInnovate for RIS3 new self-reflection online tool;

o Analyse the results from HEInnovate for RIS3 via peer support meetings and develop organisational action plans based on the self- assessment results.

Structure/Programme:

I. Understanding the concepts and tools (training, debate, self-study)	II. Hands on! (using self-assessment tools with your HEI)

Part I. HEIs and regional innovation strategies	Duration (total)	Training session	Self-study
Module 1. Introduction – The entrepreneurial university 1.1. Presentation of the course, relation among training and practical part, next steps 1.2. Entrepreneurial university and HEInnovate (including self-assessment) focus on HEIs 1.3. The RE-ACT project 1.4. Other relevant initiatives	**1 h**	1 h	-
Module 2. RIS3 and Higher Education Institutions 2.1. What is RIS3 and why is it important? 2.2. The role of HEIs in the design and implementation of RIS3 2.3. RIS3 in different regions 2.4. Tools to support HEIs engagement in regional development	**5h30**	2h30	3h
Module 3. HEInnovate and the new HEInnovate for RIS3 3.1. HEInnovate 3.2. The new HEInnovate for RIS3	**5h30**	2h30	3h

Part II. Enhancing HEI's participation in regional innovation strategies	Duration	Activities
Step 1. Self-assessment with HEInnovate for RIS3	**6h**	Self-assessment
Step 2. Organisational action plans	**6h**	Peer support meetings

RE-ACT

2. Training resources and support materials

The tables in this chapter provide a description of the content and resources of each module, as well as complementary information to support their implementation. More specifically, for each module the following information is presented: duration (including synchronous sessions and self-study); chapters of the module; objectives; summary; recommended session plan and methodologies; materials for synchronous session; materials for self-study; additional resources. We distinguish "Materials for self-study" from "Additional resources" in the following sense:

- **Materials for self-study**: these materials are compulsory for participants to consult/read as they are counted as training time. These materials include only information directly relevant to the course (i.e. not many or very long documents) and should not be seen as additional optional reading.

- **Additional resources**: these are extra materials that trainers consider interesting to share with participants in case they wish to further explore some of the themes. Still, trainers should avoid overwhelming participants with documentation that may become confusing considering the short time of the course.

2.1. Part I. HEIs and regional innovation strategies

Module 1. Introduction – The entrepreneurial university	
Duration	1h training (synchronous)
Chapters	1.1. Course presentation: The RE-ACT course for Higher Education Institutions 1.2. The Entrepreneurial university and HEInnovate 1.3. The RE-ACT project 1.4. Other relevant initiatives
Objectives	- Understand the three roles of universities and its complementarity; - Connect the concept of Entrepreneurial University with the aims of the HEInnovate tool; - Be familiar with the RE-ACT project and how it can support HEIs in their engagement in regional smart specialization strategies. - Get to know ongoing initiatives aimed at fostering collaboration between HEIs and other regional stakeholders.
Summary	This is the introductory module of the course, starting with a presentation of the course structure, relation among training and practical part, next steps. After this introduction, the module should present key ideas that captivate participants' attention and attraction to the Entrepreneurial University concept and related ones. It addresses the roles of universities, focusing on the Entrepreneurial University as an aggregating concept that does not exclude the other roles of Universities. When talking about the Entrepreneurial University, briefly introduce HEInnovate and find out if participants have used this tool. After this initial context, introduce the RE-ACT project, that will help HEIs to explore their innovative potential. This course and the other RE-ACT activities are aimed at developing among HEIs the capacities to be Entrepreneurial Universities and thus actively engaged in regional innovation strategies.

RE-ACT

	Finally, present other projects currently being developed around these themes and highlight the increasing relevance of HEIs engagement.
Recommended session plan and methodologies	Welcome and introduction - Trainer and participants present themselves (including expectations for the course) Course presentation (chapter 1.1) - Trainer presents based on ppt (permission to record session) The Entrepreneurial university and HEInnovate (chapter 1.2) - Short activity. If you implement the session online, you can use, e.g. JamBoard (See section 3.3. about support tools). - Trainer presents based on ppt - Debate/sharing experience The RE-ACT project (chapter 1.3) - Trainer presents based on ppt Other relevant initiatives (chapter 1.4) - Trainer presents based on ppt Conclusions and next steps - Questions? Comments? - Presentation of additional reading (not compulsory) and repository of resources - Tasks until next session: know more about HEInnovate self-assessment in your HEI. - Final reminders: sign attendance list, others.
Materials for synchronous session	Ppt presentation (EN) to support the implementation of the session We recommend send/make available this file to trainees right after the synchronous session, together with the additional materials.
Materials for self-study	Not applicable in this module
Additional resources	Not applicable in this module

RE-ACT

Module 2. RIS3 and Higher Education Institutions	
Duration	2h30 training 3h self-study with additional materials
Chapters	2.1. What is RIS3 and why is it important? 2.2. The role of HEIs in the design and implementation of RIS3 2.3. RIS3 in … (name of your region) 2.4. Tools to support HEIs engagement in regional development
Objectives	- Understand what is a RIS3, its role and stakeholders involved in its design and implementation. - Explore the potential role of HEIs in place-based and innovation-driven regional development. - Recognise the potential benefit for HEIs when engaging in design and implementation of RIS3 - Be acquainted with the features, status and main stakeholders of the RIS3 in the respective region. - Explore existing tools to support HEIs engagement in innovation-driven regional development.
Summary	This module includes a presentation of the main concepts related to RIS3 and what is/should be the position and role of HEIs in these strategies, as well as specific information on the respective RIS3 in each region. Finally, it addresses other tools to support HEIs engagement with a focus on HEInnovate. The first chapter addresses the concept of RIS3, smart specialisation, entrepreneurial discovery, quadruple helix, explaining how these concepts relate to the Entrepreneurial University and "why does RIS3 matter for HEIs?". The second chapter reinforces the link between HEIs and RIS3, i.e. the role of entrepreneurial HEIs in place-based and innovation-driven regional development, potential contributions and benefits for HEIs, but also barriers and challenges to HEI's involvement in RIS3. In order to inspire participants, best practices are provided with examples of HEIs commitment in the regional ecosystem. In the third chapter, participants become more familiar with the RIS3 in their region. This includes a presentation of the RIS3 main priorities, status of development and implementation in each partner country/region, as well as the main stakeholders involved and challenges. Finally, once participants are more familiar with the relevant concepts and the status of RIS3 in their region, we revisit the HEInnovate tool (with a more detailed presentation) and other self-assessment tools currently available for HEIs, while stressing that RE-ACT will provide a self-assessment tool that is focused on improving HEIs engagement in RIS3.
Recommended session plan and methodologies	<u>Welcome and introduction</u> - Questions or comments from previous session? - Overview of the module <u>What is RIS3 and why is it important?</u> (chapter 2.1) - Trainer presents based on ppt

RE-ACT

	The role of HEIs in the design and implementation of RIS3 (chapter 2.2) - Trainer presents based on ppt - Debate/sharing experience (see ppt slide 19). If you implement the session online, you can use e.g. SLIDO (See section 3.3. about support tools). - Good practice: present one in more detail (with more transferability potential to your region) and display the others as additional reading. RIS3 in [name of region] (chapter 2.3) - Trainer presents based on ppt (RIS3 summary + main challenges to stronger HEI involvement in your regional ecosystem based on the interviews performed under WP1). - Speech/presentation from an expert/representative of the RIS3 responsible organisation. - Activity (oral discussion): What is your opinion about the RIS3 of your region, the role of your HEI and others in the region. Tools to support HEIs engagement in regional development (chapter 2.4) - Trainer presents based on ppt - Debate/sharing experience: Do you have more detailed information on how HEInnovate was/is being used in your HEI? Conclusions and next steps - Questions? Comments? - Presentation of self-study materials and additional reading (not compulsory). - Tasks until next session: For those who didn't, collect information about the use of HEInnovate in your HEI. Additionally, try to find out if and who at your HEI is currently engaged in RIS3 design. - Final reminders: sign attendance list.
Materials for synchronous session	- Ppt presentation (EN) to support the implementation of the session. - Pdf file with description the good practise more relevant to respective region (see materials for self-study) We recommend to send/make available this file to trainees right after the synchronous session, together with the materials for self-study and additional materials.
Materials for self-study	For chapters 2.1. and 2.2 - Pdf file *RE-ACT Research Report*, selected parts: Chapter 2 + Chapter 5.3 and 5.4. These chapters address key concepts presented in the module: RIS3, Smart Specialisation, the role of HEIs in RIS3, tools to support HEIs with highlight on HEInnovate. - Pdfs of good practices of HEIs engagement in regional ecosystem/RIS3 collaboration. For chapter 2.3. Pdf documents for further reading on the new RIS3 of the respective region or excerpts of relevant parts (priority areas, action plan, monitoring system) from RIS3s.

RE-ACT

| Additional resources | - Pdf file *plat brochure Smart specialisation*: provides a definition of Smart Specialisation and examples of regions with "Smart specialisation in action". |
| | - Pdf file *HESS Handbook _Higher Education for S3*. Chapters: 3. Making S3 compatible with an academic career (pg.17-26); 4. The Entrepreneurial Discovery Process (pg.27-35) |

Module 3. HEInnovate and the new HEInnovate for RIS3

Duration	2h30 training
	3h self-study with additional materials
	(Additional time for HEIs who perform HEInnovate self assessment)
Chapters	3.1. HEInnovate
	3.2. HEInnovate for RIS3
Objectives	- Be familiar with the HEInnovate tool, its aims and resources, as well as with the self-assessment process for HEIs using HEInnovate;
	- Be familiar with the HEInnovate for RIS3 new self-reflection online tool, its aims and connection to HEInnovate;
	- Perform the self-assessment using the HEInnovate for RIS3 tool, analyse results and extract relevant conclusions for follow up activities.
Summary	With a deeper knowledge (from previous modules) of the RIS3 in their region and connections between HEIs and regional innovation strategies, HEIs will be introduced to the RE-ACT for RIS3 new tool, that will allow them to explore their innovation potential in the regional ecosystem. However, before that, there will be a more detailed presentation of HEInnovate, its dimensions and how it can be used.
	At this stage, HEIs will be invited to share their feedback about the use of HEInnovate (under the debate of module 1, it will be asked if the HEIs have used HEInnovate and if they can have access to the results of their organization). If they have not used it yet or if the results are not available, they will be invited to do the self-assessment as a part of training.
	In the second part of the module, we will establish a bridge between HEInnovate and the to RE-ACT tool: presentation of the concept of the HEInnovate for RIS3 tool and how it will support HEIs regarding participation in RIS3.
	After these sessions, HEIs will follow up to the practical part (phase 2) to perform self-assessment using the new tool.
Recommended session plan and methodologies	Welcome and introduction
	- Start with introductory activity about RI3 in the region
	HEInnovate (chapter 3.1)
	- Trainer presents based on ppt
	- Demo of how to use HEInnovate
	- Activity: Exchange of experiences among participants about the use of HEInnovate in their organisations and results. For HEIs that have not used it

RE-ACT

	yet or if the results are not available, they will be invited to do the self-assessment as a part of training. HEInnovate for RIS3 (chapter 3.2) - Trainers presents based on ppt - Practical use of the tool Conclusions and next steps - Questions? Comments? - Presentation of additional reading (not compulsory) and repository of resources - Next steps: for HEIs who will perform HEInnovate self-assessment; instructions for phase II. - Final reminders: sign attendance list, others.
Materials for synchronous session	Ppt presentation (EN) to support the implementation of the session. We recommend to send/make available this file to trainees right after the synchronous session, together with the additional materials.
Materials for self-study	- Support materials about HEInnovate (ppts). - Outline/information about RE-ACT's tool HEInnovate for RIS3.
Additional resources	- File *RE-ACT Research report draft*, selected part: Chapter 5.5 .Main findings of the research report: This chapter provides the conclusions about the analysis of the 8 dimensions of HEInnovate regarding its contribution to support HEIs in engaging into the regional ecosystem. This information is the basis for the HEInnovate for RIS3 tool. - Additional materials available in HEInnovate - HEInnovate workshop training manual.

2.2.   Part II. Enhancing HEI's participation in regional innovation strategies

Note: As explained in before, this part shall be completed and may be subject to changes depending on the features of the new tool and results of discussion with partners about the implementation.

Step 1. Self-assessment with HEInnovate for RIS3	
Duration	6 hours individual assessment, i.e. assessment per HEI using HEInnovate for RIS3
Objectives	Perform a self-assessment of the own HEI using the HEInnovate for RIS3 self-reflection tool
Summary	Each HEI is invited to perform a self-assessment of the own HEI using the HEInnovate for RIS3 new self-reflection online tool. If possible, there should be a "sharing session" or "sharing tool" for HEIs to share their feedback and suggestions of improvement.
Recommended plan and methodologies	- Presentation and instructions about the tool: each partner organize a short training session before self-assessment and re-use the contents of the last module about the new tool;

	- Individual self-assessment using HEInnovate for RIS3 with support and monitoring from RE-ACT partners as needed);
	- Feedback and sharing ideas, including recommendations for future improvement of the tool HEInnovate for RIS3. – short online session with all HEIs.
Support resources	- Ppt presentation (EN) to support the implementation of the session.
	- (if possible) Access to previous HEInnovate assessment results by each participating HEI
	- HEInnovate for RIS3 platform and user manual.

Step 2. Organisational action plans	
Duration	6 hours individual consultation per HEI (divided in various sessions, to be managed by each partner according to the needs of HEIs).
Objectives	Analyse the results from HEInnovate for RIS3 via peer support meetings and start to develop organisational action plans based on the self- assessment results.
Summary	Each HEI is invited to analyse the self-assessment results according to the HEInnovate for RIS3 self-reflection online tool. This process is supported via peer support meetings with the RE-ACT project local team. Based on the conclusions of the assessment, HEIs will start drafting their organisational action plans supported with individual consultancy.

Recommended plan and methodologies	- Analysis of self-assessment results
	  • Analyse the results from HEInnovate for RIS3 via peer support meetings
	  • Comparison between HEInnovate vs. HEInnovate for RIS3 results in each HEI
	  • Invite HEIs to perform SWOT analysis based on results and draft possible domains of improvement as basis for action plan
	
	- Peer support meetings for the development of the organisational action plan
	  • Define stages in the action plan, i.e. short, medium and long term measures and focus only on the implementation of the short term ones.

Support resources	- Ppt presentation (EN) to support the implementation of the session. - Guidance document to support analysis of results and organisational action plan.

RE-ACT

3. Training implementation

This section includes tips and tools for the implementation of the course.

3.1. Recommendations for the implementation of the synchronous sessions:

- ✓ In preparation to the session, adjust the proposed lesson plan specific time slots allocated to each part. This will allow you to control time with the progress of the session.

- ✓ Make a technical check 15 min before the start of the session to make sure everything is set in place

- ✓ If you do your session online, it is advisable that you record it (see slide 2 of synchronous session), so that you have evidence of the session and also to share the videos (if participants agree) with those who didn't attend the session. If you are not having your session online you can delete the slide about the recording but don't forget to take evidences (e.g. pictures) and have an attendance list.

- ✓ Besides the trainer/speaker, it is importance to have a support person to take care of gathering evidence; answering participants questions and doubts; support in technical issues if needed.

- ✓ In the first session, have a moment for participants to get to know each other.

- ✓ It is important to generate an open and sharing environment in the sessions. Whenever possible, ask for participants feedback or impressions based on their experience. If you see you are not able to comply with time for the session to give more time for discussion, you can award less time to some ppt materials and ask participants to complement the reading during the self-study time. Alternatively, if you see you have little time to generate a debate during the session, you can adjust the question to "homework" reflection, etc.

- ✓ It often happens that participants feel more comfortable when providing written feedback rather than speaking online sessions. If you realize this is the case, use some of the tools proposed below to implement the exercises/activities during the sessions.

- ✓ Convey the message that all activities, debates and homework is to start building the work required for the next stages.

3.2. Recommendations for self-study and sessions follow up

- ✓ Send a follow up e-mail in the day of each synchronous session with information about the self-study and additional materials.

- ✓ Share the contacts of the trainers with participants and make sure someone of your team is available to address any questions, requests or technical issues.

- ✓ If possible, create an online area (e.g. blog, shared document) where participants can share their comments and questions or incentivise participants to do this with the colleagues of their HEI. Explain that this may be useful for upcoming stages of their participation in the project.

- ✓ Online repository of resources: Considering that partners will adopt different ways to make the course materials available to participants, contents can be uploaded on the project website.

3.3. Support tools and forms

Please consider the following tools available for the implementation of the course:

ADMINISTRATIVE FORMS:

- **Registration form:** Links for registration forms in google drive:

Note: The implementation of the course should be preceded by the organisation of an ignition workshop with HEIs (Guidelines for the organisation of ignition workshops have been provided). We suggest registration in the course opens in the day of the ignition event.

RE-ACT

- **Attendance list**: For each synchronous session, please collect evidence of the participation of trainees. Depending on the way you will implement synchronous sessions (face-to-face or online) you can:

   a) Have an attendance list to be signed by each participant. The attendance list should be developed based on RE-ACT's word templates (with project and EU logo) and include: Name of the course, name of the session, date and time, trainer. List of participants with respective signature.

   b) Create an online registration form using Jotform, an online tool with various models of forms, including attendance sheets: https://www.jotform.com/form-templates/search/attendance. Please contact SERN in case you need support to set up a form.

ONLINE MEETING ROOMS FOR SYNCHRONOUS SESSIONS:

In the table below you can see a brief characterisation of some of the most popular online platforms for meetings/synchonous sessions and their main features.

	Zoom	Teams	Jitsi	Google Meet	Cisco Webex
Free version?	☺	X	☺	☺	☺
Time limit	40 min.	-	-	1h	50 min
Limit of participants	100	300	50	100	100
Chat	☺	☺	☺	☺	☺
Recording option	☺	☺	☺	X	☺
Screen sharing	☺	☺	☺	☺	☺
See participants during screen sharing	☺	X	X	X	☺
Breakout Rooms	☺	☺	X	X	☺

TOOLS FOR TRAINING:

To support some activities of the synchronous sessions and have more interactive ways of running the sessions, consider the use of the following tools:

JAMBOARD (https://jamboard.google.com/ - one of google's apps)

What Is It? A collaborative google tool that allows the creation of interactive boards, schemes, participation through post-its, like Miro style, but simpler.

Registration: A google account is required.

Free Version key features:
- It allows easy sharing via
  link, like all other google tools. It therefore allows you to specify sharing settings (view/edit)
- Users do not need to register to access (only the link)
- Allows you to download the result in PDF or Image
- Allows you to customize colors, fonts and background

Tools: Post-its; Text boxes; Mind Map; Brainwriting

RE-ACT

MIRO (https://miro.com)

What Is It: Miro is a collaborative platform that allows the creation of interactive boards, schemes, participation through post-its, kind of on the basis of Design Thinking.

Registration: An account is required, but with a basic registration - name, email and password, both for those who create the board/ activity, and the ones who participate.

Free Version: allows the host to create only one work-team, use all the features of the White Board and use the templates already defined by Miro, such as: Mind Map; Brainwriting; Kanban; Charts and Diagrams.

Key Features:

- Participants need to register on the platform to participate; Email addresses of participants must be added to the workgroup (by the host) to be able to actively participate - edit, comment, etc;
- It is not possible to participate by sharing a link - it is possible to "see" the project / activity, but not to participate;
- Possibility to download the results, but with some limitations in the free version
- It is possible to explore a Miro library full of pre-made examples;

SLIDO (http://sli.do/)

What It Is? Slido is a Q&A and polling platform that allows live exchanges with audience.

Registration: An account is needed to set up questions/ polls. The audience do not need an account to answer the questions.

Key features: The audience may access the Q&A/ Polls through a link and code. Allows collaborative work with a team. Possible uses: brainstorming, voting, testing knowledge/attention, assess audience interests, meeting assessment.

Tools:

- Polls/Questions: Multiple choice, Word cloud, Quiz, Rating, Open Text , Ranking
- Live Q&A: audience can ask questions through Slido.

RE-ACT

4. Evaluation and reporting

4.1. Satisfaction/reaction assessment

At the end of the training (including practical part, i.e. phase 2.) participants should complete an online questionnaire to assess their satisfaction about the course.

The template for this questionnaire is provided below (in google drive under WP2): https://docs.google.com/forms/d/1uOV65eEOCky3sB2hByM7E3Dvgds2P9TOmkGN1e3K1lU/edit?usp=sharing .

4.2. Learning evaluation

As for the learning evaluation, i.e. assess if and what participants learned, this evaluation will be continuous based on the participation and feedback of participants during the synchronous sessions and based on the results of phase 2., namely the results of self-assessment using HEInnovate for RIS3 and following outputs such as the organisational action plan.

4.3. Collecting evidences for reporting

Don't forget to collect evidences of all sessions and of the trainers' activities, including:

- Use the registration form sent on the invitation e-mail (to check the attendees)
- Remember participants to sign the attendance list in each session
- Take a print screen of the session showing the participants that attended the event.
- Record the session, if possible (if all participants agree).

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.