# Training 4

**Innovation Sqaure – case-study Breda University of Applied Sciences (day 3)**

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| ***No*** | ***Type of resource*** | ***Duration*** | ***Title*** | ***Description***  | ***Objective*** | ***Link*** |
| 3.1. | Video | 25 minutes | Innovation square – general overview  | Detailed overview of the Innovation square as a HUB connecting education, research, and industry.  | Present the case study; explain in detail the logic behind the establishment and the design; discuss the strategic implications; create a profound picture on the essence, the activities, the stakeholders, and the experience generated so far. | <https://youtu.be/rqBG1H8mFR0>  |
| 3.2. | Website and general introduction video | 30 minutes | Innovation square within Breda University of Applied Sciences | Presentation of the Innovation square for the wide audience – students, lecturers, partner universities, alumni, research partners, internal and external stakeholders. | How to talk about the existence of such a HUB within the educational realm of a university? What is important to read about? How to present it? What would be the “unique buying reasons” for the diverse stakeholders? | [Innovation Square | Breda University of Applied Sciences (buas.nl)](https://www.buas.nl/en/collaboration/innovation-square) |
| 3.3. | Article – pages 16 to 19 | 30 minutes | Strategic Industry Partnership Approach at Breda University of Applied Sciences | Interview with the Innovation Square manager tackling the specific strategic approach employed by the Innovation Square towards industry partnerships. | How to develop/design a strategy behind the HUB that facilitates its mission and vision? Which are the key aspects of the approach adopted? Why? | <https://drive.google.com/file/d/1adARUMLZTwsFDg7pnL_zWqdZzbvQ-1Gq/view?usp=sharing>  |
| 3.4. | Video | 10 minutes | Innovation Square on the go | Mobile site visit to the Innovation Square – the entire space with all its specific elements | Get to know the Innovation Square in reality; seeing the back-office and what the strategic thought behind each space and sub-space is. Being close to the actual practical implementation of running such a Hub. | <https://youtu.be/w5UqqhywH_Q>  |
| 3.5. | Video | 8 minutes | Management view on the Innovation square | Interview with the President of the Board of Breda University of Applied Sciences on the importance of sustaining, nurturing and continuously developing such a Hub as the Innovation square. | Understand the management perspective; see the commitment that running and sustaining such a Hub entails; hear about the support from Management towards the mission, vision and concrete activities of the Hub. | <https://youtu.be/hynNPzmcVlg>  |
| 3.6. | Video | 12 minutes | Interview with students as one of the main stakeholders of the Innovation square | Interview with two students (from diverse educational programmes) on the relevance of having and running, as well as claiming ownership of such as space as the Innovation square. | Listen to and understand the students’ perspective; what is in it for them; how do they feel connected to such Hub; what could they do to contribute to its functioning and making it alive. | <https://youtu.be/u_0uc9DNA-w>  |
| 3.7. | Video | 10 minutes | Interview with Braventure | Interview with one of the organizations renting a space at the Innovation Square and at the same time supporting student or lecturers’ start-up’s. | Listen to and understand the industry perspective – what would be in it for them? Which is the explicit and which the implicit impact of having such organizations hosted at the Hub? Why? How well or not are they embedded in the educational realm? | <https://youtu.be/LfRvWcoiAp0>  |
| 3.8. | Video | 8 minutes | Interview with a lecturer | Interview with one of the BUas lecturers on the benefits of having such a space as the Innovation square. | Understanding the lecturers’ perspective, seeing how such a Hub can add to the educational process and its meaning beyond just the traditional perception of education. How does such a Hub facilitate on the spot -within the educational promises – the utmost important link to industry and working field in general. | <https://youtu.be/U2sBa46KcZI>  |
| 3.9. | Website | 40 minutes | Stanford Social entrepreneurship HUB | Detailed overview of what an e-Hub at a university could entail together with resources, activities and rationale. | Look into good practices. See practical implications, learn from one of the best. | <https://sehub.stanford.edu/about-us>  |
| 3.10. | Website | 40 minutes | 18 Hubs for Social entrepreneurs | Detailed overview of 18 diverse social entrepreneurship hubs all over the world – different in structure, logic, strategy and provision. | Learn from more and diverse examples. See practices and experiences that work in reality.  | [18Entrepreneurs Hubs for Social](https://www.trendhunter.com/slideshow/hubs-for-social-entrepreneurs)  |

**Learning objectives:**

The collection of materials for Day 3 has the following learning objectives:

* Understand and explain the logic behind the establishment of a Social entrepreneurship Hub at the example of the Innovation square of Breda University of Applied Sciences
* Critically evaluate stakeholder networking and strategic implications behind running a Social entrepreneurship Hub
* Apply existing good practices in sustaining and nurturing a Social entrepreneurship Hub

**Tasks:**

1. Take the time to explore the reading materials and the diverse websites.
2. Watch and make notes of the videos.
3. Make a list of questions in relation to what you read/hear which can be asked during the expert session on the 15th of June 2021.
4. Prepare an A4 where you elaborate on what out of what you read/watched/studied could be directly applied in your own HUB and what could not and please explain why.

**Interaction:**

1. Take the time to discuss together with your peers at your University the materials read, the videos watched, the good practices explored.
2. Take time to exchange your individual A4’s so that you can learn from each other’s study process.
3. If willing, create a joint list of the questions to be posed to the expert on the 15th of June 2021.