Interreg Programme: Excellence in Research, Social and Technological Innovation Project Management (ReSTI)

eLearning Guide

ReSTI Module 2: *Project Design*

This *ReSTI eLearning Guide* is offered to orient learners to the courses in this module.

Become a ReSTI Project Designer!

Programme Introduction

ReSTI Programme overview:

Click **here** to access

Excellence-in-ReSTI stands for Excellence in Research, Social and Technological Innovation Project Management. The *Excellence-in-ReSTI Programme* was developed as an open source platform for project managers and administrators in public and private organisations, and can be used by all people interested in this topic. As such, the *ReSTI Programme* is offered, free of charge, under Creative Commons license.

The intent of the ReSTI Programme is to inspire an innovative and socially responsible Danube region and for participants to hone competences in research, technological, business and social

innovation. Another goal was to co-create a network across the region that learns together and collaborates on various initiatives that lead to EU-funded innovation projects. It goes without saying that the curriculum can also be used by any individual or organisation outside of the Danube region.

The programme offers five modules, each containing several courses that point the learners to EU research opportunities, teach project design and management methods and take learners through the steps of social innovation and innovation for the business context. Courses are directed at three stakeholder groups: research & education, business and civil society. The completion of each module leads to earning a digital badge that participants can place on their online profiles and include in their digital educational portfolios. Completing all modules leads to the *ReSTI Professional* super badge.

Modules and many courses can be completed in any order. However, a course sequence is suggested for all learners who prefer to follow a roadmap.

Usage License: The ReSTI Programme is appropriate for individual learners, and was especially designed for organisations/institutions that use it

as scaffolding for their own educational offers that may include face-to-face engagement. The license allows for organisations or individual consultants to use the ReSTI Programme to charge for their own consulting time or face-to-face engagement with their stakeholders, or their own educational (certification) programme that may be built upon or integrate the ReSTI Programme. The license details[1] can be found on the programme's landing page of the ReSTI.academy site and aligns with

Workload: The work in each ReSTI course aligns with particular ECTS (European Credit Transfer System) credits so that it is easy for the institution/s using the courses to give credit to their participants through their academic affiliations. The ECTS credit equivalence would be helpful when ReSTI courses are integrated into other programmes for which academic accreditation is sought.

Since this programme is open to the public, the library resources (upon which the activities are based) are often composed of open source materials. Some of these resources require registration before they can be accessed. It may happen that - due to the dynamic nature of the open source landscape - certain links will not be functionable at a given study time. Such issues are continuously monitored and corrected by responsible partners but in the meantime it is advised to search by resource titles to find the missing materials elsewhere.

ReSTI 5-Door Approach to eLearning

The *ReSTI Programme Design* accommodates multiple learning styles through the *ReSTI 5-Door Approach to eLearning*. In order to address different learning styles each course offers multiple entry points to the content through five doors:

Behind each door, the learner is engaged in the content through a particular learning mode, and participants can either walk through all doors

and solidify their learning through repetition in various formats and/or choose the style that works best for them. At the core of this approach lies self-authorship in meaning-making. Learners choose from a plethora of offerings and compose the meaning that emerges from that choice. They can do a lot of activities, or just a few, or none if they pass the assessment upon entry. The purpose here is to optimize the learning potential and give full control about method, type and depth of learning to the (adult) learner. It is important to realize that the learning includes multiple pathways-some of which will be repetitive. This repetition is intended because not everyone will go through all the activities.

ReSTI 5-Door Approach to eLearning – Click here to watch video

The **Library** contains all content resources for the entire course such as lectures, readings, videos, case studies, articles, models, references, and other research materials, and various templates needed in the course. As is the case for all the doors, the Library also includes a variety of library activities that solidify the learnings. Information intake happens here through thinking, analyzing, and concluding.

The **Café** includes prompts for activities that learners complete through interaction with other people, engaging socially and constructing knowledge in collaboration with others. While the activities behind some other doors can be done in solitude, the Café activities require the learner to invite others into the learning. Information intake happens here through sensing, feeling, and relating.

The **Playground** offers learning opportunities for exploration, such as simulations, trial and error experimentation, or games. Some of these activities can be completed alone but many will also require other players. Information processing happens here through experimenting, doing, and acting.

The **Forest** provides opportunity for individual reflection upon particular content items and/or activities prompted by instructions but also by various media and activities where the learner takes an observer role. Information processing happens here through watching, reviewing, and reflecting.

The **Assessment** requires the learner to pass an automated test. The tests are randomized from a broader set of questions and tests for acquiring a certain knowledge base, but cannot refer to experiences gained. However, if learners also complete the activities behind various doors, the knowledge base from the library comes alive, gains meaning, and will therefore be remembered better.

The **ReSTI Plaza** serves as an exchange place where learners leave information, reflections and opinions for other learners to access. Some activities include prompts to post in the plaza for others to learn from.

How to Best Move Through the Courses

Step 1: Course Information & Sequence

All materials can be accessed randomly and according to preference. However, the developers do suggest a potential sequence for all those learners who would rather have a complete roadmap, provided in the *Course Information & Sequence* file to be found on the landing page of each course.

Step 2: Introductory Video(s)

To obtain an overview of the course, it's best to begin by entering the Library Door and watch the introductory video(s).

Step 3: Summary of Resources

Next the *Summary of Resources* file provides the lay of the land for all the resources in a course. These are organised in sub-categories. Resources needed for activities are color-coded to distinguish them from all other resources.

Step 4: Access Doors

Thereafter, participants may continue with *Library Activities* and/or by entering any of the other doors to complete activities there.

For further info about the ReSTI 5-Door Approach visit this co-authored article:

Rowland, R., et al. (2018). The 5-Door Approach to eLearning for the Interreg Excellence in Research, Social, and Technological Innovation Project Management. *INTED2018 Proceedings*, 12th International Technology, Education and Development Conference, 5-7 March, Valencia, Spain, pp. 1016–1022, doi: 10.21125/inted.2018.1198.

ReSTI Modules & Courses

Module 1 | EU POLICIES

Course 1.1 EU Institutions and Strategy

Course 1.2 EU Policy Goals and Guidelines

Course 1.3 EU Grant Landscape & Funding Structure

Module 2 | PROJECT DESIGN

2.1 Introduction to Grant Application Writing & Impact

2.2 Advanced Project Development and Application Preparation

2.3 Forming a Consortium

2.4 Budget Development

Module 3 | PROJECT MANAGEMENT

3.1 Introduction to Project Management

3.2 Risk Management

3.3 Financial Management & Reporting

3.4 Communication & Dissemination, Capitalisation

3.5 Exploitation & IPR

Module 4 | SOCIAL INNOVATION

4.1 Introduction to Social Innovation

4.2 Social Innovation: Approaches and Methodologies

4.3 Designing and Implementing Social Innovations

Module 5 | INNOVATION IN THE BUSINESS CONTEXT

5.1 Innovation Sandbox

5.2 Introduction to Human-Centred Innovation Practice

5.3 Toward Sustainability: Introduction to Nature-Based Innovation Practice

5.4 Bringing Innovation to Market

5.5 Business Development

Click here to see more about programme structure

For further information, questions, or welcomed feedback, please contact the lead partner of the project, the *Centre for Social Innovation (ZSI)* in Vienna.

Technical aspects

Process of Excellence-in-ReSTI learning menu registration and course enrolment:

Participants should start at website ReSTI.academy and after reading the relevant information, click on the "ENTER" button below. This will guide them to the main MOOC website of Charles University in Prague where they can register.

Assessment process:

If confident about the knowledge and skills gained, participants may proceed to the Assessment door where they will find an Assessment quiz. Participants need to answer 6 out of 10 questions correctly in 30 minutes to pass each Assessment quiz. In case of failure, the same assessment can only be attempted after 5 days have passed.

Process of tracking study progress:

Participants can track their study progress through the course completion status block (available top right of the screen), they also have the option to double-check their progress by visiting the list of desired learning outcomes that can be found within the Course Information & Sequence document.

Process of earning badges:

When learners have successfully completed the Assessment quiz in each course within a module, they will be awarded a virtual badge by the *Excellence-in-ReSTI Partnership*. The badges are small informative pictures with metadata that indicate the accomplishment of successfully completing a whole *Excellence-in-ReSTI Module* - and thus reaching an adequate knowledge level in all module topics. The earned badges can be shared online in various websites and social networks. Participants first have to create a **digital backpack** and then upload their badges per each module. Upon completion of all 5 modules, participants will be awarded a so-called *ReSTI Professional* badge.

The badge system - click here to watch video

Participants can see earned badges **here.**

Introduction of ReSTI Module 2
Project Design

A warm welcome *to ReSTI Module 2*! These courses were designed by 3 partner organisations under the lead of the *Centre for Social Innovation* in Vienna, Austria (in short: ZSI). For further questions, please contact **Ms Pamela Bartar**, who is a team member of the ZSI unit Research Policy & Development.

This module offers 4 comprehensive courses providing in-depth knowledge on project design, development and application, starting with an Introduction to Grant Application Writing & Impact (course developed by **ARC FUND**), then, followed by expert know-how on Advanced Project Development and Application Preparation (developed by **ZSI**) and the best ways of Forming a Project Consortium (developed by the School of Economics and Business, **University of**

Sarajevo) and finally, on Budget Development (course developed by ZSI) for your ReSTI project.

It should be noted that Course 2.2 is based on 5 topics, which can be understood as sub-courses including further "mosaics" of a successful project design such as *Describing your Impact for successful Project Applications, Risk Identification and Quality Assurance, Measures to maximise impacts: Dissemination & Exploitation* and *Open Science*.

A plethora of resources and activities are offered in all courses. Some may feel repetitive; this is on purpose as same/similar content is offered in multiple learning styles. Since the module is constructed to start a successful ReSTI project design or application combining many different topics, perspectives and approaches, there is no best way to access Module 2. All 4 courses highlight a specific topic (or topics) to simulate the "360-degree expertise" needed to become a successful ReSTI project designer. If you are an early career researcher or manager, we may advice you to follow the default path to develop your ReSTI idea or concept by starting with Course 2.1.

Moreover, the focus should lie on a good mix of "doing" and reading, etc., so that learner experience how the content is currently practiced.

Please keep in mind that all courses put a focus on the funding programmes Horizon 2020 and INTERREG Danube Transnational Programme (DTP). These programmes will end in the (near) future but offer an appropriate scheme for follow-up funding programmes. Instructions given in Module 2 on how to "de-construct" a funding programme, therefore, can be applied to other European funding schemes with a focus on EU R&D programmes. Moreover, some courses and topics such as Forming a Project Consortium, Maximising Impact: Dissemination & Exploitation or Open Science can be applied even with only minor adaptions to the next generation of programmes.

Some activities require other co-actors to complete them. Thus, individual learners will need to gather colleagues or friends to work with, while institutions may use the prepared activities for collaborative face-to-face group work. Although, this means some extra effort, please do not hesitate to look for others as this will also offer valuable insights on how to address and to motivate other participants or schedule and moderate joint activities as part of your day-to-day project development and management!

All five courses can be completed successfully online without face-to-face coaching. There are, however, benefits to the learners in this module when their learning is supported by face-to-face interactive sessions - as learning for example how to build a consortium (course 2.3) requires not only the acquisition of knowledge but the honing of skills through mentoring.

Module 2 Course Outlines
PROJECT DESIGN
Recommended academic credits: 4 ECTS for the online curriculum (~ 95-113 hrs workload total, see below details for each course in this module)

ReSTI Module 2 Course 2.1
Introduction to Grant Application Writing
1 ECTS (~ 20-23 hrs workload; this indicates the approximate maximum study time, if all core and additional resources are used)

Course Description:
The course will introduce participants to key funding opportunities available from the EU where research and innovation is a priority (i.e. Horizon 2020 and ERDF). It will help participants to develop awareness of the EU funding eco-system and will enable them to learn about what calls for proposals are, how to look for one, and what are the basic steps in preparing a high-quality grant application. It will additionally provide an overview of key project-relevant concepts and will help participants to easily distinguish and apply the key terms in "project speak".

Course Objectives:

The main course objectives are
• to explain funding instruments and grants and by whom these can be utilised
• to introduce key EU funding programmes for research and innovation (i.e. Horizon 2020, ERDF, IPA)
• to explain the structure of a grant application and its main components
• to provide an overview of how a grant application is put together, including setting objectives, defining activities and identifying impacts

Learning Outcomes:

By the end of the course, participants are able to
• understand what grant applications are, who prepares them, and are aware of the key aspects of grant preparation
• recognise the different EU funding programmes for research and innovation and understand the basic differences among them
• identify the basic components of a project proposal, and understand how the grant writing process is structured
• understand the importance of linking project objectives to activities and can define the expected impact(s)

ReSTI Module 2 Course 2.2
Advanced Project Development and Application Preparation

1,5 ECTS (~ 35-45 hrs workload; duration indicates the approximate maximum study time, if all core and additional resources are used)

Course Description:

The course reviews the most critical aspects of preparing a grant application in the most relevant European R&D&I funding programmes (such as Horizon 2020 and Interreg DTP) in order to support participants to manage a successful preparation and submission process. By focusing on the impact (part) of ReSTI projects, the course teaches participants how to define the overall project objectives and structure the application in line with the relevant requirements, and how to plan accordingly tasks and activities with expected milestones, deliverables and outputs. This includes measures to maximise impact such as dissemination and exploitation or the potential of open science and its applications. Project design tools and practical advices (such as tools to prepare a project implementation plan) are incorporated into the course to enable participants to prepare excellent grant applications. Course 2.2 is divided into 5 topics (a, b, c, d, e) providing participants with the necessary basic knowledge on preparing an application (in Horizon 2020 or Interreg DTP) through a logical study process. Therefore, it is recommended to go through all sub-topics in the alphabetical order indicated by course developers; however, if a learner feels that he/she has already sufficient knowledge in one thematic area, a certain sub-topic or specific activities within a sub-topic may be skipped or left for later study. Following five topics are available:

2.2.a Describing Your Impact for Successful Project Applications
2.2.b Setting up the Management Structure and Procedures
2.2.c Risk Identification and Quality Assurance
2.2.d Measures to maximise Impact: Dissemination & Exploitation
2.2.e Open Science
Further details on topics and best way to study are available in the document
Course Description & Sequences Module 2 Course 2.2

Course Objectives:

The main course objectives are
• to provide comprehensive knowledge on the impact part of Horizon 2020 proposals (in particular Research and Innovation Actions), but also highlight differences to other project types
• to provide understanding of different impact dimensions
• to get an overview on the basic structure and the most important specific sections of a Horizon 2020 proposal, including the evaluation criteria

- to get familiarized with the H2020 electronic submission portal and the related administrative/financial forms and requirements
- to understand the risk identification and quality assurance tasks to be undertaken in the project planning and early project implementation phase of different EU R&D programmes, in particular Horizon 2020 and DTP Interreg projects
- to provide knowledge on how communication, dissemination and exploitation or capitalisation is interlinked in ReSTI projects
- to give an appropriate range of concepts and tools to gain impact through their communication, dissemination and exploitation strategy and activities
- to provide an overview about the diversity of Open Science
- to become acquainted with the terminology and definitions of Open Science
- to approach Open Access, Open Research Data, Open Methods, Open Education, Open Evaluation and Citizen Science from perspectives of benefits and challenges
- to assess the potential of Open Science for own research activities
- to give insight into EU Open Science policies
- to provide appreciation of Open Science as part of a bigger Open Movement and Open Culture

Learning Outcomes:
By the end of the course, participants are able to
- prepare the proposal part "2. Impact"
- access several successful projects and can develop the impact they want to achieve and how
- prepare a short draft Horizon 2020 proposal about their project idea, considering each of the evaluation criteria
- identify the most important risks in the project planning and early project implementation phase of different EU R&D programmes through various methods
- prepare basic documents needed for the internal and external quality assurance process
- develop a communication, dissemination and exploitation strategy including a set of indica-

tors to measure the communication and dissemination of their ReSTI projects
- use concepts of Open Science and its sub-dimensions
- apprehend and anticipate real and potential benefits and challenges of Open Science
- act according to the vision of Open Science in the European Union's STI strategy
- implement own research activities along mandatory Open Access policies and the Open Data Pilot in Horizon 2020
- use the Data Management Plan not only as a documentation tool but as a valuable instrument during the research process and beyond

ReSTI Module 2 Course 2.3
Building a Consortium

0,5 ECTS (~ 15 hrs workload; duration indicates the approximate maximum study time, if all core and additional resources are checked)

Course Description:
Forming a consortium for project partnership is one of the most important tasks during the whole process. It is an integral part of ReSTI project management and a very important element in the project assessment and evaluation. Within the course, students will deal with the following: stakeholder analyses needed to identify possible project partners, assessing capacities of every possible consortium partner, finding appropriate partners using different platforms and tools, intercultural communication possibilities, and conflict resolution styles. The aim of this course is to provide participants with skills and tools necessary for developing an adequate and functional ReSTI project consortium.

Course Objectives:
The main course objectives are
- to conduct a stakeholder analysis
- to evaluate possible partners and assess their capacity to be part of the consortium
- to learn to apply intercultural communication methods

• to learn to apply different verbal and non-verbal techniques in conflict situations

Learning Outcomes:

By the end of the course, participants are able to
• evaluate and independently conduct stakeholder analysis in order to identify possible project partners
• understand and evaluate different platforms and tools for finding partners,
• apply different evaluation assessments in order to select consortium members
• apply various communication styles in line with the inter-cultural setting of the project consortium
• apply different techniques of conflict resolution

ReSTI Module 2 Course 2.4
Budget Development

1 ECTS (~ 25-30 hrs workload)

Course Description:

The course focuses on how to develop a budget without any financial risks during the project design. It provides basic insights on the different types of project costs eligible within two of the most important European R&D&I programmes, i.e. Horizon 2020 and Danube Transnational Programme, as well as their eligibility rules and reasonable calculation methods. The course also provides practical budgetary considerations enhancing the chance of a project being funded.

Course Objectives:

The main course objectives are
• to get an overview of the most common eligible project costs in different types of European R&D&I projects, with the correct calculation methods
• to understand what is good practice beyond eligibility, i.e. how to calculate resources to be committed with acceptable personal costs, travel costs, equipment and investment, as well as potential involvement of third parties
• to get acquainted with the common budget templates and the methods to fill them out in order to prepare a detailed budget without generating financial risks

Learning Outcomes:

By the end of the course, participants are able to
• understand the most relevant basic financial rules of H2020 and Interreg DTP projects
• understand the funding body's (e.g. European Commission, Danube Transnational Programme Managing Authority) financial expectations and how to implement these in practice
• develop a basic project budget and are aware of common mistakes

Link list

- ReSTI Programme overview:

  http://www.interreg-danube.eu/approved-projects/excellence-in-resti

- Video on ReSTI 5-Door Approach to eLearning:

  https://stream.cuni.cz/en/Detail/2858

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  https://creativecommons.org/licenses/by-nc-nd/4.0/deed.en

Join the ReSTI LinkedIn Alumni group **https://www.linkedin.com/groups/13538663/** in

We thank all participants of the ReSTI.academy 2018/19 for their valuable contributions!