



Methodology

Summer school

Transfer technology: *Training programmes*

THE TECHNOLOGY AND KNOWLEDGE TRANSFER BASED ON NORWAY-CZECH COOPERATION

Project number: EHP-CZ-ICP-2-006

Program: Education

Project type: Institutional cooperation projects

Program mediator: Czech National Agency for International Education

Duration: 01/08/2020-31/07/2022

Partner institution: Oslo Metropolitan University

Prime investigator: UHK

The project, which is financed through EEA Grants (www.eeagrants.org), is institutional cooperation between the University of Hradec Králové and Oslo Metropolitan University. The project aims at the transfer of technology, intellectual property protection and support of spin-off companies.

The goal of the project is to support the entrepreneurial environment based on research outcomes and the establishment of spin-off companies with the goal of commercialization of intellectual property created through research at universities. In broader terms, the project should help to build know-how to develop businesses and civic involvement in economic development as it should support starting businessmen in the region.

This publication was created as an output of the project solution.



Contents

3

Introduction

Summer school definition 5

6

Phases of the summer school

Phase 1 Concept 7

Phase 2 Advance planning 8

Phase 3 Feasibility 9

Phase 4 External preparation 11

Phase 5 Implementation 14

Phase 6 Feedback and evaluation, budget report ... 16

An example of the summer school project planning 17

18

Stakeholders

20

Risk and prevention

23

Financial issues

Financial sources 24

Drafting a budget 25

26

Summer school and its content

Target group 27

Scope and depth of a proposed lecture 28

Practical task 29

32

Case study OsloMet UHK Summer School 4 TTCamp 2022

40

Find inspiration

42

Conceptual model of the successful TT summer school

44

Conclusion

1

Introduction

This methodology was created as one of the essential outputs of the above-mentioned project. It is based on the experience of both partners: the University of Hradec Kralove (hereinafter referred to as “UHK”) and Oslo Metropolitan University (hereinafter referred to as “OsloMet”), and it is also based on their own experience with the organization of the summer school focused on technology transfer which was held within the framework of the project in June 2022.

This methodology has two parts; the first part is focused on the organization of the summer school in general, and the second part is focused on specific content when planning the summer school with a focus on technology and knowledge transfer.

This methodology provides advice to the organization or to the individuals who have been asked to establish or hold again a summer school. It is focused on various aspects of its organization with a number of practical examples to ensure its successful launch.

More experienced readers can compare their own approach against this methodology and suggestions. The methodology begins with a general description of the summer school's concept. We present the background of the summer school and offer answers to the most important questions that a university (or educational organization) should ask itself when considering starting a summer school. The methodology also focuses on various possible organizational structures and ways through which it is possible to promote commitment to the summer school among various stakeholders. There is also an important question about the budget and how high the course fees should be set.

Based on the experience of the summer school which held within the framework of the above-mentioned project we describe our ideas on how to deal with various important logistic issues, aspects, and deadlines, and offer a suggested logistic plan and how to attract potential students and consider the communication requirements before, during and after the summer school.

The methodology offers a step-by-step approach to setting up a successful summer school.

These guidelines for organizing an international summer school should serve as a means to encourage and convince institutions that it is a rewarding and doable task to hold and organize a summer school. The presented methodology further specializes in the summer school with a special focus on technology transfer. Technology and knowledge transfer knowledge is a set of activities and processes that lead to the costing of knowledge outcomes of universities and other research organizations on the market. These are mainly results of research and development (hereinafter referred to as “R&D”); however, the transfer of knowledge includes other outputs of universities that can be commercialized in the form of providing various professional services by selling intellectual outputs to industry. Generally speaking, transfer knowledge is for the university very important, and each researcher and also students; especially Ph.D. students should know about the possibilities of bringing intellectual outputs to the industry. This topic is associated with various problems and tasks which must be effectively solved. The Norwegian partner has a long tradition and large experience in this field and was willing to share this knowledge with the Czech partner and therefore, a unique summer school concept developed.

1.1 Summer school definition

The summer school is exactly what its name implies: a specialized course that is organized mostly by the universities themselves during summer months. Of course, students' free time cannot be filled only with classes. Therefore, summer schools are often combined with other activities, such as travel, cultural experiences, and gaining practical experience in the field. Summer schools are organized by both domestic and foreign institutions and usually focus on a certain area of interest, for example, language, history, journalism, computer science, nuclear physics, human rights or politics, engineering, and many other topics. A significant attraction of summer schools is primarily international participation, thanks to which students can try communicating in a foreign language and establish new contacts. The low prices of similar events are also a huge advantage, as summer schools are partially subsidized by a grant, and students are provided with accommodation in dormitories and meals in university canteens. At some summer schools, participants usually only pay for travel and incidental expenses. Other summer schools offer scholarships for attending them or even credits that can be useful for their further studies. The concept of summer school can be offered by several different types of institutions, schools, and research institutions or they can be provided on a commercial basis by educational companies or it can be held by firms for their employees or company trainees. The type of summer school on which we focus in this methodology is a program of courses offered by a university during its summer months. That program is directly linked to the content of the university's regular degree courses or some area of academic profile for which it is particularly well known. Alternatively, the program may be more general, designed to allow the attending students to pursue their own personal development rather than formal qualifications.

The summer schools are rather short-term, lasting from several days up to six weeks. We can come across a summer school lasting 4 days; Monday till Thursday, or we can see a summer school as a prolonged weekend from Thursday till Sunday (but this concept is more common for the summer schools on a commercial basis). The program and price also depend on the duration, content, and social activities. Due to the limited number of participants, it is important to apply for the summer schools in time, application deadlines can last from half-year till one week before. In addition to personal data, the application may also include a CV (sometimes in a foreign language, usually in English because summer schools are very often international), a motivation letter, or a study certificate. Communication usually takes place electronically, and participants receive detailed instructions a few days before departure. After arriving at the place, there is usually an introduction to the other participants, lecturers, and the place where the school will take place. The time schedule of the stay is also presented to the participants. Classes usually take place in the morning, after lunch there are sightseeing trips, visits to museums or practical exercises in laboratories. The evening program is not restricted in any way for summer school participants, and participation in classes does not have to be strictly observed either. The basis is to spend free time fruitfully in an environment of similarly focused students and enjoy the whole summer school as a complex event.

2

Phases of the summer school

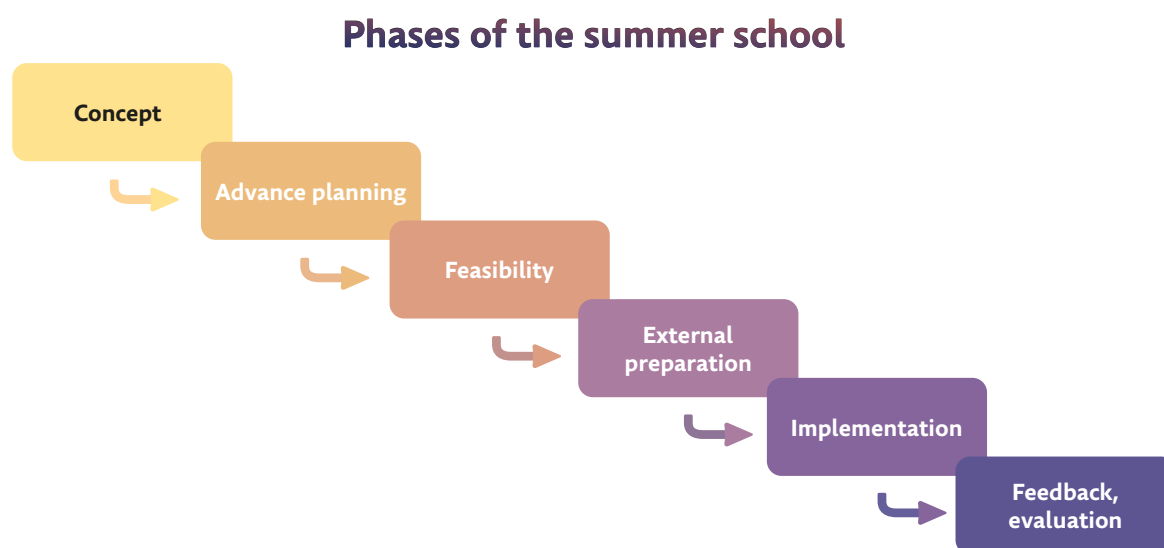
The summer school planning can be divided into several phases. Each phase of summer school planning has its own specifics and tasks that must be fulfilled in the given schedule.

The organization of the summer school can be divided into several phases which bring clarity and eliminates risks that could appear.

Organizing the summer school is a very complex matter with many external and internal inputs and the interest of several stakeholders. In order for everything to proceed without problems, it is necessary to divide its preparation and implementation into several phases and to determine the exact milestones for the completion of each stage.

Based on the experience within the framework of the project, the following steps were set up:

Figure 1: Phases of summer school



2.1 Phase 1 Concept

In the first step, it is necessary to carefully plan the summer school date. One must consider the fact that different countries have summer vacations and exam periods at different times. What suits students from the German-speaking countries may not suit students from Eastern Europe, and many other differences among countries can be found. Therefore, it is necessary to choose the date of the summer school appropriately with these dates in mind. Furthermore, in the first phase, it is necessary to come up with the topic of the summer school and determine the target group. It has been proven from practice to have a keynote speaker, who engages the students with his/her opening lecture, giving provocative and thought-provoking questions and has a highly interesting presentation, and possesses excellent rhetorical skills. Planning for this keynote speech must be done in advance and it is important to set the date which would be acceptable for this speaker as well. The approach could either be multidisciplinary or in-depth. Moreover, it is highly recommended to have an international teaching staff for bringing a different point of view. There is no exclusion of study level as undergraduate, graduate, doctoral, and post-doctoral levels can be considered. The decision has to be taken by the summer school committee.

The date can be fixed according to the local context and to the academic calendar of the partners and the partner networks. It is up to each institution to decide based on the duration, level, capacity and content of the event.

Phase 1 Concept

Think about

- date
- topic
- keynote speaker
- study level
- duration
- number of participants
- location
- target group
- market (if it is held on a commercial basis)

2.2 Phase 2 Advance planning

The aim of this phase is to check the commitment, capacity and availability at the host institution, which is necessary for a successful implementation of the summer school. Before advertising the idea at other institutions the tasks listed below have to be answered satisfactorily.

The organizers should always have in their mind that the host institution itself should gain benefits, for example increasing prestige, attracting students, supporting international activity, building an international network or linking to relevant lecturers around the world. A project like the summer school has always created some kind of opportunity and fruitful situation for other academic and commercial initiatives. The most basic reason for establishing the summer school is that it will help to enhance the university's profile and reputation. It will form a 'shop window' in which the institution's products and services can be displayed and promoted. The summer school can also be a means to kick-start cooperation with a new exchange partner.

Phase 2 Advance planning

Think about

- institutional commitment
- academic support
- local logistics
- international network
- budget (in general)

2.3 Phase 3 Feasibility

The host institution has to commit itself through the Rectorate, Head of Institution, or the unit of the organization (faculty, departments). The more definite the principal commitment in terms of infrastructure, personnel, and money is, the easier it is for the organizer to go ahead. Apart from teachers belonging to partner institutions, the academic staff of the host institution plays an important role in the teaching part of the summer school. Therefore, a core of an academic committee should be established including the host institution in order to ensure sufficient academic and teaching support. At least some department members have to be committed to the idea of establishing the summer school.

Teaching staff

- competent in the subject
- fluent in the language of instruction (i.e., English) for teaching and discussion
- ready and capable in terms of teaching methodology
- openness to get actively involved into an international team
- intercultural teaching and learning experience
- ready to work in summer

Organizational and administrative support

It is advisable to rely on the staff of an international office committed to this task or have at least other assistant/s ready to step in and those who are very familiar with internal universities processes about booking rooms, IT, communicating with participants, checking payments and invoices.

If there is a project focused on the organization of summer school, it is necessary to think about organizational and administrative support. The work concerns administrative and organizational follow-up before and during the actual period of the summer school. If necessary, student assistants can be hired before and especially during the summer school and definitely, it is highly recommended to have administrative staff involved in the event in-house.

Scenarios for emergency cases have to be developed as well. Risk will be described later on in the chapter on risk and prevention.

Facility

For the time of the summer school (1 day prior/1 day after), the following has to be available:

- lecture rooms: the maximum number of students defined by the school added with the number of teachers should define the minimum size of the room
- rooms for group activities
- a computer room (e.g., in a computer center or library)
- an office room
- presentation equipment (as well as traditional blackboard/flipchart)

- WIFI
- drinking water available during all time

Accommodation

Accommodation for incoming students must be booked – mostly in a student dormitory – checking availability belongs to the feasibility phase.

The accommodation for teachers and lecturers is usually booked at the hotel within the walking distance, not far from the place where the summer school takes place. In some cases, there are also a few more luxury rooms in dormitories where teachers can stay. These possibilities could be also taken into account when negotiating with the accommodation provider. It could be advisable to have “moving targets”, i.e., one should be prepared for various recruitment situations. The argument that it is designed as a long-term project helps to advertise in the house.

It is advisable to find out whether some accommodation facilities have long-term contracts with the university and some of them are willing to provide discounts in case of higher occupancy or within the framework of a long-lasting contract. It is advisable to accommodate students in one accommodation facility, they help each other with tasks and they can also share their leisure activities.

Refreshment, food and drinks

Different catering companies offer a various kinds of refreshment and their prices considerably differ. At this stage, it is advisable to do some research among local catering suppliers. It is necessary to take into account specific requirements for different diets (gluten-free, vegetarian, kosher and other exceptions).

Phase 3 Feasibility

Think about

- teaching staff
- organizational and administrative support
- facility
- accommodation
- catering
- budget (in detail)

2.4 Phase 4 External preparation

At this stage, academic input in the design of the summer school is necessary. The international officers of the partner institutions have to be approached at this phase. They will distribute the description of the summer school and help with contacting the most appropriate academics in their university network in order to raise interest in joining this event. All these initiatives increase the aim to reach an international team where each member supports and complements each other. Direct contact between academic colleagues at the partner institutions is the most efficient option. Discussions can start through e-mail and video conferences and end with a formal meeting among those willing to contribute to the development of the project. The academic committee must be established; this team should be the “guarantors” of the academic side of the summer school. Its members take decisions on the specific theme, yearly focus, study level, methodology, student audience, selection of the teaching staff, calculation of workload, number of ECTS credits, and methods of assessment. After the academic committee has been developed, a call for teachers can be announced. It is always good to combine experienced teachers with young enthusiastic lecturers and connect them with each other when preparing the whole concept. The aim is to have a majority of international teachers. Teachers are asked to submit a proposal for one or more lectures together with an abstract timing and a short CV. The academic committee selects the applications and includes them in the final program. Applicants must be informed about the results of the selection and the selected ones have to confirm their participation. The first announcement of the summer school with a day-to-day program must be published as soon as possible. It is necessary to develop the website of the project. Organizers should keep in their mind that nowadays there is a big competition between summer schools and free time activities for students in general and it is necessary that the website is attractive for students and refers not only to the educational part but also to the possibilities how the free time will be spent. Another part of this phase is the selection of participants. This is one of the most important parts of the summer school preparation. The organizers must realize that by selecting the participants they determine the overall course of the summer school. It determines how the interaction among the students will work, how active they will be during lectures and how they will be able to participate in all activities connected with the summer school. In the first place, the criterion of interest in the given field or the topics of the summer school must be considered. It is necessary to select participants based on their level of knowledge, as well as on the content of the lecture. This is one of the key factors to recruit students successfully and to assure the quality of the schools. Active participation of the students should be encouraged and assured. In the end, only those who met all these conditions described above can be given the certificate and optionally transcript and the course description. The selection criteria must be equal, transparent, and non-discriminatory. Organizers should always think about the aspect of inclusion and the possibility of supporting disadvantaged groups of students with fewer opportunities. This includes not only a health issue but also an economic, social, and geographical one. All applicants should submit their CV and cover letter. Participants are selected according to the exact criteria set out in the advance.

Recommended criteria are as follows:

1. relevance to topics
2. level of education in correlation with the summer school
3. team diversity - one participant from each country or university
4. extracurricular activities relevant to the summer school theme
5. motivation for the summer school
6. language skills (if the summer school is held in English, the minimum knowledge is B2)
7. inclusion

It is always recommended to select two up to three more candidates in case there some cancellations, i.e., if some student is not able to come. The final confirmation to students must be sent after the whole selection process is completed by an individual e-mail. The e-mail must always refer to the selection criteria and clearly provide the information why the applicant was not selected. In some cases, if there is a high demand on the applicant's side, the final selection decision can be made after the selected participants send the organizers the travel ticket.

Once an application has been processed, the student is sent details of the courses and the allocated accommodation, together with the arrival instructions. The student is also sent an invoice showing the fees that have been already paid and any outstanding balance. The student is given the password to the summer schools' online resource website, on which she or he can find the student handbook, course materials, information about the colleges, guided tours, etc.

Website, announcement, dissemination

The very important part is an announcement, advertisement and communication. The tools to advertise the summer school are a poster, newsletter, a brochure and the most important is the event's website.

To give a common identity to the summer school, it is recommended to use a specific format for the summer school to be easily recognizable (content, layout, logos) for application forms for students and teachers, a brochure, leaflet, poster, and an evaluation form, etc. This material can be used with local adaptations. However, the most important thing is to use the summer school logo wherever possible. The special website was developed by the summer school to provide all the necessary information to the teachers and students. It is also an excellent tool to advertise summer school to the outside world.

The brochure/website contains the following information:

- general description of the summer school
- theme
- date
- venue
- program, structure and content

- the academic committee
- introduction of the keynote speaker
- names of the teaching staff and their introduction (a short extract from the CV)
- contact person, contacts
- day-to-day schedule
- general information on the target group, language
- requirements for the participants
- criteria of the participant selection
- participation costs
- application procedure
- deadlines for the application
- the type of accommodation
- travel information
- information about the host university
- information about the project; if the summer school takes place within the framework of a particular wider project
- social part of the event
- free time activity
- recognition of results – credits, certificate, Europass, university confirmation of attendance, etc.
- information on what makes the summer school different from other summer schools, what makes it special

Buddies

It is very appropriate to interest local students, those who can help as the so-called buddies within the summer school. They will pick up the participants after their arrival, show them the accommodation, take them around the university and recommend a free-time program. This leads naturally to the connection of cultures and familiarization of international students with the location and the city where the summer school takes place.

Social program

The summer school should also introduce to the participants interesting leisure activities, connect cultures, getting to know a new place. Organizers should carry out a mapping of the most attractive options that the given location offers.

It is very appropriate to include a visit to interesting companies, enterprises or public organizations operating in the given region.

There should be also time for networking in non-formal events, such as social dinners, parties and barbecues.

The social program should include city visits; good practice is to organize guided city tours.

Sports activities seem to be very popular among students, for example, football matches between students and lecturers can be included into the schedule.

If the team is international, it is highly recommended to organize the so-called international evening where students from different countries present their culture, food, songs, etc.

Phase 4 External preparation

Think about

- advertisement and communication
- website
- recruitment of the academic committee
- recruitment of the teachers
- recruitment of students
- involvement of local students
- finalization of social program

2.5 Phase 5 Implementation

The implementation is the phase when summer school starts and this part can be counted from the first day of arrival. At this stage, everything must be already perfectly prepared. The activities must correspond to the possibilities and scope of the budget. In this phase, the organizational team supervises the fulfilment of the schedule, corrects activities and ensures that all required administrative tasks are completed. They also ensure photo documentation and continuously publish news about the progress of the summer school on the university's Facebook page, on the project's website, in the local media or in the newsletter. The university & local press are invited.

Get-to-know meeting

The get-to-know meeting will help participants to get to know their fellow students and will facilitate networking. The meeting is held to give students all the general information they need about the summer school, the organized extracurricular activities (sport, culture, guided tours, etc.) and the people they should contact in case of problems or queries. In addition, they will also be given information about the host city and ways in which they can explore that city (and perhaps beyond) in their free time. The organizers may consider producing a small guidebook with practical information about local shops and post offices, public transport,

inexpensive restaurants, etc. During this meeting, it is important to emphasize that questions are always welcome. The organizers might also explain the educational approach on which the summer school courses are based.

It is recommended to give the space for participants to introduce themselves, their field of study, hobbies, specialization and motivation. The good question is why they applied for this event and what their expectations are. It is also good to give the participants the chance and space if they want to make a presentation about their work (Ph.D. thesis, research project, or other interesting issues) to give this presentation in the middle or at the end of the school.

Unexpected situations may arise during the implementation and the project team must be ready to deal with them operatively, e.g., an absence of a lecturer, insufficient supply in catering, technical problems with accommodation, illness or injury of participants and cultural disparities. Other situations, such as the cancellation of a cultural activity due to bad weather, cancellation of a visit to the company, etc., might arise, too. The implementation team must be prepared for all these challenging situations during the implementation phase.

If the summer school runs according to the plan, it is advisable to inform the school management, rector, vice-rectors, the department of foreign affairs, etc., about its success. It is very nice to invite someone from the top management to the closing ceremony.

The certificate of attendance, as well as the list of participants, nametags, folders, and a notebook must be prepared.

Phase 5 Implementation

Think about

- Event is running – no time for preparation
- Get to know slot
- Communication with participants about their needs during the event
- Emergency plan must be set
- Publishing pictures and news
- Invite the host university & local press
- Monitoring of the event ensured by the project team
- Administrative and financial issues — invoices, confirmations, ticket summarization
- Preparation of the certificate of attendance for each participant according to their real attendance
- Inform and involved the top management
- Finalization of closing ceremony
- Enjoy the event and international spirit

2.6 Phase 6 Feedback and evaluation, budget report

This phase is often underestimated and neglected by the organizers, but it is very important, as it provides the information on whether the plan and the aim of the summer school were met, and whether there is space for improvement and what to be aware of in the coming years. The feedback from the participants and teachers is a unique source of good and bad practice for organizations, and they definitely should not miss it.

Students' and teachers' evaluations can serve as a basis for the academic committee to evaluate the school and to plan the school for the coming year. A standard evaluation form for students and teachers is available in the Annex of this document. In addition, an internal evaluation is essential to improve the services delivered. On the basis of the feedback and the experience of the event, the project team should prepare a summary of best and bad practice and action plan for improvement.

The budget report must be provided. It must be clear if the planned budget was followed, spent, and the savings must be clearly described.

And a very important part is to build a network connecting the alumni of the summer school; they can be very good ambassadors for next years, they can promote the host university and its programme at their home university. These students can ensure dissemination at their home institution in a very positive way, sharing best practice, bringing the added value of this network.

A final ceremony (could have a formal and non- formal part) will give all an opportunity to look back on this intensive experience and say goodbye, although many students will remain friends. The formal closing ceremony enables students to reflect on their shared experiences and to return home with memories of a very special occasion. They will be extremely appreciative if those memories are also made tangible in the form of a group photo and a certificate to acknowledge their attendance at the summer school. It is advisable that the certificates are given by someone from the university top management. For some students, it could be their first certificate and it is very important to ensure that this ceremony has an official part. The organizations should be aware that the participants themselves are the most important ambassadors of the summer school. Their word-of-mouth advertising is the best form of publicity.

Phase 6 Feedback and evaluation, budget report

Think about

- Feedback form to participants
- Feedback analysis
- Rounding up
- Committee evaluation
- Budget report

- A final ceremony
- Action plan for improvement
- Summary of best practice
- Result dissemination

2.7 An example of the summer school project planning

As we can see in Fig. 2 below, the life cycle of the summer school as a project usually begins in September and finishes in August. The preparation work for summer school is not in the summer months but it is divided into several phases during the whole academic year.

Figure 2: The life cycle of the summer school

Based on the EAIE Professional Development Series for International Educators 5: International Summer Schools Edited by Jeroen Torenbeek & Inez Meurs, 2012



3

Stakeholders

All activities in a university environment including the summer school involve a large number of stakeholders. It is important to involve them and gain their support. But not only in the university environment but also on a local, regional or national level. Sometimes also companies and firms are involved. The summer school involves many people and many different personalities. The process of setting up and running the summer school also requires a large *crew*, known collectively as the stakeholders.

The director of the summer school has to deal with three main stakeholder groups:

1. The university authorities: the rector, vice-rectors and the president of the institution running the summer school.
2. Deans
3. Heads of departments
4. Regional representatives (mayor, governor)
5. General managers of companies (for site visits)

Involving the university authorities is crucial in setting up the summer school, but equally important once the program is set up. It is also important to involve stakeholders in social activities that are part of the summer school. It is recommended to invite the rector to say a few words at a welcome opening of the summer school and at the welcoming reception, to formally close the proceedings, present certificates where applicable or attend some other (semi-) formal event in his/her official capacity as the key representative of the university. This will help to establish and maintain good relations with all stakeholders and the rector will usually be only pleased to be involved. The deans, tutors and students will greatly appreciate the rector's interest and input. If a rector is involved, it emphasizes the importance of such an event in the whole university environment. The tutors will feel noticed, while the students will again be reminded that they are taking part in something special and important. This could be a special experience for participants to meet the top management of the university.

The involvement of deans will ensure a smooth process at the level of individual faculties, for example providing classrooms, IT support or visits to the laboratories at a particular faculty.

For support at the regional level, it is advisable to involve the local government and the mayor. From this point of view, it is possible to expect support in ensuring a visit to a cultural monuments, museums, city hall and other historical buildings which are under the administration of the city. Furthermore, media support at the regional level, and in some cases, financial support for the summer school can be obtained.

If the visit to the company is planned, it is advisable to involve the general manager as well. Similarly, it is possible to arrange a practical lecture within the framework of the summer school, which is highly appreciated by the students. It is a very good opportunity for companies to present themselves at an international level and to get involved in university events.

4

Risk and prevention

Like any kind of project, the organization of the summer school has its own risks that must be taken into account. Below there is a basic list of the most important ones that the authors would like to highlight.

◆ **Insufficient support from the university management**

It is necessary to work with a group of stakeholders and communicate the aim of the summer school with its benefits for the university (see chapter 3 for more information). It is appropriate to involve the university management directly in the implementation of the summer school, explain the benefits for the university, as they increase the prestige of the involvement in international networks, increase awareness of the study program among foreign students.

◆ **Insufficient funds**

It is necessary to make a detailed plan of expenses and it is necessary to consider that the summer school is sometimes planned a year in advance and inflation can be reflected in the prices, the prices of food and services can increase twice. There must be always some risk budget set up. With the tutor and teacher cost budget. Be aware of what exactly is included in the price of the lecture. Some lecturers can separate accommodation or travel cost from the teaching cost.

◆ **Insufficient interest from participants**

This risk must be prevented in two ways; the first is to plan the summer school on dates that do not conflict with the examination period for the target group (some states have the examination period in July, others move some part of the examination term to August). Furthermore, it is necessary to involve appropriate promotion channels. It is good to inform about the summer school through formal channels via the faculty management, but it is much more effective to contact student organizations directly. The organizers should keep in their mind that nowadays there is a big competition between summer schools and free time activities for students in general and it is necessary that the website is attractive for students and refer not only to the educational part but also to the possibilities how the free time will be spent.

◆ **The insufficient interest of teachers to participate in the summer school**

As the prevention of this risk, it is important to contact teachers as soon as possible when the summer school starts to be prepared, linking their involvement with their career, and to ensure a financial benefit.

◆ **Difficulties with finding a keynote speaker**

This is a relatively common risk since such people are usually very busy with a full diary for a year or two in advance. As prevention of this risk, it is advisable to involve personal ties to the top management of the university who will personally address the keynote speaker invitation to the summer school. The connection of the summer school with other significant events in which the keynote speaker participates.

◆ **The pandemic situation**

It is always necessary to have a variant of the online form. Nowadays, everyone is used to the online or blended form of courses.

♦ Drop-outs

Although it is not always the case, there might be dropout of some students. Students might fall behind with their coursework and are at risk of not completing the summer courses. It is always necessary to monitor the satisfaction of the participants, whether the teaching is appropriate to their capabilities, whether the accommodation is appropriately chosen, etc. The ongoing feedback and sufficient communication during the summer school with participants is the most appropriate means of eliminating this risk.

♦ Low quality of the course

There is a summer school committee responsible for confirming the program and ensuring the quality of courses. The summer school committee choose the teacher based on their CV and references. There will be one manager of quality who will be responsible for providing supervision of the education process, for a systemic loop - iteration and will deal with quality evaluation and feedback. This management is beyond the standard project management and must be ensured by the manager. There is also a need of a technician responsible for the proper graphical design.

5

Financial issues

5.1 Financial sources

Finding the financial resources for the organization of the summer school is of course crucial for the implementation of the whole event. The financing of the summer school is usually more resource-based.

Below there is an overview of the possibilities of how to finance the summer school.

◆ The source is based on a grant

The source is based on grants and the summer school is organized as part of a specific project, and the summer school had been already planned when the project was being prepared. This model is very advantageous for the organizers because it brings a lot of freedom to the design of the summer school. The project team can usually dispose of the budget, and funding no longer needs to be approved by the university top management itself. There will be usually verification of intellectual outputs that arise within the project or pilot course as part of the summer school.

◆ The university finances the summer school from its own resources

At the top management level, it has been decided that the university will organize the summer school as part of its presentation within international networks, thereby promoting the study program, and quality of research activity, increasing the interest of foreign students and increasing its prestige as well. The organizers must count on the fact that the budget is precisely described and approved by the university senate.

◆ Source of funding — student payments

Source of funding — student payments, this source of funding is more common for summer schools that are organized on a commercial basis. If students have to cover all expenses for their summer school, it is quite expensive and the school can become an elite school for rich students. In most cases, the student fee is designed in such a way that students cover their travel costs and, of course, pocket money. Courses, accommodation in student dormitories and food during classes are provided to students free of charge as well as social programs (city tour, social evening) or students pay a small fee for these activities or pay half price for their accommodation.

◆ Source of funding — sponsors

In some cases, it is possible to organize the summer school with the help of sponsors. These are mostly strong companies playing important role in the region that want to establish cooperation with the university in this way, to make their operations more visible on an international scale, and are looking for talented students in this way as well. The summer school is then usually focused on the fulfillment of certain tasks so that the company can verify the student's skills and then offer the most successful ones an internal trainee program or different types of cooperation. Important sponsors also include the regional government, the mayor's office or the development department. At the regional level, representatives are aware of the importance of summer schools for the development of the region and invest their resources in organizing them.

The organizers can also seek sponsors for cultural programs.

◊ **European or national programs, such as Intensive Programs (IP), offer funding under certain conditions.**

There are more options for financing the summer school and it is usually a combination of all the options mentioned above.

5.2 Drafting a budget

Below there is an overview of the costs that must be considered when we decide to organize the summer school.

- Staff Summer School Office — organizers
- Additional summer staff
- Website
- IT support, graphical design
- Summer school committee
- Keynote speaker
- Education course leader
- Tutors
- Tutors' assistants
- Translator if needed
- Buddies
- Accommodation
 - Lecture rooms
 - Student rooms
- Materials – study materials, paper, pens, special materials if the summer school course supposes to produce some outputs (for example, engineering competition)
- Guided tours
- Local transport
- Social program
- Classrooms
- Food and drinks – catering during the event
- Special gifts for participants and tutors
- T-shirt for participants, nametags
- Financial budget for unexpected expenses

6

Summer school and its content

This methodology has two parts; the first part focuses on the organization of the summer school in general, and the second part concentrates on specific content with a special focus on technology and knowledge transfer.

Technology and knowledge transfer is a set of activities and processes that leads to the costing of knowledge outcomes of universities and other research organizations on the market.

Technology and knowledge transfer is not limited to the results of R&D but includes other outputs of universities that can be commercialized in the form of providing various professional services by selling intellectual outputs to industry. Generally speaking, transfer knowledge is of utmost importance for the university, for students and especially for researchers including early-stage researchers, such as Ph.D. fellows that should know about the possibilities of bringing intellectual outputs to the industry. However, there are various problems associated with this topic that must be effectively solved in order to achieve its full potential as this topic is less mature and developed in universities compared to R&D. The methodology provides an insight into an effective scheme of development and start-up setting in a growing and rapidly developing university environment in Norway.

Management and economics experts agree on the importance of innovation and the ability to transfer technological innovation originated not only in science, research, and development but also innovation resulting from practice or innovation which arises from thinking about things “in a different way” to the business sphere. Technology and knowledge transfer represents a key capability that has a major impact on the overall economic growth, GDP growth, value-added employment growth and the overall rise in society. There is consensus among experts that knowledge is gaining importance for economic growth and that the role of innovation and the ability to use new knowledge and innovation will play an increasingly important role in the economic development of countries and regions in the future. Changes in labor market requirements are a natural part of a company’s development. It is estimated that 35% of current jobs may be done by computers in the next 20 years (OECD, 2018). Some jobs will naturally disappear and will be replaced by new ones. The technological revolution is stimulated by improving people's lives and it requires strategic management not only at the systemic level but also for each individual. The boundaries between the work performed by humans and work left to machines or algorithms are shifting rapidly. Based on the production trends and monitoring the economic growth, the global labor market is likely to undergo a major transformation in the next few years. If this transformation is well managed, it can lead to the economic growth, job creation and the overall improvement in the quality of life for society as a whole. As already mentioned, in order to increase the added value of products and services, transformation to a manufacturing sector, in which it is possible to produce products or services with a high added value is necessary.

6.1 Target group

The summer school foresees two versions; one for a non-expert in the field of transfer of the result creator (I – Innovator/advanced) and one for their supervisors (M – Management). The result creators are supposed to be mainly academics, Ph.D. students and engineering students who would like to study the whole process of knowledge and technology transfer.

The supervisors are supposed to be especially heads of departments, vice-deans and deans. Both versions will have the common ground necessary to understand the issues and context of knowledge and technology transfer. In other areas, study materials, the scope and depth of topics covered will differ — see Table 1 below.

6.2 Scope and depth of a proposed lecture

Below there is the table of the proposed lecture. It depends on the length of the summer school to make priority of the teaching topic.

Table 1: An overview of the structure of individual designed course chapters

Lesson	Scope and depth in the given area		
	Time allocation per Module		Contents
	I Innovator	M Management	
Technology transfer – Introduction	2 h	2 h	Motivation for technology and knowledge transfer, key concepts, actors, role in the whole process at the university and beyond.
Output of creative activity and its financing	2 h	2 h	Specification of the outputs of creative activity, the conditions determining whether it is an output of R&D, the method of their financing from public and private sources.
Protection of the output under copyright	2 h	2 h	Definition of the scope of copyright, specification of the duality of property rights, limitations and exceptions to copyright, combination of protection.
Assessment of feasibility	2 h	1 h	Characteristics of Proof of Concept, assessment of criteria for its processing, its cost.
Commercialization with an external partner	1 h	2 h	Explanation of the concept and possibilities of commercialization, pre-contractual documents, contractual assurance of commercialization.
Basic characteristics and establishment of the company, start-up	2 h	2 h	Approaches to developing a business plan, characteristics of the required input data, methods of market analysis, potential target groups and pricing.
Establishment of a legal entity, spin off	2 h	1 h	Purpose and reason for its establishment, participation of the research organization, legal form.
Business plan – marketing mix	2 h	1 h	Description of the development of a product, pricing, distribution and communication policies. Consideration of the differences between marketing for the period of market entry and market establishment and then marketing for the successful operation of an established business.
Business plan – financial plan	2 h	X	Presentation of financial indicators and procedures for the development of financial plans, determination of input data. Introduction of statistical and dynamic methods.

	Scope and depth in the given area		
Business plan – valuation	2 h	X	Introduction to two valuation approaches: intrinsic and relative. In the case of intrinsic valuation, the intrinsic value of the asset (corporate share or IP) is determined by the cash flows that are expected. In a relative valuation, it will be based on how the market values other similar assets.
Project management and management of risks	2 h	X	A description of a process consisting of a series of coordinated and controlled activities with start and end dates, performed to achieve a predetermined objective that meets specific requirements, including constraints imposed by time, costs and resources.
Technology transfer process at UHK	1 h	2 h	Specification of the steps for reporting R&D outputs, introduction to the possibilities of support in this process, roles of key persons, responsibilities.

This is a solid structure for the creation of the summer school program focused on the transfer of technology and knowledge, however, due to the fact that it is the summer school, it is possible to discuss some topics in more detail and other topics just marginally. It is also advisable to include specific examples from practice. They are always very popular among the students.

6.3 Practical task

It is highly recommended to involve the keynote speaker in the theme of transfer technology who can give an introduction into the topic in an attractive and challenging way.

Students should be informed about the different types of IP. (Fig. 3 and Fig. 4).

Figure 3: Different types of IP






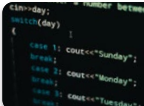
Legal right	What for?	How?
 Patents	New inventions	Application and examination
 Utility models	New inventions	Application and examination
 Copyright	Original creative or artistic forms	Exists automatically

Figure 4: Different types of IP

Legal right	What for?	How?
 Trade marks	Distinctive identification of products or services	Use and / or registration
 Registered designs	External appearance	Registration
 Trade secrets	Valuable information not know to the public	Reasonable efforts to keep secret

In addition, there should be practice during which students have to work in groups or as individuals.

Example

Make groups of 4-5 people and read the exercise you were given.

The exercise is about a new medicinal product which was developed by a university research team. The product is very effective in treating certain allergies. The team also designed a nebuliser with a special nozzle design for nasal application that allows more effective delivery and an improved pumping system which delivers a fixed, precise dose of the product.

In collaboration with an engineering company from the university's technology park, they also developed an attractive design for the sprayer can.

Together with an advertising agency, they came up with the brand name NEBU-ALLERG, attractive logo and a slogan which reads "Press green for go!" The agency also plans to design a website and other material to support the promotional campaign.

In the next ten minutes students must complete the following three tasks:

- Identify the various IP elements in this project
- Suggest ways in which they can be protected
- Identify potential contractual issues that could arise

Students should be familiar with the Espacenet patent database

This is a space for practical searching and practical task in the Espacenet patent database.

Task 1

How would you find patent number EP1000000 in the Espacenet?

What is the title of this patent?

How many simple family members does it have?

Answer: Type "Farnsworth cathode ray tube 1950" in the search box of the smart search option.

Task 2

In today's cars, the connection between the throttle pedal and the engine is made by electrical signals travelling through wires.

The pedal sensor gauges how far the driver presses the throttle pedal and sends signals to the engine's control computer, which determines how much to open the throttle based on input from a variety of sensors, choosing a setting that will achieve the lowest exhaust emissions, the best fuel efficiency and good engine response. In 2010, Toyota had to recall many of its products because of a failure of the on-board drive-by-wire system.

How would you find the relevant Toyota patents?

Answer: Search the CPC with "drive by wire throttle", find F02D11/00, expand and find F02D11/105. Copy to advanced search and add "Toyota" as applicant.

Source Intellectual Property Teaching Kit IP Search Tools, Produced by European Patent Office (EPO) and European Union Intellectual Property Office (EUIPO)

The aim of this methodology is not to provide contents of individual lecture but to provide an outline and an overview of the most important topics which should be included in this type of the summer school. As this is the summer school to which interesting speakers and lecturers are invited, the topics will be tailored according to their focus and field.

7

**Case study OsloMet UHK Summer
School 4 TTCamp 2022**

The case study below offers an insight into how the summer school organizations work. The case study focuses on the same topics as the previous chapters, in the same order, and offers specific examples of the summer school best practices.

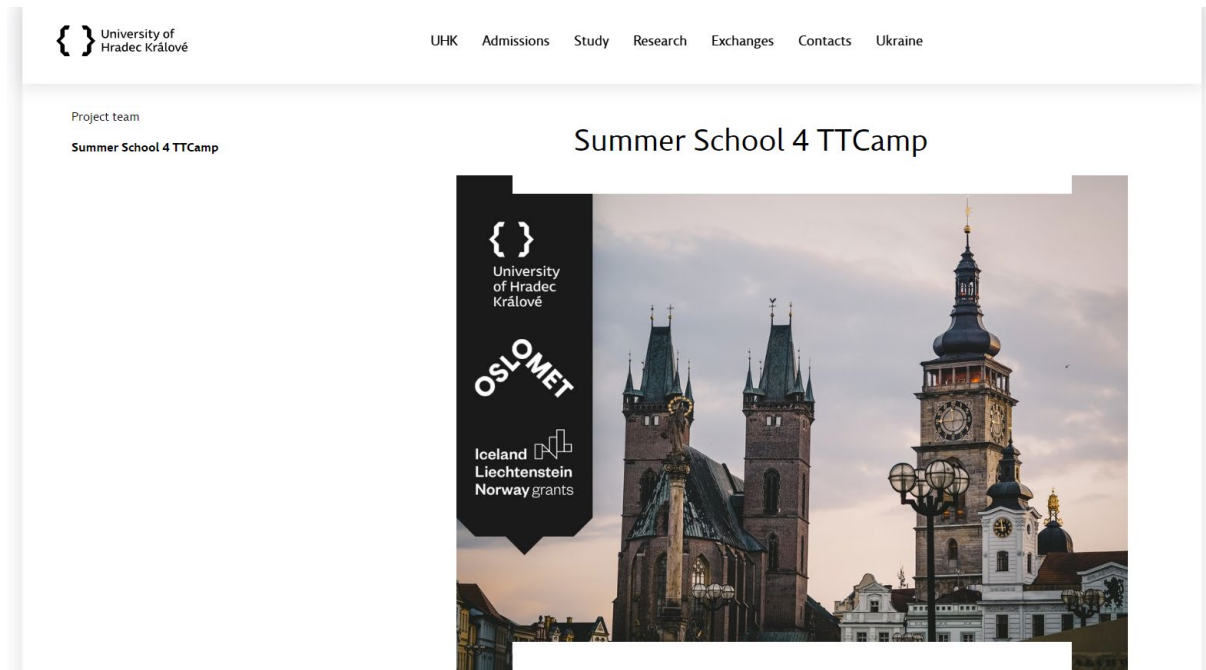
The Summer School 4 TTCamp was a part of the Czech-Norway cooperation running at UHK. The courses offered participants extraordinary experiences. The Summer School 4 TTCamp was a multiplier event of the EHP-CZ-ICP-2-006 project “The technology and knowledge transfer based on Norway-Czech cooperation”. The Summer School 4 TTCamp allowed participants to delve deeper into technology transfer. The summer school participants had the opportunity to meet experts in the field of technology transfer and thus acquired unique knowledge and competencies. In addition, the Summer School 4 TTCamp contributed to their practical skills training. The participants obtained the Attendance Certificate to proven the obtained skills of technology and knowledge transfer.

The summer school was an effective way to improve knowledge of the above-mentioned topic in an engaging atmosphere. It was a perfect combination of exciting, memorable, safe and educational experiences.

The primary target group of the **Summer School 4 TTCamp** were doctoral students, young scientists and academics. The applicants had to have a professional interest in the area of technology transfer. All participants were asked to send a CV and a Cover Letter.

In the Cover Letter they had to explain among other things their interest in the **Summer School 4 TTCamp** — expectations from the course, how exactly they fit into the target group, what year of study they are in and how they will make use of the knowledge and the experience gained from the course in their future studies/career. The number of places at the **Summer School 4 TTCamp** was limited.

Figure 5: Web page of the summer school



Summary of the best practice and prevention of a potential risk based on the case study

The Covid pandemic slowed down the organization and it was not entirely certain whether it would be possible to organize the summer school on site or online. The organizers had to count with both variants.

Planning and preparations started around December 2021. Since the rector of the university was directly involved in the project, it was easy to get the university support for holding the summer school. Funding was provided through the funds resulting from the received Czech-Norwegian cooperation grant.

Given that the Covid pandemic was ending and students were not used to long-term travel and study stays, there was initially concern about whether the summer school would be able to be filled at all. To prevent this risk the summer school was moved from July to June, when there were still domestic students who would fill the vacant places.

Furthermore, the organizers decided to organize the summer school at the time of the prestigious conference, which was taking place simultaneously at the university. Students thus had a unique opportunity to attend interesting lectures during the summer school.

Given that the conference was focused on the field of economics, management and technology transfer, it met thematically with the summer school and the program was thus very attractive. This link has proven to be an example of good practice and can be recommended. The students had a unique opportunity to participate in a big international conference and during the social program to connect with the experts who came to the conference. The students themselves greatly appreciated this opportunity.

The summer school had its own name and logo and thanks to them, it was easily remembered. The logos were placed on all materials related to the summer school. In the future, when it says the Summer School 4 TTCamp, it is obvious what event it is.

Morten Irgens was chosen as a keynote speaker

Dean, School of Economics, Innovation, and Technology; Chief Development Officer, Kristiania, Co-founder and Board Member, CLAIRE and NORA; Vice President, Adra

Dr. Morten Irgens is the Dean and Chief Development Officer at Kristiania University College (Kristiania), Special Advisor to the Rector of Oslo Metropolitan University, Co-founder, Deputy Chair, and Director of The Confederation of Laboratories of Artificial Intelligence Laboratories in Europe (CLAIRE), Vice President of The Artificial Intelligence, Data and Robotics Association (Adra), and a Member of the Board of the Norwegian Artificial Intelligence Research Consortium (NORA). He has participated in establishing an AI-driven company, a research institute, three research centers, an incubator, and an innovation district, and held positions as dean (twice), vice-rector (twice), research director, CEO, and chief development officer (CDO). He has worked in the area of Artificial Intelligence since the end of the eighties.

Title of the presentation: From technology transfer to ecosystem participation: An uncomfortable transition for Europe's universities?

Outline of the talk: Value creation is different in the modern, complex knowledge economy. What does that mean for universities, businesses, governments, and investors?

An example from practice was represented in specific collaboration between a research team and a large multinational company.

Title of the presentation: Technology Transfer within a multinational company

Outline of the talk: SeneCura, which currently operates 17 nursing homes for seniors with approximately 2,400 beds in the Czech Republic, has received a big grant from the Technological Agency of the Czech Republic (TACR) in cooperation with the University of Hradec Králové. This grant deals with the use of modern technology in the care of seniors with dementia. The article will address the issue of the implementation of the research results in the environment of an international corporation.

The site visit was included — Laboratories involved in Technology Transfer at UHK (Presentation of Proof of Concept).

Other presentations:

Title of the presentation: Transfer technology as a project Proof of Concept

Outline of the talk: Proof of concept (PoC), also known as proof of principle, is an implementation of a certain method or idea in order to demonstrate its feasibility or a demonstration in principle with the aim of verifying that some concept or theory has practical potential. The aim of the presentation is to give a holistic approach to transfer technology as a project with a special focus on the proof of concept. The specific PoC project running at UHK will be introduced.

Title of the presentation: Intellectual property IP

Outline of the talk: Intellectual property is a category of property that includes intangible creations of the human intellect. There are many types of intellectual property, and some countries recognize them more than others. The best-known types are copyrights, patents, trademarks, and trade secrets. The aim of the lecture is to provide an overview of the possibilities of intellectual property protection, to state suitable strategies, including practical examples.

Title of the presentation: Technology Transfer at UHK

Outline of the talk: The university has two faculties which are also focused on technology transfer and the application of knowledge to companies. Support of TTO is centralized at the Rectorate Office, where mainly the process support is done in relation to administration, law, and economy. Apart from process support, the Rectorate takes care of centralized projects, which allows researchers at the faculty level to ask for a financial budget for their ideas which can be developed into the Proof of Concept stage with a relevant applied output.

Title of the presentation: Technology Transfer at OsloMeT

Outline of the talk: In this talk, we cover the transfer of technology, intellectual property protection, and support of spin-off companies at Oslo Metropolitan University.

Title of the presentation: Drug development

Outline of the talk: Technology transfer in drug development in the context of Czech legislative environment, successes, and risks in technology transfer, start-up companies, and spin-offs.

Title of the presentation: Technology Transfer – The Commercialization Procedure

Outline of the talk: Academic environment and commercialization, the most successful technology transfer case study, how it works, what the benefits for both, the university and the inventor are, and how to measure the social impact. Basically, technology transfer in practice.

Title of the presentation: Experience in science, business, start-up, and finance

Outline of the talk: The world's best technologies and practices that prolong healthy and active human lives – critical factors in capital investment decisions, building high-tech start-ups.

Title of the presentation: Media art platforms for synergistic technology transfer

Outline of the talk: Media art platforms of nowadays offer inspiring original concepts, including specific tools that (in)directly support synergistic technology transfer in the humanities. On the one hand, they offer creative possibilities for individual strategies, on the other

hand, in conjunction with technological solutions, they are often suitable prototypes for the development of various humanities and creative industries with overlaps into the socio-cultural or economic zone.

Title of the presentation: Horizon projects as a strategic investment

Outline of the talk: Examples of impactful Horizon projects, current challenges and topics, Horizon as growth funding for companies.

Title of the presentation: University and Industry Collaboration – Partnerships Driving Innovation

Outline of the talk: In this presentation, I will draw on my experience working in the UK innovation ecosystem for over a decade and will talk you through some interesting technology and knowledge transfer programmes that help drive innovation between industry and academia, including some case studies.

◇ The following activities were selected as a social program of the Summer School 4 TTCamp

- Guided tour of Hradec Králové, including the City Hall
- Informal program — Brewery Tour
- Social Event connected with the social evening of the conference
- Boat trip

The Summer School 4 TTCamp students were accommodated in the rooms that are used by regular international students during the rest of the year.

Refreshment during the event was provided by the organization to the participants for free and was covered by the grant.

At the end of the course, students was asked to fill out an online evaluation that invites feedback on all aspects of the Summer School 4 TTCamp - organization, lectures, accommodation, and social program. The results of the survey will be used in planning the program for the following year.

Online application system was used.

Administrative and IT support were ensured during the whole life cycle of the Summer School 4 TTCamp.

Company visit – as a representative of the local company, Petrof was selected. It is a company with a long history, with a sophisticated manufacturing world global operation which was interesting for international students to visit. Petrof Tour: Petrof is a Czech piano manufacturer founded in 1864. It is the leading European piano manufacturer, exporting to more than 60

countries The company was founded in 1864 in Hradec Králové, by Antonín Petrof (1915), who had studied piano making in Vienna at renowned companies, such as Heitzmann, Friedrich Ehrbar und Schweighofer.

Petrof is currently led by two sisters from the fifth generation of the Petrof family and produces annually approximately 2,000 grand pianos and 12,000 upright pianos. Petrof is known for several innovations, such as how to adjust the mechanics and particularly pressure points through magnetic systems.

Students had a unique opportunity to see the production and manufacturing and discuss with the owner of the company very interesting topics related to export, supplier chains work-life balance in family business.

The guided tour was an example of good practice to include in the program of the summer school during this company visit. For students, it is very important to see the practical aspect of transfer technology and it was interesting to see the innovation in this specific field.



Figure 6: Petrof Gallery, source: Wikipedia

The program was scheduled every day from 08:30 a.m. or 09:30 a.m. to 4:30 p.m., which eventually turned out to be very demanding for all students. We recommend proposing a schedule that would finish 2:30 p.m. so that students have time for their networking and for themselves.

Good Practice

- An example of good practice is the connection of two strong universities that were able to provide a program of the required quality.
- Involvement of the rector directly in the summer school program.
- Another positive point was that the summer school was held within the framework of the ongoing project and thus funding was secured within the grant.
- An example of good practice was the combination of the summer school with a large international event that was taking place at the university at the same time and thematically intertwined with the summer school.
- The involvement of the top management in the implementation of the summer school was very effective, the rector and three vice-rectors were involved.
- Running the summer school as a part of an international project.
- Company visit.
- Create a signature logo and title, especially for the summer school.



Find inspiration

Whether the university is considering starting up a summer school or thinking about expanding already existing one, one of the best suggestions is to look at what others and colleagues from different universities do. They may have already launched a successful summer school and proven the concept or they might be able to inspire you or give you a good view of what not to do.

Useful links

Directory of the European Summer Schools

The website www.summerschoolsineurope.eu

- provides one of the largest directories of summer courses in Europe. This website's aim is to make it easier for students to find a summer programme in Europe and thereby increase the general market of summer schools in Europe.

<https://blog.edmentum.com/top-10-tips-summer-school-success>

<https://dera.ioe.ac.uk/9805/1/DFEE-0082-2000.pdf>

https://ec.europa.eu/programmes/erasmus-plus/project-result-content/20f88051-86f1-4b41-963d-c25828ffb5a4/Guideline_How%20to%20Manage%20a%20Successful%20Summer%20School.pdf

https://www.mtsu.edu/provost/recruit_documents/SummerGuidelines.pdf

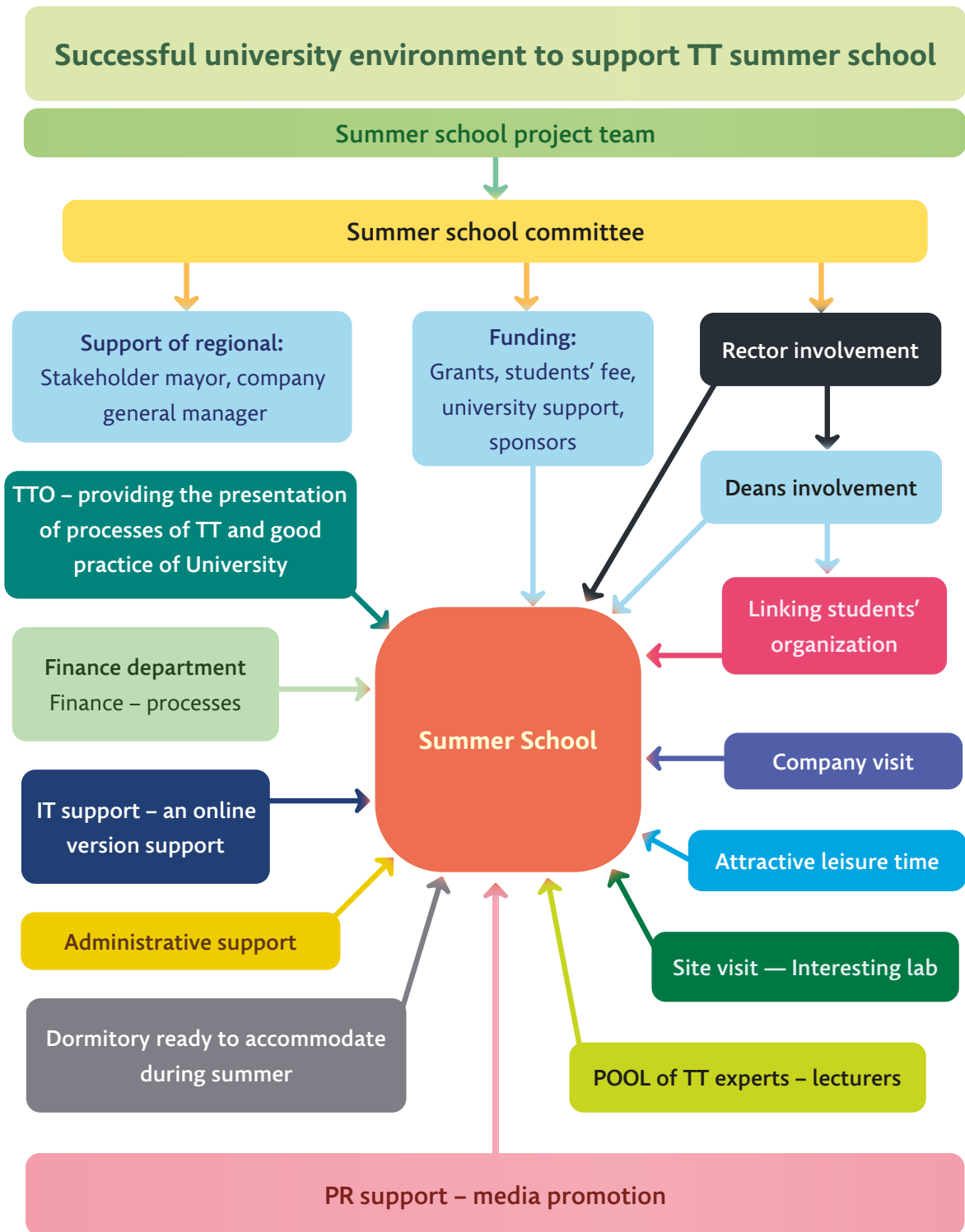
<https://www.utrecht-network.org/wp-content/uploads/2015/08/Summer-School-guidelines.pdf>

<https://20bedfordway.com/news/how-to-run-summer-school/>

<https://www.nfer.ac.uk/publications/ESSP02/ESSP02.pdf>

9

Conceptual model of the successful TT summer school



10

Conclusion

One of the initial questions asked at the beginning of this document was how to launch the successful summer school focused on Technology Transfer, intellectual property, and anti-corruption aspects. The Czech-Norway cooperation on the methodology is one of the intellectual outputs. All information provided in the document is based on mutual cooperation and sharing of experience between the Czech and Norwegian partners.

This short-term activity for students, academics, and researchers was designed and all best practice was monitored and documented. The topic was concentrated in one-week as an educational course. A special methodology for working in an international group was designed.

The knowledge and skills were expanded mainly through:

- seminar teaching/workshops
- task-based learning
- discussions with experts (guest speakers)
- international team projects
- site visits

This methodology could be implemented in other universities and also offer know-how about this kind of event to relevant transfer technology centers.

The organization of the summer school is a complex matter and must be kept in mind that work on this project takes place throughout the whole year and not only in the summer months. For the successful organization of the summer school, it is necessary to start a dialogue between the stakeholders involved (rector, vice-rectors, and deans) and explain the benefits for the organization. Based on the summer school pilot course, several points are formulated as examples of good practice that we have given in the text.

The goal of the methodology is to provide an overall overview of the individual steps leading to a successful organization. The methodology shows risks and their prevention, attention is also paid to financial aspects. The methodology includes examples of good practice during the summer school.

Benefits of the summer school

- o A unique educational event for students and employees of research organizations and others interested in the given issue
- o Participants from different kinds of organizations
- o International network
- o Increasing the prestige of the university internationally
- o Top lecturers and guests for the given areas
- o Limited number of participants, interactive ways of lectures
- o Discussions, group works, workshops
- o Specific examples
- o Sharing good and bad practice
- o Meeting people who are in a similar situation
- o Making contacts, time for an informal discussion
- o Pleasant environment including leisure activities



References

Guidelines for Organising a Utrecht Network International Summer School

<https://www.utrecht-network.org/wp-content/uploads/2015/08/Summer-School-guidelines.pdf>

EAIE Professional Development Series for International Educators 5: International Summer Schools Edited by Jeroen Torenbeek & Inez Meurs Published by the European Association for International Education (EAIE) 2012 ISBN 978-90-74721-32-5

Intellectual Property Teaching Kit IPTK can be downloaded free of charge from the EPO website at www.epo.org/learning-events/materials/kit.html and from the EUIPO website at <https://euiipo.europa.eu>

Annexes

- Certificate

University of Hradec Králové



This certifies that

Tseng Huayi

has met the requirements and obtained a graduate certificate
in a four-day course

TECHNOLOGY TRANSFER

University of Hradec Králové, Czech Republic
June 11, 2022

Name and signature of the responsible person
at the receiving organization

CERTIFICATE OF ATTENDANCE

Summer School 4 TTCamp

Project title: The technology and knowledge transfer based on Norway-Czech cooperation

Project number: EHP-CZ-ICP-2-006

Organized by: University of Hradec Králové

Place of activity: Hradec Králové, Czech Republic

Term: 08.-11.06.2022



We confirm that took part in the Summer School 4 TTCamp from 8 June to 11 June 2022.

The Summer School 4 TTCamp was a multiplier event of the EHP-CZ-ICP-2-006 project “The technology and knowledge transfer based on Norway-Czech cooperation”. The Summer School 4 TTCamp allowed to delve deeper into technology transfer. met experts in the field of technology transfer and thus acquired unique knowledge and competencies. In addition, the Summer School 4 TTCamp contributed to his practical skills training.

..... was awarded this Certificate of Attendance to confirm the obtained skills of technology and knowledge transfer. The participant got acquainted with the advanced principles of technology transfer and founding spin-off companies. He mastered the principles of proof of concept and commercialization in science and research.

Hradec Králové, 2022-06-11

Name and signature of the responsible
person at the receiving organization

 University of
Hradec Králové

Ioeland
Liechtenstein
Norway grants

OSLOMET

- feedback form

1.	Overall satisfaction with the course
2.	Organization
3.	Accommodation in dormitories
4.	Meals
5.	Informal activities
6.	Conference room + equipment
7.	Course content
8.	Suitability of the selected topics
9.	Contribution of presentations
10.	Lecturers
11.	Here you can express your opinion on individual lectures (whether some of them were more interested/enriched/more or less beneficial/should have been more extensive/could have been omitted, etc.)
12.	In your opinion, which of the lectures was the most beneficial? You can choose more options
13.	Evaluation of the content of lectures - 5=the best, 1=the worst. If you did not attend any of the lectures, please select option 6
14.	Evaluation of lecturers - 5=the best, 1=the worst. If you did not attend any of the lectures, please select option 6
15.	Are you interested in participating in a similar event in the future?
16.	If so, which one? If not, why not?
17.	Other comments, recommendations