APPROACH

From Research to Services

Workshop 10th October 2025
At 10 – 13
https://vamk.zoom.us/j/68096186641
VAASA UNIVERSITY OF APPLIED SCIENCES

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This project receives funding from the European Commission's Horizon Europe Research Programme under Grant Agreement Number 10 1120397

APPROACH

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Different practices

1. **Platform:** Design SOS – a continuously renewing innovation platform model
2. **Training and development:** IX3 a co - development learning model

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APPROACH

Design SOS platform

- Ix3 joint learning model

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Design SOS process model

- **Part of the third mission of universities: public service**
- **Mutual benefits:**
  - Businesses get new information and expertise
  - Universities get funding, opportunities for students and topics for applied research

- **Innovations via service platforms and incubators**

Design SOS – The main objectives

- To increase competitiveness at different societal levels and to create enabling, continuous and renewable structures for this .
- To increase the level of services . Service design as one of the tools .
- To strengthen the use of sustainability .
- To strengthen innovation activity by the means of future oriented design methods .
- Regional development .

- Combining :
  - Inputs from policies, research, development and innovation .
  - Knowhow of people .
  - Market oriented design and creativity,
- Enterprises, especially SME, public and private organisations
- Multidisciplinarity

Renewable innovation platform

External drivers:
- Societal challenges and opportunities
- Funding opportunities and policies
- Strategies
- Financial situation
- Needs arising from companies
- Increasing competitiveness
- Development of research related to the issue/s

Follow-up and evaluation:
- Learning
- Outcomes for new services
- Reports and publications
- Networking and contacts
- Reports and publications
- Following state-of-art of research

Internal drivers, core know-how:
- Skills, know-how
- Staff resources
- Personal interests

Partners

Projects
Problem solving/ seize the opportunities by the means of design thinking

Means

Research

Education

Development

Services

Beneficiaries:
International, National, Regional:
- -Enterprises
- -Public organisations
- -Communities, cities
- -Industry developers and companies
- -Development organisations
- -National - international educators

Results

Success factors of the platform:
- **Projects based on design methods**
- **Systematic follow-up of drivers**
- **Network based activity**
- **Close cooperation with beneficiaries**
- **Multi-disciplinary**
- **Expert team**
- **Low bureaucracy**
- **Creative working style**
- **Experimenting (learning by doing)**

External drivers:
- Societal challenges and opportunities
- Funding opportunities and policies
- Strategies
- Financial situation
- Needs arising from companies
- Increasing competitiveness
- Development of research related to the issue/s

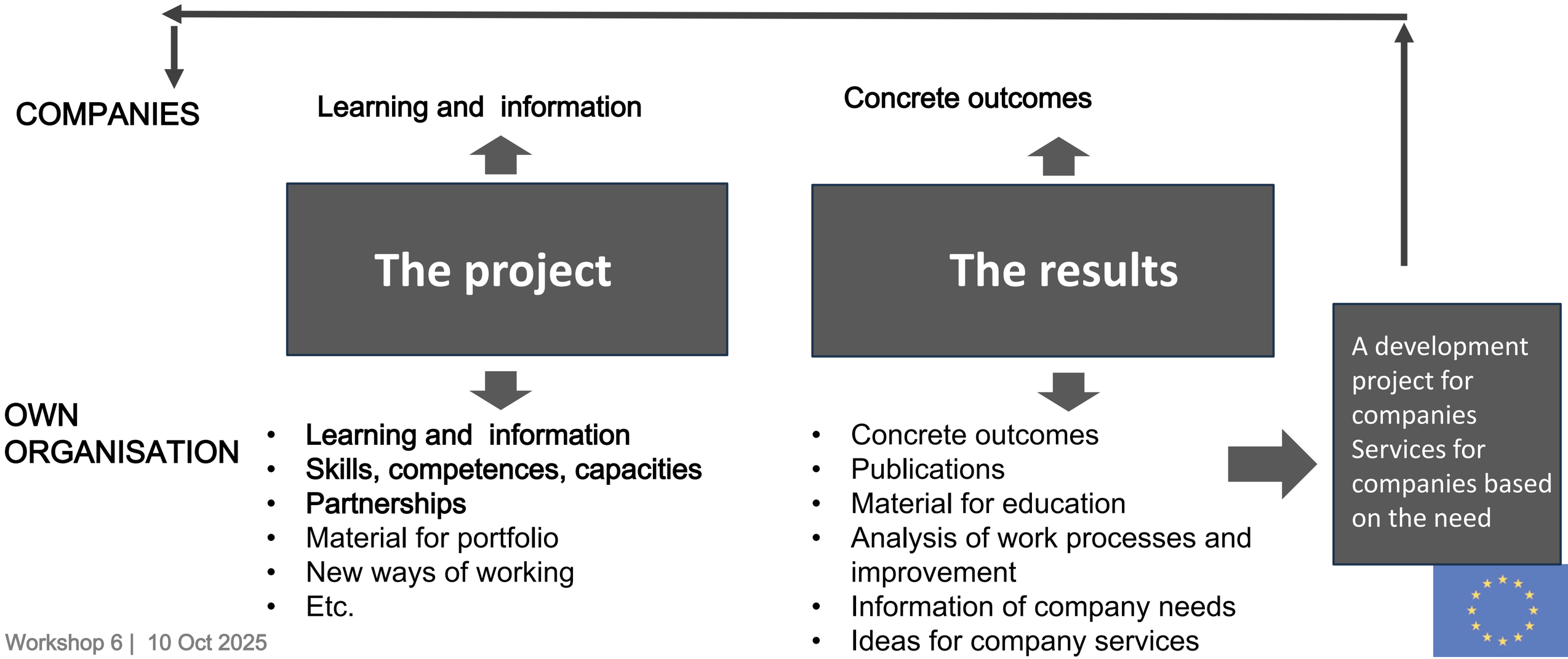
Research | Education | Development | Services

Results

PEOPLE
- External
- Internal:
- Skills, know-how
- Staff resources
- Personal interests

Follow-up and evaluation:
- Learning, increased capacities
- Lessons learnt → improving activities, knowledge of type of activities and funding
- Outcomes for new services: processes, products, knowhow, knowledge
- Reports and publications
- Networking and contacts
- Reports and publications
- Following state-of-art of research

An example of a project of applied research, 1



An example of a project of applied research, 2

1. EVALUATION

- How did the process go?
- Which new practices, processes, etc. were developed?
- Do these answer to the needs of companies and society?
- Which new information was developed?
- Does this answer to the needs of companies and society?

2. DEVELOPMENT

- Where the outcomes (information, practices, knowledge, etc.) could be most useful? Teaching, training, development projects, services…?
- How could need it?
- When and in which form it could be needed?
- Who could join?
- Any other issues

3. PRODUCTISATION

a) A development project of SME training using the research knowledge

b) Start -up training for HE students

c) Company services from increased knowledge and skills, based on an identified need

Design SOS – The follow-up and evaluation

EXTERNAL

- Businesses
- Financers
- Students
- Steering groups
- Partners
- Stakeholders

INTERNAL

- Discussions of the lessons learnt during and after the activity
- Documentation
- Changing practices and developing new practices
- Productisation of the lessons learnt, processes, outcomes and learnt in general
- Redirecting activities
- Strategy work
- Need for new knowledge and skills Partnerships

Design SOS – Success factors

1. Multi -disciplinary
2. Expert team
3. Close cooperation with beneficiaries
4. Network based activity
5. Low bureaucracy
6. Creative working style and projects based on design methods
7. Experimenting (learning by doing)
8. Systematic follow -up of the outcomes, processes and drivers
9. Learning and sharing
10. Moving to development, strategies and productisation

APPROACH

IX3 – Intelligent International Industry

- Ix3 a co-development learning model

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IX3 – Intelligent International Industry

- Collaborative learning and development between universities and SMEs rather than transferring knowledge.

- The digital training program provides micro and small businesses with up -to -date information and practical tools for developing data -driven solutions.
- Continuous learning and new methods and tools of operation.
- Themes:
  - Digitalisation
  - Smart Solutions
  - International business models

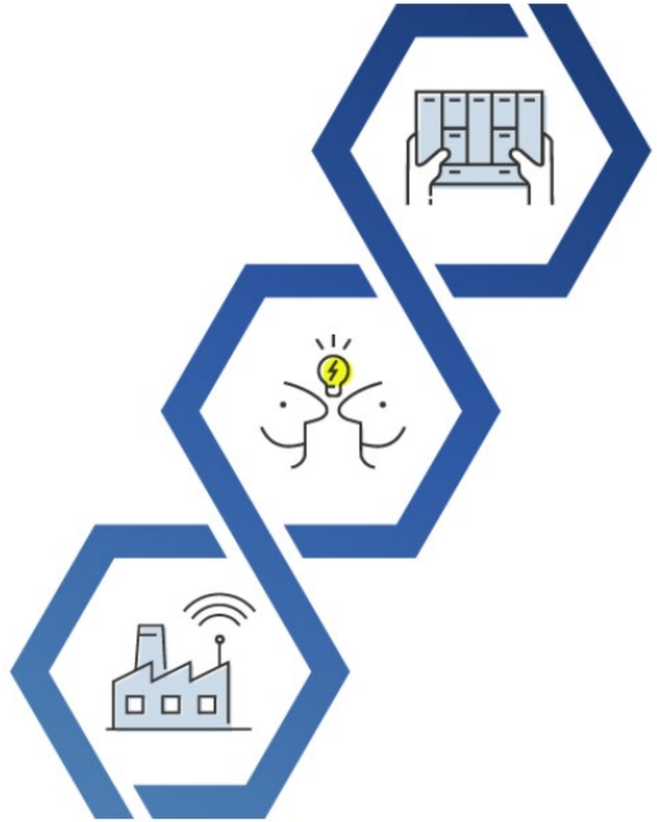
IX3 – Learning

Co-learning model

- Cooperation between companies and universities emphasises solving problems together.
- Solving real development problems in a way that combines development and learning.
- Companies and experts acquire new expertise through joint development.

Continuous learning in innovation

- Business development projects can serve as an effective platform for continuous learning and cooperation.
- Development projects can translate research findings directly into operational improvements.



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IX3 – The development areas

- **Data -driven solutions in business** with practical tools.

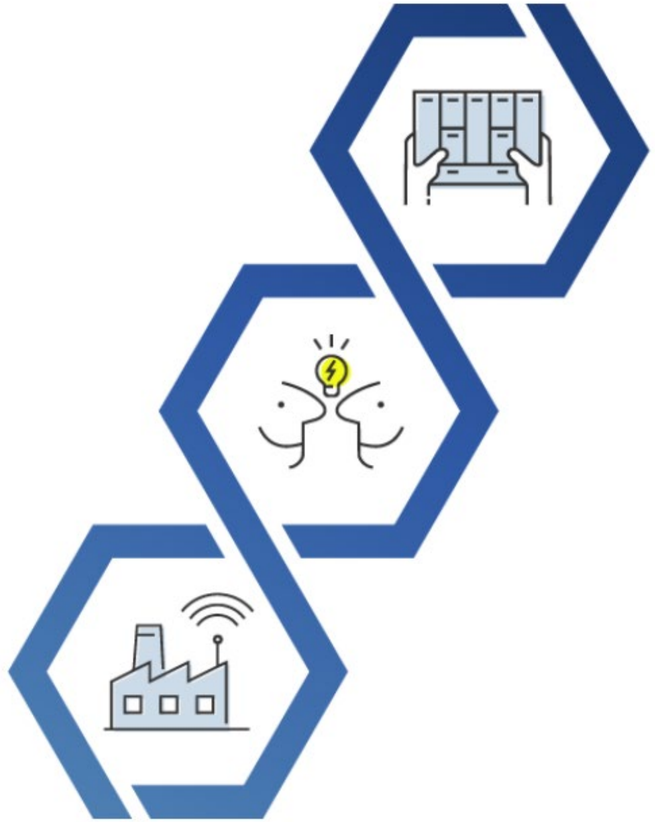
- **Developing smart solutions**

  Developing solutions and new skills requirements.

  Identifying customer needs, refining data into value -creating solutions, and using design methods to streamline development.

- **International business models** in international data -based service business.

  The focus is on resources, capabilities, and business processes that bring competitive advantage.



IX3 – The process: the platform areas for development

Genuine development problems

Learning tools

Dialogue and concretisation of ideas

Reflection

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IX3 – The process: Genuine development problems

A genuine issue that is relevant to companies creates a starting point.

Cooperation between companies and researchers should begin as early as the stage of defining the development target.

This allows the development target to be examined from different perspectives, interesting questions to be sought from different fields of expertise, and innovative solutions to be devised.

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IX3 – The process: Dialogue and concretisation of ideas

Dialogue –the foundation of everything

- Dialogue drives development work and helps to highlight what has been learned during the process.
- An effective way to nurture development and interaction are workshops, where experts and company representatives work together and build a common understanding - sparring and challenging each other on an equal footing.

Concretising ideas

- The thoughts and new ideas that arise must be described in concrete terms to be discussed and refined further.
- Tools that encourage development team members to share their own experiences and observations, seek analogies from other fields, and produce descriptions that support development..

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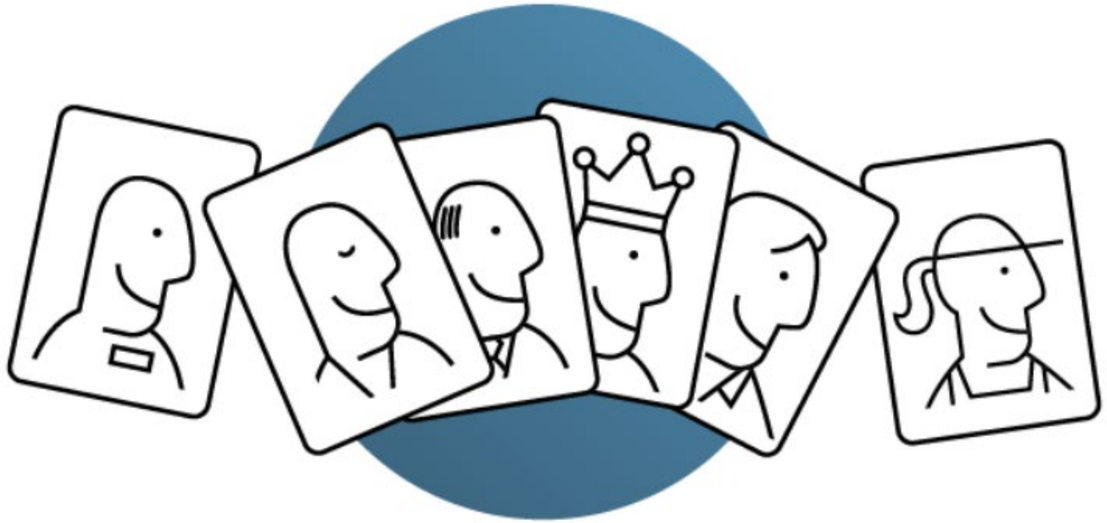
IX3 – The process: Learning tools and reflection

- The **target of development** determines what needs to be done and learned.
- Choosing **appropriate tools and methods** to ensure the progress of development work and the meaningfulness of learning.
- Practical and easy -to -use tools that support the development.

- Reflecting on the work done and lessons learned.
- Assessing the usefulness and applicability of information helps to recognize the significance of what has been learned during development.



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IX3 – Collaborative co-development learning sessions

- The backbone of co -development was formed by development sessions implemented as collaborative learning workshops.
- 14 hours of co -development with each company
- Face-to-face and virtual co -development.
  - Virtual sessions: circa 2 hours each
  - Face-to-face sessions: 3-4 hours each.
- 6-8 development events for each company.
- Participants: - Key staff from SMEs and multi -disciplinary experts from higher education.

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IX3 – Collaborative co-development learning sessions

- The development events were recorded and observed by 1 -2- researchers.
- The observations were discussed and used for planning the following sessions with SMEs.
- Reflection of the development sessions by the project team.
- Facilitators should master the development process and have the ability to listen, draw on their own expertise to bring new perspectives to the discussion, and be open and curious about the ideas of others.
- Experts bring the perspective of their field.
- Companies prepare for the workshop e.g. information to support the development process. They also evaluate the develop alternative solutions and decisions.

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”Oppiminen sivutuotteena – yhdessä kehittämällä opimme toisiltamme” . IX3-HANKKEEN YHTEISOPPIMISEN MALLI

IX3 – Collaborative co-development learning sessions

PREPARATION

1. The development goal is defined together.
2. Experts plan the steps to achieve the goal, and prepare and document workshops, and materials that support and enable dialogue.
3. The development challenge is divided into smaller question areas.

IMPLEMENTATION

4. Experts observe the progress of development work and reaching the goals.
5. The end result cannot be precisely defined or predicted at the beginning of the development work.
6. Development proceeds iteratively as new knowledge is produced and understanding increases. The goal is specified during the process and iteration.
7. Achieving the goal may require several development sessions and repeated refinement of the goal and direction.

FINALISATION

8. Discussion, evaluation and reflection at the end of the process.
9. Companies can utilise new expertise in their other development activities.
10. Experts can update their own expertise, which they can utilise in their future expert tasks.

IX3 – Benefits for companies

1. A rewarding and meaningful way of carrying out development work.
2. Different fields of expertise brought **new perspectives** to the development process strengthened the companies' internal development resources.
3. Through co -development, companies gained **access to expertise** that they would not otherwise have acquired.
4. Co-development **advanced the company's development** in a concrete way.
5. The development sessions produced **insights and new perspectives** that the company would not have been able to produce on its own.
6. The lessons learned can be **utilised in other** company **development projects** .

The challenges of co -development highlighted by the companies were mainly related to a lack of time and resources.

The companies were aware that they would gain more from co -development the more effectively they were able to promote independent development between joint development sessions.

IX3 – Collaborative co-development learning sessions – success factors

1. Openness, honesty and stepping out of the comfort zone and usual roles are needed.
2. SMEs taking an active role.
3. Tailoring of content in line with the company's development needs and resources requires flexibility and new operating models in the planning, resourcing, and implementation of co-learning projects from universities.
4. Experts adapt new methods and approaches to work is necessary, for example practical application of new information and creating new information in teams.
5. The more the project team learned to understand companies and their operations, the more accurately the collaborative learning process could be directed.
6. Micro enterprises and SMEs struggle in breaking away from the daily operational routines. Many lack processes, human resources, and time of development.
7. Achieving the goal in the co-development process requires that someone from the expert team guides and facilitates the development.
8. The role of a facilitator is fundamental.

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THANK YOU

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