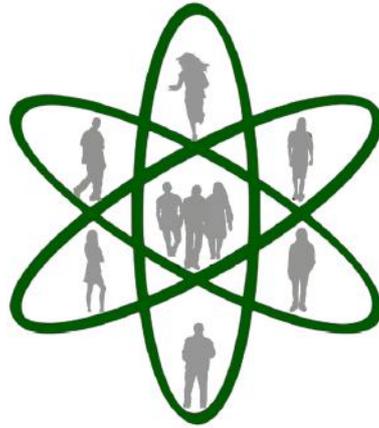


RRIL - Presentation of the Course

Gender Equality

Karsten Krüger (Coord.)



RRIL - Learning Programme Presentation
Gender Equality

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Presentation of RRIL - Responsible Research and Innovation Learning

Responsible Research & Innovation is a genius concept developed by the European Commission for the governance of research and innovation processes with a view on the (ethical) acceptability, sustainability and societal desirability of the innovation process and its marketable products. It aims to shape, maintain, develop, coordinate and align existing and novel research and innovation-related processes, actors and responsibilities with a view to ensuring desirable and acceptable research outcomes.

In the Horizon 2020 programmes, there were and are some projects focusing on related training needs. But there is no substantial attempt observable to develop continuous higher education programmes supporting the implementation of this concept and the respective reorganisation processes in universities, research centres, research and innovation oriented enterprises and public authorities like cities or regional governments. This project pretends to fulfil this gap through the co-creation of higher education modules between different research and innovation actors.

RRIL especially focus on public engagement, gender equality and ethics (in the knowledge fields Energy and Economy) testing the learning modules in innovative environments based on interactive real-problem approaches. The modules developed are offered to research and innovation actors supporting the implementation of RRI principles in the organisations capacitating the learners to develop jointly innovative solution for societal problems.

RRIL is based on co-creation and open innovation processes giving a prominent role to the learners. The co-creation is conceived as multidisciplinary and transversal among different kinds of actors as HEI, research centres, NGO's and cities paving the way for knowledge exchange between them. It consists in informed learning among practitioners considering learners as a knowledgeable and critical partners in designing and implementation of the learning means. Under this perspective, the potential learners – programme coordinators and tutors - are considered peers working collaboratively on the project outputs.

RRIL - consortium

Universitat Rovira i Virgili (Coordinator).

Tampere University

Kozminski University

NOTUS applied social research.

Fundació Tarragona Smart Mediterranean City.

INGOS - Institute of Innovative Economy .

RRIL Team designing the learning programme and courses

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Preface

Responsible research and innovation (RRI), as an integrated concept, is being promoted by the European Union since 2010 and forms part of the Horizon 2020 in the area of science with and for society. Although the issue of responsibility in research and innovation has been discussed for some time before especially in North America, Great Britain, and the Netherlands, it is a concept genuinely developed by the European Commission at the end of the 2000's for the governance of the science and technology complex from the political level. So far it forms part of the answer of the European Commission to the changes in the configuration of the democratic processes to steer societal processes, in which the private actors gained relevance. However, recently the RRI as guiding vision lost relevance in favour to other concepts as the Sustainability Goals of the UN, which, however, covers the core principles of RRI. For this reason, we decided to anchor RRI in sustainability and enrich it towards Responsible & Sustainable Innovation (ReSI).

RRI is formed by five strategic dimension: public engagement, gender equality, science education, open science and ethics, to which the transversal dimension of governance is added to develop harmonious governance models and institutional strategies. The project developed learning courses for three of these dimensions: public engagement, gender equality and ethics, to which we add an introductory course to ReSI.

The goal of the learning programme is to support the integration of these core aspects of RRI and sustainability in science-based innovation processes. The main target groups are academics involved in science-based innovation processes or students as future academics or agents of innovation e.g. in business, NGOs, local and regional authorities.

The integration of the programme in the learning offers of higher education will support the promotion of responsibility in innovation processes in universities. The participating Higher education institutes will do so in the next academic years. The use of the creative Commons licences Attribution-NonCommercial-ShareAlike allows other higher education institutions to integrate the whole programme (or parts of them) in their learning offers. Although the courses are designed as a holistic programme, they can be used separately.

In this document, we present briefly the programme and then in some more detail the course Gender Equality.

The learning program

Fiche				
Title	Responsible and Sustainable Innovation: Learning Programme			
Leading Organisations	University Rovira i Virgili, Kozminski University; Tampere University			
Target group	Master Students, PhD students, others as agents of change of municipalities, NGOs, Business etc.			
N° of students	20			
Language	English, also accessible in Spanish			
Requirements of participation	Medium Level of English/ Medium Level of Spanish			
Credits points	9 ECTS			
N° of lecturing hours	60 hours			
Mode	F2F	blended	Online	MOOC
		X	X	X
Learning Methods	Lecture, group work, workshop or others			
Evaluation	Quizzes Open questions Group discussions Case studies as group work using problem based approaches Design and realisation of interviews with experts			

Objective

The program aims at helping practitioners to understand and analyse the dynamics of science-based innovation processes and the integration of principles of responsible and sustainable innovation focusing on public engagement, gender equality and innovation ethics. The practitioner will learn the reasons of the development of Responsible Research & Innovation (RRI) and its further development to Responsible & Sustainable Innovation (ReSI). The program aims at helping the students to understand the dynamics of public engagement, the relevance of gender equality for the research processes and the tools for applying innovation ethics in science-based innovation processes. It provides the students with insight so that they can (a) reflect on their research and innovation already in early career stage; (b) anticipate intended and unintended consequences of their activities; (c) apply criteria of open science making transparent the intention of the research and innovation, the actors involved and their particular interest; and (d) involve the main stakeholders including the citizens in the deliberation processes from the beginning to the end of the science-based innovation process.

Structure

Course: Introduction to Responsible & Sustainable Innovation (ReSI)

Introduction.

Lecture1: Changes in Innovation Systems.

Lecture 2: Multi-actor configuration and open innovation.

Lecture 3: Answer to innovation dilemmas: Responsible Research & Innovation.

Lecture 4: Responsible Research and Innovation.

Lecture 5: Towards Responsible & Sustainable Innovation.

Lecture 6: ReSI in practice.

Course: *Public Engagement in Responsible Research and Innovation*

Introduction.

Lecture 7: Public Engagement in Responsible Research and Innovation.

Lecture 8: Innovation and Innovation Models.

Lecture 9: Conceptualising Dimensions of Public Engagement.

Lecture 10: Commercialisation of Research and Innovation and Public Engagement.

Group Exercise and Learning Diary: Developing sustainable public engagement strategy.

Course: *Gendered Responsible & Sustainable Innovation (ReSI)*

Introduction.

Lecture 11: Gender Bias in Economic Research.

Lecture 12: Gender Economics and Sustainability.

Lecture 13: Gendered ReSI (including gender bias in energy and technology innovation).

Lecture 14: Gender ReSi in Cities (with reference to energy use and mobility).

Lecture 15: Gender Mainstreaming and Doughnut strategy.

Group Exercise and Learning Diary: Gendered Responsible & Sustainable Innovation.

Course: *Ethics in Responsible and Sustainable Innovation*

Introduction.

Lecture 16: Tools to ensure societal relevance and ethical acceptability of RRI outcomes.

Lecture 17: Corporate Social Responsibility.

Lecture 18: Smart City & Responsible Technology.

Lecture 19: Just Energy Transition.

Group Exercise and Learning Diary: Ethics and General programme

Content

The first course introduces in Responsible & Sustainable Innovation, which anchored the concept of Responsible Research and Innovation (RRI) in Sustainability and the Sustainable Development Goals. The students will learn about

- the transformations of the innovation system towards quadruple helix configuration.
- the dilemmas, which academics must face, and how the concept of Responsible Research and Innovation have academics orientations to face these dilemmas.
- the need to anchored RRI in Sustainability and the Sustainable Development Goals. proposing the concept of Responsible & Sustainable Innovation (ReSI).

Based on this concept, the courses of public engagement, gender equality and innovation ethics has been developed. All three modules take as thematic reference points: economy, energy (including mobility) and urban development. The last topic indicates that the program insists in

the cooperation with municipal public administrations and policy makers considering cities as crucial to achieve the Sustainable Development Goals.

[<https://lor.instructure.com/resources/0c1fa583b6cb443e9b37d75403e56fbc>]

The course of **public engagement** aims at helping students to understand and analyse the dynamics of public engagement in the context of responsible research and innovation and its central elements. The students will be able to critically assess the strengths and weaknesses or advantage and disadvantages of public engagement in enhancing responsible research and innovation. The course insists in the relevance of public engagement for the implementation of the gender perspective and principles of innovation ethics already at the beginning of the innovation process. Students will work on a particular country/region innovation process case and analyse the major challenges and opportunities of public engagement of universities in transforming an innovation process to meaningfully respond to social, economic and political problems and come up with strategic and feasible solutions.

[<https://lor.instructure.com/resources/f17d06173ec14c61bccf80117e771fd8?shared>]

The course of **gender equality** aims to enable participants to integrate the dimension of gender equality and social vulnerability in science based innovation projects based on quadruple helix configuration, especially with the participation of municipal public administration and policy makers. Through the example of economy and technology (energy and artificial intelligence), it will arise the awareness of gender bias in science and innovation processes. The module insists in the interrelation with public engagement and innovation ethics to achieve the implementation of the gender perspective in science based innovation processes. It will reinforce the competences of the participants (defined in terms of knowledge, capacities, responsibility and autonomy) to integrate the gender and social vulnerability perspective in innovation projects and to evaluate and monitor their impact on gender equality and social vulnerability.

[<https://lor.instructure.com/resources/0aa23b741bac4f6a855057d12c8e17c1>]

The course of **innovation ethics** aims to enable students to introduce the ethical perspective in science based innovation processes, particularly in the fields of economy and energy with the focus on sustainability. It provides an overview of various tools, approaches, and methodologies such as the precautionary principle, International Standard ISO 26000, Value Sensitive Design, and participative technology assessment. It will arise the capability of the students to use in their projects, campaigns, or any other endeavours these and other tools reinforcing the ethic dimension of the innovation activities in close relation to public engagement and gender equality. It is based on the premise that to ensure social relevance and acceptability of any innovation, its impact should be evaluated at the early stages of the research process, including its possible unintended and unexpected consequences. Monitoring the innovation process could be enabled by sharing authorship and responsibility of the results with relevant social groups (citizens, policymakers, entrepreneurs, educators, etc.) who should be involved in all stages of the process while respecting the principles of gender balance.

[<https://lor.instructure.com/resources/eec37eb0a22d49a1bd5139b105f4194b?shared>]

The programme and its four courses used video presentation to introduce to the topic and subtopics, web texts, video with experts (generally from external sources), individual exercises (e.g., quizzes and open questions), participants' learning journals, and group works (e.g., simulation of project development, interviews with experts among others) using holistic approaches combining public engagement, gender and ethic. Each course includes group exercises for its specific topic, so that they can be used separately, but maintaining the holistic approach.

For more details of the content of the program, please consult the RRIL learning programme presentation at [RRIL project website](#) or the [project lab at research gate](#) or the [online learning programme](#).

Gender equality

Fiche				
Title	Integration of gender perspective in processes of social digital innovation			
Leading Organisation	University Rovira i Virgili (Tarragona)			
Target group	Master Students, PhD students, others as agents of change of municipalities, NGOs, Business etc.			
N° of students	20			
Language	English, also accessible in Spanish.			
Requirements of participation	Medium Level of English or Medium Level of English/Spanish			
Credits points	3 ECTS)			
N° of lecturing hours	19 hours integrated part of the programme			
Mode	F2F	blended	Online	MOOC
		X	X	X
Learning Methods	Lecture, group work, workshop or others			
Learning products	Lecture, group work, workshop or others			
Evaluation	Group presentation, Videos; Case studies, Quizzes, Open questions			

Objective

Following the principles of ReSI, this course aims to enable participants to integrate the dimension of gender equality and social vulnerability in science-based innovation projects-based on multi-actor configuration, especially with the participation of municipal public administration and policy makers.

The course introduces the students how gender is conceived in conventional and gender economic approach and to the linkage between gender and ecological economics. It enables the practitioner to apply broader multi-disciplinary approach to evaluate the sustainable impact of their research and innovation activities based on the three pillar model: ecological, economic and social sustainability, but also to assess policy impact.

The course introduces the learners in the topic of gender equality as a guiding principle of responsible and sustainable research enabling them to apply the gender perspective in the processes of social and technological innovation, taking here the fields of economy, energy and artificial intelligence, especially in urban planning as pivotal points.

It underpins the linkage of the gender perspective with public engagement and innovation ethics to achieve sustainable impact of science based innovation enabling the students to apply holistic innovation approach using the three-pillar model of sustainability.

The course insists on the implication for urban policy development taken energy and mobility as examples enabling the students to bring in the holistic gender perspective in specific innovation processes and measure its consequences.

The course enables the students to identify, understand and integrate the perspective of gender and social vulnerability when a process of social or technological innovation is initiated, in order to make them visible and correct “blindness” with respect to gender and social vulnerability in general.

Structure

The course is divided in 6 lectures:

Introduction.

Lecture 11: Gender Bias in Economic Research.

Lecture 12: Gender Economics and Sustainability.

Lecture 13: Gendered ReSI (including gender bias in energy and technology innovation).

Lecture 14: Gender ReSi in Cities (with reference to energy use and mobility).

Lecture 15: Gender Mainstreaming and Doughnut strategy.

Group Exercise and Learning Diary: Gendered Responsible & Sustainable Innovation.

Content

Gender equality is one of the guiding principles of RRI and it is also present in alternative concepts of guiding research and innovation processes, such as the UN Sustainable Development Goals. Gender equality has two dimensions:

1. the promotion of equal participation of men and women in research activities (the staff management dimension); and
2. the inclusion and integration of gender perspectives in the content of research and development and the exposition of results.

A brief review of the H2020 gender projects and training material shows that more emphasis has been placed on the first aspect, while the second has been less relevant. However, there are relevant projects of references as the project Gender innovations in Science, Health, Medicine, Engineering and Environment¹ lead by the University Stanford or the EU-project Libra², which aims to build and promote excellence in life sciences including the dimension of ‘Sex and gender dimension of research’. In Spain, the Network Vives³ has elaborate a series of material to introduce the gender perspective in the learning processes of different academic fields.

Our course puts the focus on the process dimension, contributing to answer the following question: How to introduce the perspective of gender and social vulnerability in the processes of social and technological innovation, taking as case-studies the fields of economy and energy? It is important to emphasize that we are talking about science-based innovation, which is framed in multi-actor configurations as the triple or quadruple helix.

¹ <https://genderedinnovations.stanford.edu/index.html> (accessed August 2021).

² <https://www.eu-libra.eu/> (accessed August 2021).

³ <https://www.vives.org/programes/igualtat-gener/guies-docencia-universitaria-perspectiva-gener/> (accessed August 2021)

The course is divided into 6 lectures:

1. Gender Bias in Economic research

This lecture exposes by the example of the conventional definition of 'work' as remunerated productive activity the underlying gender bias as it considered the domestic work as consumptive, excluding so the (re)productive activities from the economic analysis. This conduces to critics of economic micro-foundation, especially the ideal-typical assumption of the *homo-oeconomicus*, but also macro-foundation, especially the conventional assumption of economy as a closed system independent from its environment delegating reproductive or restoring activities outside of the economic system.

2. Gender Economics and Sustainability

It introduces the conventional economic models to achieve sustainability (circular and bio-economy) on which the Green Deal is based. It exposes the criticism of gender and ecological economics against these models as a step forward, but insufficient to mitigate really the climate change. It introduces also to alternative holistic models as the (re)productive or care economy or the doughnut economy. Especially the last one visualises the interrelation between economic policies, ecological and social environment.

3. Gender ReSI

The lecture makes a short introduction to the concept and highlights the linkages between public engagement, gender and ethics especially for urban innovation policies. It also introduced into gender biases in technology fields as energy and artificial intelligence (AI). Especially the gender bias of AI is relevant as it is more and more used for urban sustainable policies as for instance the Smart City approach.⁴

4. Gender ReSI in cities

The lecture goes in some more detail into the questions of sustainability and gender in the field of energy and later of mobility as a subfield to reduce the carbon footprint of the cities. It introduces to the question of the digitalisation and massive application of AI will really contribute to mitigate the climate change as digital tools and AI application are extremely energy hungry. On the other side, it talks about the scarce gender studies on gendered patterns of energy use in highly industrialised countries, but also to the gender blindness of studies about energy poverty. Regarding mobility, it introduces to a proposal to analyse urban mobility data under a gender perspective of the care economy. This is a part of the increasing number of studies on gender patterns of mobility behaviour, especially the acceptance of smart mobility and public transport offers. Another essential aspect of mobility under the gender perspective is the question of safety of public spaces and public transport.

5. Gender mainstreaming and Doughnut strategy

⁴ This lecture will be reduced in time, when this course is used in the frame of the whole learning programme including the course introduction to ReSI.

It introduces to the topic of gender in urban planning highlighting that in many EU-cities it is widely integrated in the internal procedures of urban planning. For a gendered sustainable city planning, the Amsterdam Doughnut model is presented as an example of holistic urban planning combining public engagement (stakeholder and citizen participation), gender and ethic principal to design strategies and measures based on the three pillar sustainable model. It suggests a circular process based on citizen participation with the stages of: a) elaboration of a city portrait, b) insights as product of reflecting on the opportunities and challenges, synergies and tensions, of policy options, possible specific actions and to evaluate their sustainable impact based on the city portrait, c) make a choice of the policies and specific measures; d) and to evaluate the sustainable impact of the policy and measures. The last would be the starting point to reinitiate the process. The model suggests to ask for the sustainable impact of urban measures at global and national level as well as for the cities, neighbourhoods and households.

6. Group Exercise and Learning Diary: Developing sustainable public engagement strategy

The section provides the opportunity for the students to analyse various gender strategies in RRI. First, a brief presentation about sustainable gender strategies is presented. Second, selected cases are explored in a bid to integrate gender and public engagement strategies. The aim is to support the comprehensive understanding of students about public engagement and strategies in ReSI. The section includes workshops and seminars prepared by students. The students are called to draw out a simulation of an urban project to integrate gender topics and public engagement procedures and having in mind the future integration of ethical principles of innovation. It is based on the cases selected in the previous course about public engagement

Finally, this section briefly summarised the contents of the previous lectures based on the learning journals of the learners.

Competencies

Knowledge

EQF – Learning outcomes linked to knowledge

Level 6 (Graduate):

advanced knowledge of the field of work or study, involving a critical understanding of theories and principles.

Level 7 (Postgraduate: Bologna Master or other higher education postgraduate programmes (Formal and informal):

highly specialised knowledge, some of which is at the forefront of knowledge in the field of work or study, as the basis for original thinking and/or research.

critical awareness of knowledge issues in a field and at the interface between different fields.

The objectives are to know

- about the relation of gender and other factors of social vulnerability.
- about risk assessment from a gender and social vulnerability perspective.

- the potential social impact of digital social innovations not only in the gender dimension, but also according to other linked social vulnerability dimensions as income, family structure, age, ethnic origin, place of residence (city - country - neighbourhood), etc.: exposure to social risks according to degree of social vulnerability.
- approaches and strategies that allow inserting the gender and social vulnerability perspective in social and digital innovation projects.
- broad concepts of social and digital innovation processes by integrating the gender and social vulnerability perspective.
- about indicators to measure the social impact of the project from the perspective of gender and social vulnerability.
- approaches and methodologies to evaluate the social impact of social innovation projects according to gender and social vulnerability.

Skills

EQF – Learning outcomes linked to skills

Level 6 (Graduates):

advanced skills, demonstrating innovation, required to solve complex and unpredictable problems in a specialised field of work or study.

Level 7 (Postgraduate: Bologna Master or other higher education postgraduate programmes (Formal and informal):

specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields.

The objectives are to acquire skills:

- to apply a perspective of gender equality and social risk work in social and digital innovation projects.
- to assess innovation policies from a gender and social vulnerability perspective.
- to establish indicators to monitor the project development in all its phases from a gender perspective.
- to design a summary evaluation of the project development in all its phases from a gender perspective.
- to evaluate and monitor digital social innovation projects according to their impact on gender equality and social vulnerability.

Responsibility & autonomy

EQF – Learning outcomes linked to Responsibility & autonomy

Level 6 (Graduates):

manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts.

take responsibility for managing professional development of individuals and groups.

Level 7 (Postgraduate: Bologna Master or other higher education postgraduate programmes (Formal and informal):

manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches.

take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams.

The objective is to strengthen responsibility and autonomy to:

- Promote gender-balanced teams, ensuring gender balance in decision-making bodies and always considering the gender dimension in research and development to improve the quality and social relevance of the results.
- Identify and understand social risks of digital social innovations according to the degree of social vulnerability linked to gender.
- Design and implement strategies to reduce social risks related to gender.
- Design and implement strategies to incorporate practitioners in gender and social vulnerability issues in the innovation process, reinforcing the gender perspective (see the public engagement module).
- Design and implement strategies to measure the social impact of the project from the perspective of gender and social vulnerability.

Assessment and learning products

Assessment

Quizzes

Within lectures, the participants can take part in the quiz that allows him/her to check if him/her understood the concepts introduced in the given lecture. This assessment method may serve as the main method if the course is used as MOOC.

Open questions

Each lectures have a number of open questions, which serves two main goals. First, it allows participants to check if they can apply the most important facts presented during the lecture and in learning materials. Second, they allow the participants to apply the concepts to explore different real-life challenges and develop intended skills.

It is thought mainly for the mode of tutored course, but also can be used by students of the MOOC mode revising again the content of the lecture checking if he/she has expressed well the main concepts.

Group work and presentations

Groups of 3–4 students will be formed before the first lecture. Group division and the two assignments will be presented to the students on the first lecture. The assignments are both a group presentation on the basic concepts and theories of public engagement in the context of Responsible Research and Innovation. This constitute 30% of the grade.

The second assignment is analysing a case study of an innovation project in their country. The groups are supposed to work with the case during the whole course and develop a strategy for a case institution or project (fictive). The idea is that the groups apply the concepts and theories from the lectures, course literature and also apply what they have learned from the other modules to the practise of Responsible Research and Innovation.

The groups present the solutions of their group work (case study) on the workshop sessions. All students are expected to participate actively in class discussions and other course activities. It is also expected that students have critically read the assigned pre-lecture readings and they should be prepared to discuss, critique and raise questions regarding the materials when necessary. Moreover, students are expected to write a learning journal at the end of the course and submit it to the course. In the learning journal, students will reflect on their overall experience in participating in the course.

Group paper based on the case study (70% of course grade)

The students will write the group paper. They will further elaborate their presentations of the group work and write a 5,000–6,000 words paper (gender strategy in innovation process for a case institution or innovation project and the implementation plan for the strategy).

Papers will be assessed by using the following criteria:

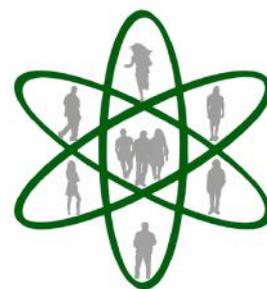
- Thoroughness of analysis.
- Clear understanding of the links between theory and practise.
- Persuasiveness of arguments.
- Innovativeness of the solution for the problem of case institution.
- Organization and clarity of writing.
- Grammar, spelling, and other indicators of accuracy.

Self-assessment

- learning diary or learning journal as reflection on the overall experiences of students in participating in the course and feedback to the mentor.

Learning products (deliverables)

- Presentation, which is critically analysed, and feedback provided by other groups and the teacher.
- A group paper based on the case study: written strategy and the implementation plan for enhancing public engagement in innovation process in the case institution or country.
- Learning dairy or journal: reflection on the overall experiences of students in participating in the course.



Responsible Research & Innovation (RRI) is a genius concept developed by the European Commission for the governance of research and innovation processes with a view on the (ethical) acceptability, sustainability and societal desirability of the innovation process and its marketable products. It aims to shape, maintain, develop, coordinate and align existing and novel research and innovation-related processes, actors and responsibilities with a view to ensuring desirable and acceptable research outcomes.

RRIL – Responsible Research and Innovation Learning has developed and tested a learning programme on RRI anchoring it in Sustainability and Sustainable Development Goals. talking about Responsible & Sustainable Innovation. For the development of the learning programme, RRIL focus on three core dimension of RRI: public engagement, gender equality and ethics based on interactive real-problem approaches.

It is based on a previous analysis of the degree of the implementation of RRI in the R&I systems of Finland, Poland and Spain (Catalonia) and of the close cooperation with innovation stakeholders, especially from local authorities

This learning programme is composed by four courses: (a) Introduction to Responsible & Sustainable Innovation (ReSI); (b) Public engagement; (c) Gender equality; and (d) Ethics. We present here the second course Gender Equality. It can be online consulted, download and imported to other learning platforms at:

<https://lor.instructure.com/resources/0aa23b741bac4f6a855057d12c8e17c1>

The whole learning programme is accessible at

<https://lor.instructure.com/resources/3d459de396ba4ad59e5f6b87a306d5e6>