



TrainESEE

Training trainers in East and Southeastern Europe



Join and Participate

Project information
and visibility event
for EU universities

Petra Grgasović, UNIZG- RGNF
Project assistant

23rd November 2020

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Agenda

Timeslot	Activity	Moderator
10:00 – 10:15	Introduction of the participants	Sibila Borojević Šoštarić
10:15 – 10:35	TrainESEE workshops 2021 – major learning outcomes <ol style="list-style-type: none"> Teaching methodology Project development and management Innovation and Entrepreneurship Science to Business 	Sibila Borojević Šoštarić
10:35 – 10:55	Methodology behind TrainESEE – drafting of the workshops' content	Petra Grgasović
10:55 – 11:15	Tailor-made acceleration programmes and targeted beneficiaries	Sibila Borojević Šoštarić
11:15 – 12:00	How to get involved? Q&A section	All participants





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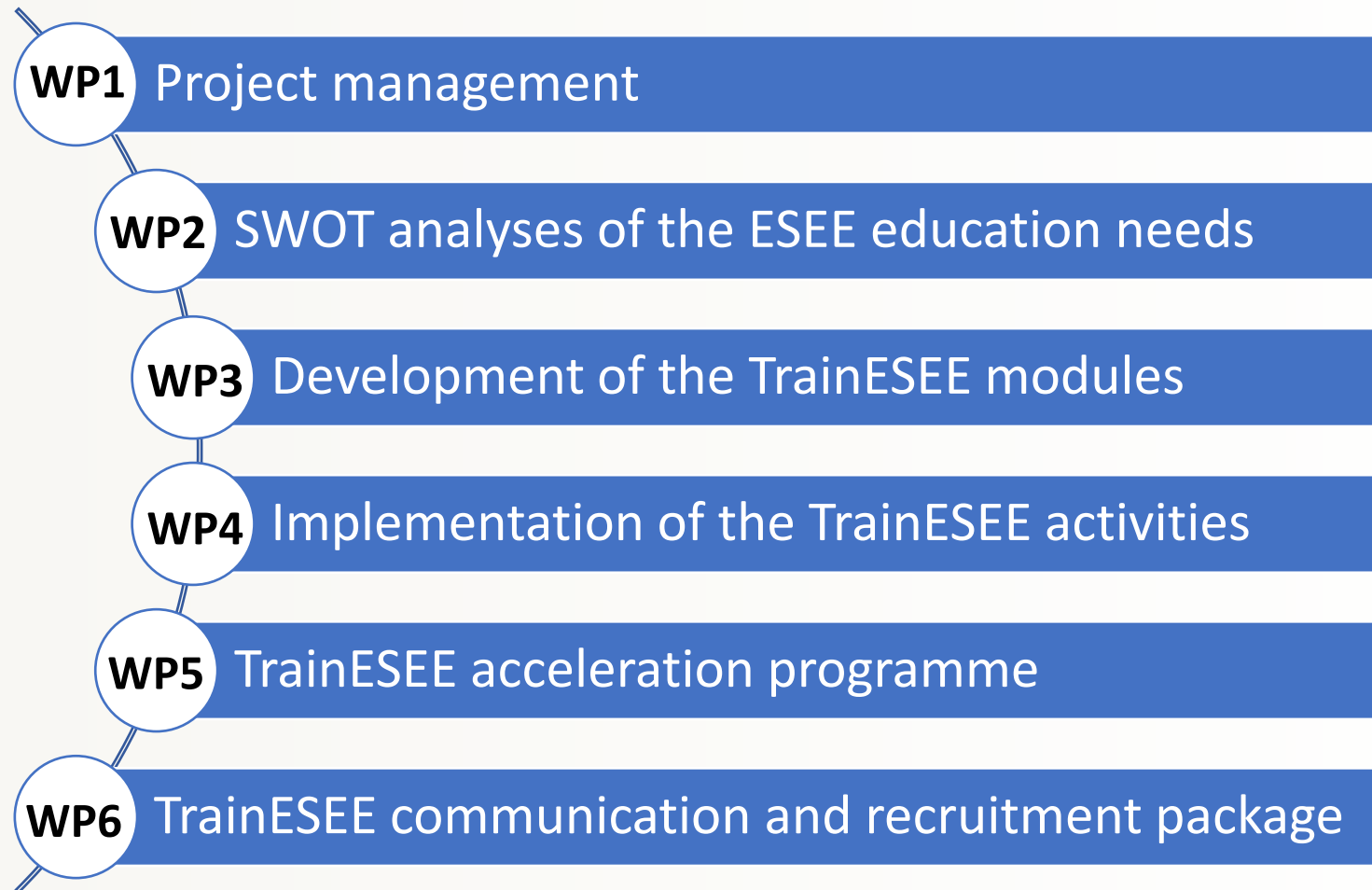


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METHODOLOGY: STRUCTURE OF TrainESEEv.2





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METHODOLOGY: Trainers and Trainees

Trainees

Trainers



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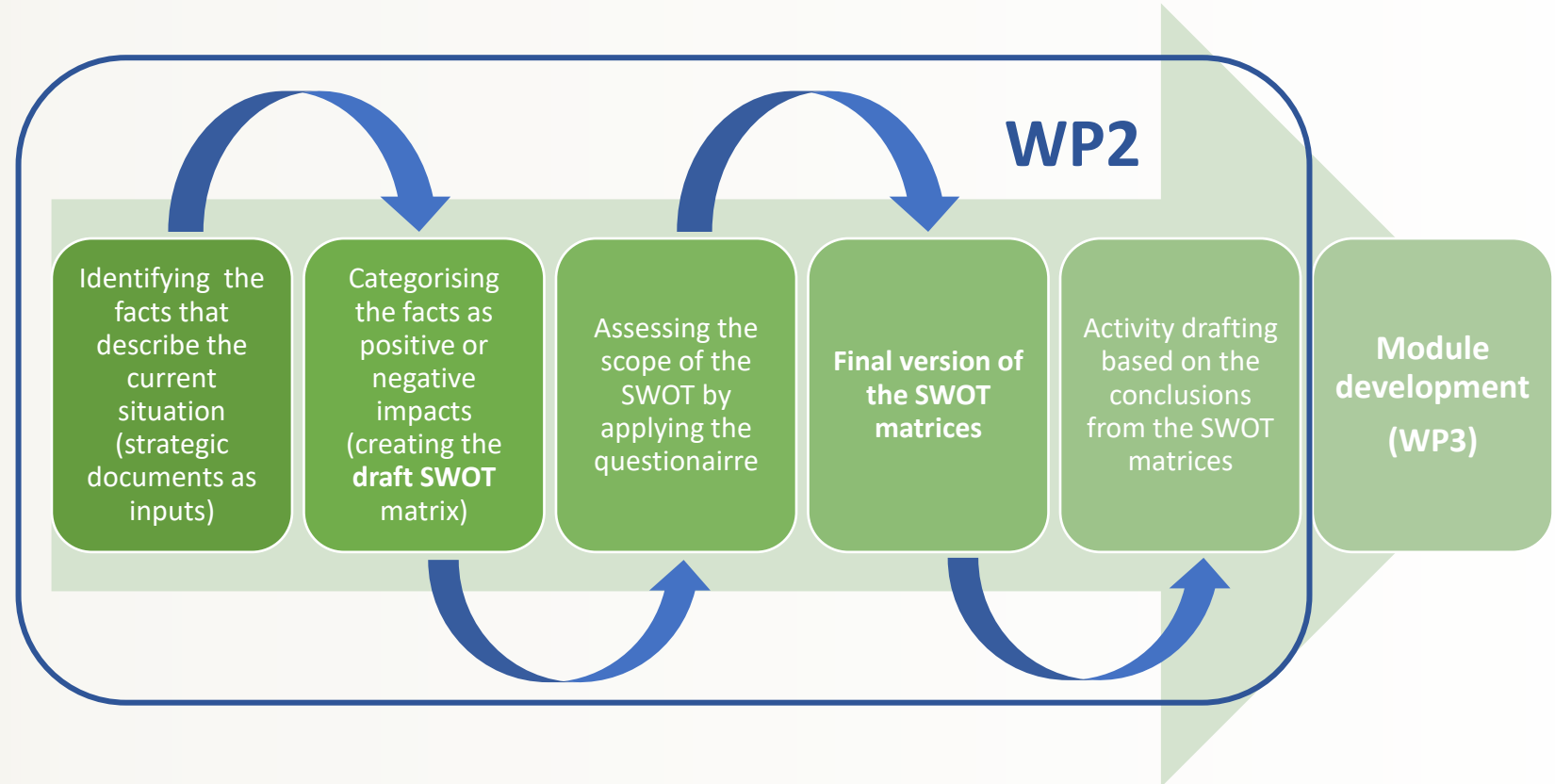


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METHODOLOGY: WP2 to WP3





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METHODOLOGY: WP2 - SWOT

Purpose:	<ul style="list-style-type: none"> describes the current state of the system being analysed (university/faculty/unit) classifies the conclusions about the current state as positive or negative impact to further development Positive impacts: Strengths (internal) and Opportunities (External) Negative impacts: Weaknesses (internal) and Threats (external) not about what is needed but only about what currently is
Duration:	January 2020 – April 2020
Outcome:	<p>D.2.1. Report on the education needs of the participating universities</p> <p>The SWOT analyses developed in WP2 have to provide a sound evidence of needs of the six universities, thus helping to prepare the optimal contents and form of the four modules.</p>

Initial inputs for the SWOT matrix development:

(1) relevant education and research related

- University/Faculty strategic documents
- National strategic documents;

(2) Strategic agenda 2018-2022 of the EIT Raw Materials and KIC EIT Raw materials RIS strategy (2018-2020)



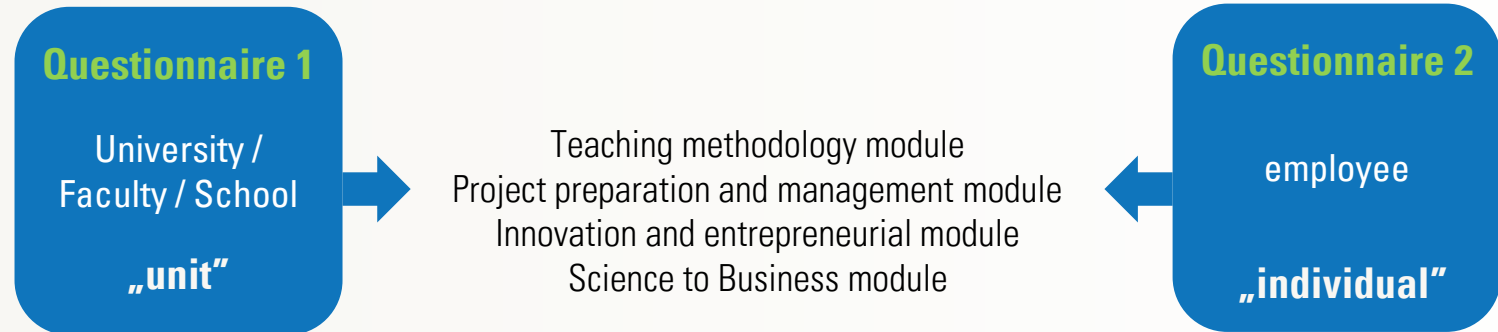


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METHODOLOGY: WP2 - Questionnaire

Purpose:	<ul style="list-style-type: none"> • Deepening of the analysis by collecting the data at the operational level (units and individuals) • A deeper insight in system-related features • Standardisation of the analysis scope for all 6 universities (trainees)
Duration:	April 2020 – May 2020
Outcome:	A set of integrated data per university- additional input for a comprehensive SWOT analysis





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METHODOLOGY: WP2 – Questionnaire Example

T3.1 Teaching methodology module / 2. Teaching methodology and techniques

The programme I represent is	0	<25%	25-50%	50-75%	>75%
2.1. extensively applying inclusive teaching techniques during lectures (the type of inclusive techniques are as follows):					
2.1.1. Working in groups					
2.1.2. Facilitated learning (the students are encouraged to take more control of their learning process. The trainer's role becomes that of a facilitator and organiser providing resources and support to learners)					
2.1.3. Flipped classroom (students are introduced to content at home and practice working through it on classes)					
2.1.4. Demonstrations (experiments, case studies)					

T3.1 Teaching methodology module / Questions for individual teachers

6.1. In case of problems/challenges related to teaching/pedagogical aspects of my work, I am contacting the department/person/other:

6.2. I need support, training or enhancement in following pedagogical competencies:

6.3. The major obstacles for using advanced e-learning tools in my teaching are the following ones:



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METHODOLOGY: WP2 – Activity drafting

Purpose:	• Identification of the activities (fields) to be included in the modules in order to optimize them (to the greatest possible extent) with the needs identified by the SWOT matrix.
Duration:	April 2020 – June 2020
Outcome:	D.2.1. Report on selection of joint education activities to be developed in WP3

Develop personal initiative and personal autonomy (Y/N)	Yes
<i>Notes and comments on Develop personal initiative and personal autonomy</i>	
Development of teamwork skills (Y/N)	Yes
<i>Notes and comments on Development of teamwork skills</i>	
Learn to build and lead teams and projects (Y/N)	Yes
<i>Notes and comments on Learn to build and lead teams and projects</i>	
Apply value proposition designer to understand customers' needs (Y/N)	Yes
<i>Notes and comments on Apply value proposition designer to understand customers' needs</i>	
Generating ideas and creating innovations to solve customers' needs (Y/N)	Yes
<i>Notes and comments on Generating ideas and creating innovations to solve customers' needs</i>	
Application of Lean Startup and business models to focus on the market (Y/N)	Yes
<i>Notes and comments on Application of Lean Startup and business models to focus on the market</i>	

Activities = Major elements of modules:

- realistic
- their implementation should be under control of the universities (not third parties)
- should be targeted on the content and application of the modules to be developed in WP3
- directly traceable to the conclusion(s) listed in the SWOT matrix
- reflected later in the modules developed.



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METHODOLOGY: WP3 & WP4 to WP5

WP3 (2020)

MODULE 1

Teaching methodology

MODULE 2

Project development and management

MODULE 3

Innovation and entrepreneurship

MODULE 4

Science to business

ACCELERATION PROGRAMME (WP5 in 2021)

Krakow Workshop



Sofia Workshop



Košice Workshop



Miskolc Workshop

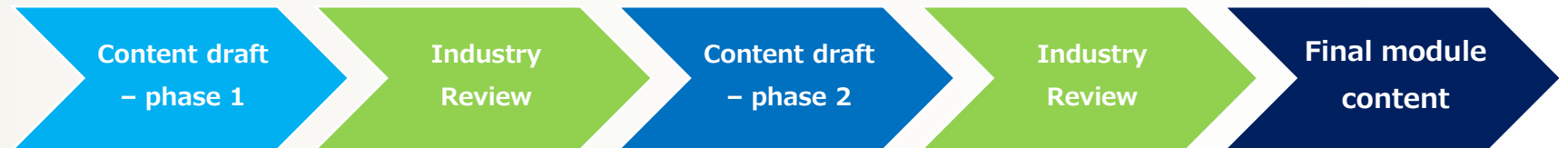


WP4 (2021)



METHODOLOGY: WP3 – Modules' content development

Purpose:	Development of four modules based on the previously drafted set of activities
Duration:	June 2020 - December 2020
Outcome:	Fully developed four modules: Task 3.1. Teaching methodology module; Task 3.2. Project development and management module; Task 3.3. Innovation and entrepreneurial module, and Task 3.4. Science to Business module.



- October 2020 – working 2-day meeting to standardise the draft content of the modules and eliminate (minimise) content overlapping

METHODOLOGY: WP3 – Modules' content development

Modules' content - key elements developed (through two phases)

<ul style="list-style-type: none"> • Duration of the module 	<ul style="list-style-type: none"> • Presentations with outlines
<ul style="list-style-type: none"> • Requirements/prerequisites for enrolment in the module (if any) 	<ul style="list-style-type: none"> • List of basic and complementary literature
<ul style="list-style-type: none"> • Theoretical vs. practical work ratio 	<ul style="list-style-type: none"> • Learning outcomes achieved by completing the module
<ul style="list-style-type: none"> • ECTS credits offered within the module 	<ul style="list-style-type: none"> • List of gained competences on the module level
<ul style="list-style-type: none"> • Competences and learning outcomes acquired with completion of the module 	<ul style="list-style-type: none"> • Description of the attendees' knowledge testing
<ul style="list-style-type: none"> • List of the lectures/sections included in the module and needed teaching hours for their execution 	<ul style="list-style-type: none"> • Monitoring the teaching quality and evaluation procedures
<ul style="list-style-type: none"> • Type of the teaching activity 	<ul style="list-style-type: none"> • Formal prerequisites (equipment, space, costs, staff...)
<ul style="list-style-type: none"> • Description of the module content 	



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METHODOLOGY: WP3 – Industry Review

Purpose:	• to ensure the quality of the project outputs (modules) by obtaining an assessment and guidance of external assistance
Duration:	October-November 2020
Outcome:	Set of recommendations to be used in module development

- 8 reviewers (2 per modules)
- Review in 2 phases (draft and final content)
- Templates for the reviewers – unification of approach and results
- Some aspects of the assessment:
 - Are the requirements/prerequisites for the enrolment in the module properly selected?
 - Are the preliminary competences and learning outcomes acquired with the completion of the module aligned with the preliminary description of the module content?
 - Are the reasons and needs for the development of the module clear and cogent ?
 - Is the link/correlation with the existing skills/competencies of the academic staff clearly established?
 - Is the selected type of the teaching activity appropriate when considering the defined learning outcomes?
 - ...



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METHODOLOGY: WP4 – Implementation of workshops

Purpose:	<ul style="list-style-type: none"> Four modules developed under WP3 are to be conducted as 5-day workshops
Duration:	4 x 5 days during 2021 (initial plan: March, June, September, November)
Outcome:	80 representatives of the academic staff from 6 universities trained

- 5 days per workshop
- Methodology for staff selection developed
- Possible online form of the workshops – number of participants without limitation

Krakow Workshop



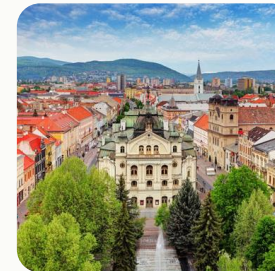
Teaching Methodology

Sofia Workshop



Project development and management

Košice Workshop



Innovation and entrepreneurship

Miskolc Workshop



Business to Science





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METHODOLOGY: WP5 – Acceleration programmes

Purpose:	<ul style="list-style-type: none"> To include the modules in the structure of the existing study programmes of the 6 universities to be implemented through 3 years after the project's end
Duration:	January 2021 – December 2021
Outcome:	Developed and implemented acceleration programmes at the participating 6 „trainee” universities

Basis for the acceleration programmes' development:

- four developed modules under WP3
- workshop experience of the academic staff under WP4
- current experience on the implementation of the gained knowledge into ongoing university study and research programmes
- SWOT analyses of each ESEE university (fine-tuning)
- support coming from TrainESEE acceleration [LinkedIn network](#).





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METHODOLOGY: WP5 – Acceleration programmes

Elements of the acceleration programmes:

- list of potential in-training-country partners/partner organizations (Greece, Hungary, Poland, Slovakia, two RIS ESEE countries) interested in supporting the module (as lecturers, financiers, providers of case-studies or best-case practice etc.)
- list of CEEPUS and Erasmus mobility agreement – serving as supplementary trainers' mobility support among partner institutions
- list of bilateral agreements on cooperation/memorandums of understanding relevant for training needs
- list of other potential supports for the programmes.

