# D.5.3 - Validation report on the RRI Toolkit

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## Document description

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# 1. Executive Summary

This deliverable summarises the assessment and validation of the RRI Tools online Toolkit. It shows results of the feedback directly gathered from its users and partners via multiple channels and formats at different stages of the toolkit development process.

The aim of this work was to collect feedback and provide an assessment of data which were collected in terms of user-friendliness, acceptance, and logical structure and also perceived usefulness of the RRI Toolkit. The aim thus was to support possible improvements: analysing appreciated tools and functions, but also pointing at requested changes and issues.

The collection comprised quantitative and qualitative data including web statistics, questionnaires and interactive reflection workshops. Short pop-up questionnaires were meant to allow for immediate feedback online; evaluation questionnaires were filled in by hub partners and their communities after each toolkit training session. Moreover, comments to the web-based RRI toolkit were qualitatively assessed via a power-user group of all the different hubs during the second Train the Trainers workshop in Barcelona (July 2016). Finally, an online validation workshop together with the toolkit makers and programmers took place to consolidate all results, discuss the final steps for change with the result of a compiled revised, final version of the toolkit.

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## 2.   Introduction - Aims and Scope of this deliverable

One essential function of our validation process was to suggest improvements and adaptations necessary to attract the end users for a sustainable integration and further development of the community of practice. It is useful to have one transparent summarising document with information on the user-friendliness, acceptance, logical structure and perceived usefulness of the RRI Toolkit for creating awareness of possible issues amongst the project partners and, by launching changes and adaptations, and facilitating on a long run the sustainability of the toolkit.

Torres, Preskill, and Piontek (2005, p. 13) contend that there are three reasons for communicating and reporting evaluation results:

- Build awareness and/or support and provide the basis for asking questions,

- Facilitate growth and improvement,

- Demonstrate results and be accountable.

In order to meet all three items, this deliverable describes the way on how the RRI Toolkit was monitored and evaluated by depicting first the toolkit itself (chapter 3), the methodology and source of data used as well as the focus of the validation (chapter 4) and finally the findings, conclusions and recommendations of improvements are summarised (chapter 4 as well).

## 3.   The toolkit

### 3.1.   Set up of toolkit

The RRI Toolkit has been developed during the years 2014 - 2016 by the RRI Tools partners in cooperation with a large number of collaborators. In its second, self-sustainable stage, the Toolkit is receiving contributions from a growing Community of Practice.

The objective was to develop a Toolkit that helps R&I stakeholders to familiarise with RRI and make it a reality, to train on its use, and to disseminate it throughout Europe. These actors include the research communities, policy makers, R&D intensive industries and businesses, the education community, civil society organizations and individual citizens.

The RRI Toolkit addresses all of them, with special emphasis on newcomers to spread the word on the concept and on policy makers to impact in the future governance of research and innovation. The ultimate goal of the Toolkit was to accompany and empower all these actors through the RRI learning process, from the very first steps to becoming autonomous practitioners, or even experts. This goes from introducing the concept to beginners, offering a crash course and documentation on RRI, to presenting inspiring examples of what others have done, to providing tools to plan and implement

responsible R&I initiatives, to fostering the reflection on such practices, and to facilitating the means to become active trainers and advocators of the RRI approach.

The Toolkit aims to be flexible and cover a wide scope, so that users can choose and adapt the resources that fit best their professional and social contexts. Most of these resources have been collected and developed by renowned experts in their fields and many have been uploaded to the Toolkit by a growing RRI Community of Practice.

Another goal of the Toolkit is providing the visibility and credit these efforts deserve by facilitating a quick and easy introduction and access to them. In this respect, the Toolkit aims to become the entry gate to the multiple initiatives related to the concept.

The Toolkit provides guidelines on how to put RRI in practice in specific contexts, a Self Reflection Tool to promote users deeply think on the RRI aspects of their professional practice, and training and communication resources to help others grasp the concept, design their own training programs, and advocate on RRI.

Finally, RRI is a multifaceted concept covering a variety of topics, processes and outcomes. In the end the Toolkit aims to offer a digestible view of the holistic framework that RRI represents and the resources to put it into practice.

## 3.2. Elements of the toolkit

The Toolkit provides, through a clean and user-friendly structure, a wealth of resources related to RRI and tailored to the challenges faced by each group of actors. These resources are classified in four types:

- Library elements to inform on RRI and its various facets; the library compiles all sorts of relevant resources that inform on RRI and its various facets. This includes academic articles, reports from projects or institutions at all levels, books, opinion pieces, videos, presentations, as well as dedicated journals and blogs that cover RRI or related aspects.

- Projects on RRI and closely related fields to build upon and collaborate with; Projects' resource pages offer a simple summary of past or ongoing initiatives dealing with RRI or any related aspects (policy agendas, societal challenges, etc.).

- Inspiring practices to inspire and adapt to other contexts;

- Tools to plan, implement, evaluate, and disseminate a more socially responsible research and innovation.

The RRI toolkit consists of the following components:

Given this complexity and multiplicity of contents, users, and potential applications, the Toolkit offers

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seven entry gates:

- **Home page:** offers a first contact with RRI and the contents of the Toolkit, and redirects users to the other entry gates;

- **Stakeholder landing pages:** provide a soft landing for newcomers, introducing RRI and the Toolkit contents tailored to the group of actors that the user belongs;

- **Policy agenda landing pages:** relate the six policy agendas defined by the European Commission to the holistic RRI approach for those interested in particular aspects of RRI;

- **How-To application guidelines:** help users understand how they can solve a given challenge through examples and the contextualized use of specific resources of the Toolkit;

- **Search engine:** allows a detailed search of the whole Toolkit with multiple customizable filters for those looking for specific resources;

- **Self-reflection tool:** provides room for thinking on the user's own professional practice to analyse how responsible it is and ways to increase its level of RRI;

- **Training and Communication pages:** offer training opportunities, resources for designing customized training, channels to access the RRI Community of Practice (blog, forum, events), and dissemination materials to advocate on RRI for those more familiarized with this concept.

As an additional asset, the Toolkit offers a Media Room or communication page (under the 'RRI Community' tab on the top menu) with resources to disseminate and advocate on RRI and the RRI Tools project. These communication resources include a project brief, a leaflet, a poster, a presentation, and a full press kit including logos and templates. The communication page also compiles all press releases and newsletters sent by the project. The monthly newsletter includes useful information on RRI and the RRI Community, such as news on RRI, upcoming events, highlighted readings, and recently uploaded resources to the Toolkit. Members of the Community of Practice directly receive the newsletter, while non-registered users can receive it through the Newsletter Subscription page.

Through the communication page users can also access the RRI Tools blog, which is an excellent place to discover information on in the RRI community, such as recent events, opinion pieces, experiences and views from different countries, job offers related to RRI and more.

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# 4.   Evaluation

Different methodological approaches have been followed to evaluate and validate the RRI Tools toolkit. Over the whole development process continuous validation loops were conducted. Based on paper-pen and online pop-up questionnaires users had the possibility to give short and fast feedback on the toolkit. In more detail, face-to-face workshops were conducted, which addressed the usability and attractiveness of design as well as strengths and weaknesses.

After giving an overview on the different events and means, this chapter provide a detailed outline on the quantitative and qualitative methods applied and the results of the evaluation.

## 4.1.   Data sources and Methodology

The evaluation builds on different indicators and performance measures defined by the WP 5 leaders and briefly described in the DoW:

"The outward-looking summative evaluation has both formative and summative aspects. It assesses the potential effectiveness and impact of the online RRI Toolkit by directly requesting feedback from its users in terms of user-friendliness, acceptance, logical structure and perceived usefulness of the RRI Toolkit. Users will also be asked if they could find the information they wanted, if they will use the RRI Toolkit again, if it is promoted throughout their organisation etc."

The questions of the pop-up questionnaire and the respective paper-pen version as well as the workshop exercises are directly based on these performance indicators.

The evaluation and validation of the toolkit builds on different data-sources, which complement each other and combine qualitative and quantitative data.

The different data were collected during following events and means:

- Experts' feedback at Brussels meeting – qualitative data (chapter 4.2)

- Questionnaires – quantitative Feedback (chapter 4.3)

  - Online Pop-up questionnaire (quantitative measures) (chapter 4.3.2)

  - Paper questionnaire (in Hubs trainings and T3 in Barcelona) (chapter 4.3.3)

- Power User groups – qualitative data (chapter 4.4)

  - 1st Focus group at T3 workshop in Barcelona (chapter 4.4.1)

  - 2nd Focus group with EVERIS, FLC and several other project partners (chapter 4.4.4)

- Web based feedback – quantitative data (chapter 4.5)

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## 4.2. Experts' Feedback at Brussels meeting

The RRI Tools External Expert Meeting was held in Brussels from November, 19th to 20th of 2015. In the framework of different workshops the experts gave their feedback and suggestions for the toolkit. The feedback report published in December 2015 summarised suggestions and criticism that helped to improve the RRI Toolkit and the digital platform in general. In this section we will give a short summary of the aspects considering the toolkit and leading to main changes and improvements.

Main conclusion was the identified need to move from a toolkit that focused to much on the why, towards a toolkit that also explained in a plain manner the how (not only with resources). This led to two very important changes on the Toolkit: 1- changing the landings with an option to hide the introductory part, and 2-adding the so called "how tos" (see deliverable 3.2).

Regarding the resources and content the experts group emphasised the need to redirect towards useful deliverables or tools instead of linking to the whole project. Furthermore, the challenge needed to be addressed how to avoid an overloading number of tools while the toolkit should be still open for further suggestions. Besides, users needed to be encouraged to enrich the toolkit. The experts were lacking guidelines on the moderation of contents.

Considering the search engine the experts suggested improving the function to narrow search results, which was successfully solved by EVERIS. Moreover bugs, such as not losing previous search results by using the back arrow, were fixed. The workshops in November also led to a change in design. Results needed to be displayed more effectively, which was also successfully implemented.

The improved version of the toolkit was launched and published on 7th of March 2016, and it was further promoted and disseminated by the consortium members and hub coordinators.

## 4.3. Questionnaire – Quantitative Assessment

### 4.3.1. Indicators of quantitative assessment

The questions of the pop-up questionnaire as well as the respective paper-pen version were directly based on the performance indicators described above. Thereby the pop-up questionnaire was meant to be short in terms of the number of questions in order not to overload the users. These questions were meant to give a good overall impression of the general satisfaction of the users, while the goal of the workshop was to get more in-depth information.

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The questions, which in fact were formulated as statements, are the following:

1. I found the information I was looking for.

2. The toolkit met my expectations.

3. I would recommend the toolkit.

4. Overall, the toolkit was easy to use.

The users are asked to rate on a five-point-Likert scale: strongly disagree – disagree- neutral- agree- strongly agree.

Additionally, the 5th question was formulated as an open question in order to get some supplementary qualitative information:

5. "How can we improve the Toolkit?"

### 4.3.2. Online Pop-up questionnaires

The quantitative evaluation data was meant to be mainly build on the user data of the pop-up questionnaire installed on the sites of the toolkit on the RRI Tools Homepage.

In the toolkit there is the option for the user to click on the sidebar "Help us to improve the toolkit". When the user clicks on this bar, the user is aksed to fill in the pop-up questionnaire comprising the 5 previously described questions.

However, the pop-up questionnaire did not produce any useful data because of a few reasons (as described below) and therefore the strategy of collecting quantitative data had to be adapted.

One of the challenges to face was that the programming of the questionnaire was delayed until July 2016. So the pop-up questionnaire could not be used in trainings that had taken place until that date. Another reason that might explain the scarce data is that the pop-up questionnaire is hardly visible on the homepage. The pop-up questionnaire obviously does not catch the attention of the user (See right side bar on screenshot below). Also, it has to be said that the saturation of answering online questionnaires in quite a known phenomenon (c.f. Wright, 2005).

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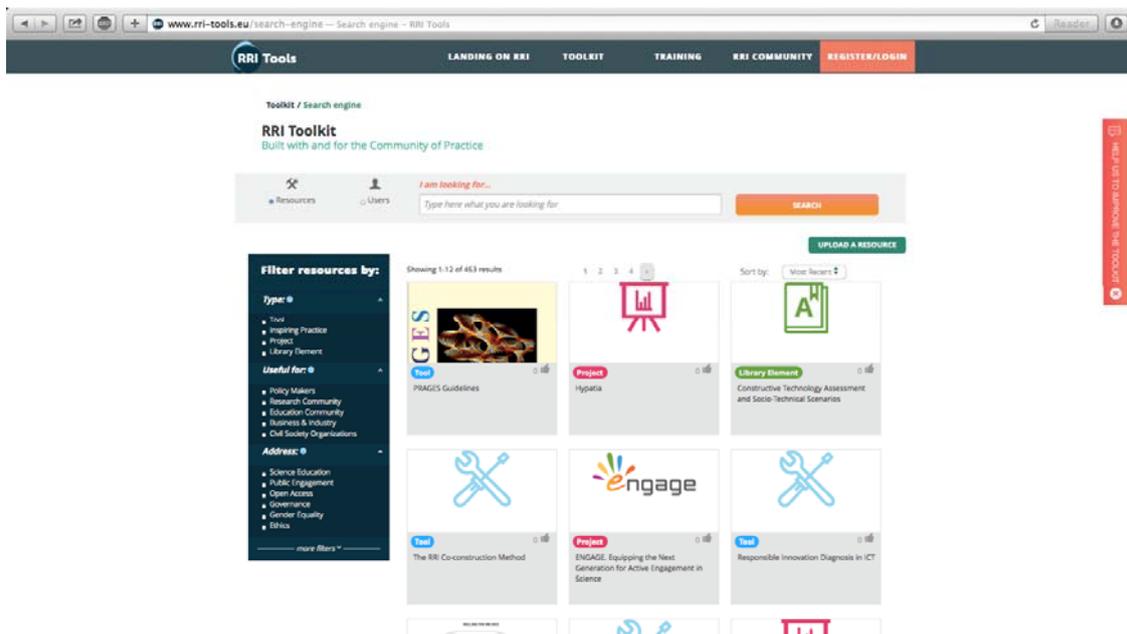
The data of the pop-up questionnaire comprises only testing data but no real user data and is thus omitted in the data analysis.

### 4.3.3. Paper and Pen Questionnaire

Due to the scarce data coming from the pop-up questionnaire, a paper-pen version of the questionnaire with the exact same questions was designed and distributed at various events immediately after users had been working with the toolkit.

The paper-pen version was answered in total by 45 users at 3 occasions:

- May 31st 2016 Swedish Hub training, Sweden (n= 15 users)

- June 7th 2016 at the RRI Tools pre-conference at the Excite conference in Graz, Austria (n= 13 users)

- July 4th 2016 Second T3 in Barcelona, Spain (n= 17 users)

All these events took place after the redesign of the toolkit (after the Brussels event) and thus refer more or less to current state. A few things however have been changed afterwards, as a result of the evaluation and validation tasks.

The table below shows the average ratings of the users at the different events. The ratings range from 1 to 5 (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree):

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| | I found the information I was looking for. | The toolkit met my expectations. | I would recommend the tool-kit. | Overall, the tool-kit was easy to use. |
|---|---|---|---|---|
| Swedish Hub | 3,7 | 3,6 | 3,8 | 3,8 |
| Excite conference | 3,8 | 3,5 | 4,3 | 4,5 |
| Second T3 | 3,7 | 3,8 | 3,9 | 3,9 |
| Overall | 3,7 | 3,6 | 4,1 | 3,7 |

*Table 1: The average ratings of the users at the different events*

In general, it can be said that all the questions were rated quite positively with average ratings between 3 and 5, i.e. between neutral being the lowest average value, and almost 5, i.e. strongly agree.

Most users agreed that they were able to find the information they were looking for (c.f. first column). There are no noticeable differences between the users at the different events. Similarly, most agreed also that the toolkit met their expectations. Again there are no significant differences between the users at the different sites. The question, whether they would recommend the toolkit, was rated also positively with a score around 4. The last statement, whether the tool was easy to use, was rated between 3,8 and 4,5 with an average of 3,7, which is again quite positive. The difference between the lowest and the highest average rating is 0,7 points but due to the small number of respondents the differences are not significant.

Additionally to the four statements, users were asked to rate, the open question, on how to improve the toolkit, was answered the following. To have a better overview they answers are clustered into different topics:

*Suggestions referring to target groups:*

- *Should be more customer friendly, more adapted to different users*

- *More target group customized*

- *Description of "what's in it for me" for all target groups*

- *entries for different needs, to be more specific and not have too much information*

- *should be better adapted to different target groups, e.g. business, researchers, authorities, civil society*

- *Enhance the understanding of the entire toolbox, an overview is desired. Adjust the texts to the different needs by different target groups, e.g. by having different complexity of the text.*

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*Suggestions that refer to usability aspects:*

- *Simplify, too many menues, etc*

- *Easier access to information desired*

- *Shorter texts, more pictures/illustrations, bullet lists, overviews, guides etc desired*

- *Too busy. Simplify, too many menues, entries etc*

- *a more user friendly website is desired*

- *too much text and a little "messy impression"*

- *more icons and lift the case studies!*

- *for me, mainly using knowledge about information presentation. Make it easier for me to navigate. Is it possible to start subgroups in the community? A peer group in Sweden?*

- *make summaries in the beginning of the how to-s, in order go not exclude civil society.*

- *to make more intuitive (shorten HowTos and presentations)*

*Suggestion regarding sustainability:*

- *A huge amount of effort has gone into the toolkit thjat others can profit from. But they too must be prepared to put in a bit of effort. Anything they put in will be a small part of what the project has put into it.*

- *keep it alive, while developing and improving tools (both from IT point of view and from RRI)*

## 4.3.4.    Summary of results of questionnaires

In total 45 questionnaires could be used to analyse the quantitative data as well as the open question.

In general, the toolkit was rated quite positively with no significant differences between users at the different events. The users agreed that they were able to find the information they were looking for in the toolkit. The toolkit met their expectations and they found it quite easy to use. Also most agreed to further recommend the toolkit to others.

The analysis of the open question on how to improve the toolkit shows suggestions that can be clustered into different aspects: Some suggestions refer to stakeholders. They find that content should be adapted to different stakeholder groups in order to find more specific information.

Another cluster comprises usability suggestions such as reducing complexity, better overview, shorter texts, and a more intuitive presentation.

The remaining suggestions refer to the sustainability of the toolkit. It is important to keep the toolkit

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alive and improve the tools at the same time.

## 4.4. Power user groups – Qualitative Assessement

### 4.4.1. 1st Focus group at T3 workshop in Barcelona

#### 4.4.1.1. Method

The ZSI team organised an interactive session with all 20 hub managers, who had been familiarised with the toolkit already during the London workshop (17th – 19th of February 2016) and who were by this time experienced users of the RRI tools toolkit.

The first half of the workshop was organised around 4 tables with groups of 4-5 persons per table. Two different formats were applied: 2 groups were working with SWOT analysis, and 2 groups worked on a usability reflection exercise.

In the usability reflection exercise the questions participants had to answer and discuss were based on classical usability questions (c.f. Nielsen, 1999), which were adapted to the Tool-kit.

The participants were first introduced and instructed to the methodologies. Designated table moderators guided the groups through the exercises.
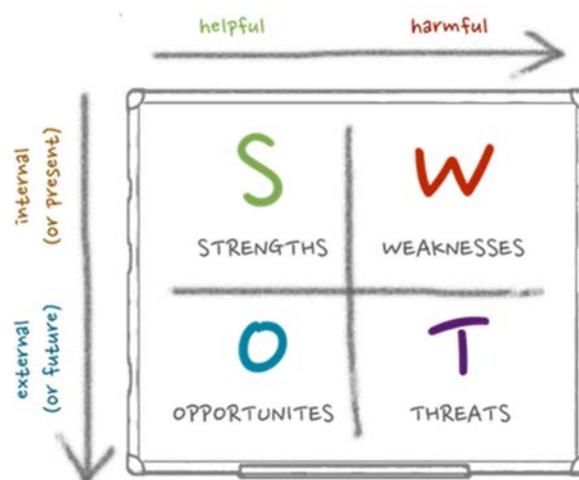


*SWOT analysis*

*Figure 1  SWOT introduction*

The participants were given the following guidelines for their work with the SWOT and usability reflection:

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- Identify the major issues of the TOOLKIT

- From the perspective of TODAY

- Very specific and precise (avoid grey areas)

- Keep it short and simple

- Be subjective

- Prioritise (No comprehensive long list, but most important factors)

The group discussion was organised in filling out a common flipchart, collecting aspects for the four quadrants.
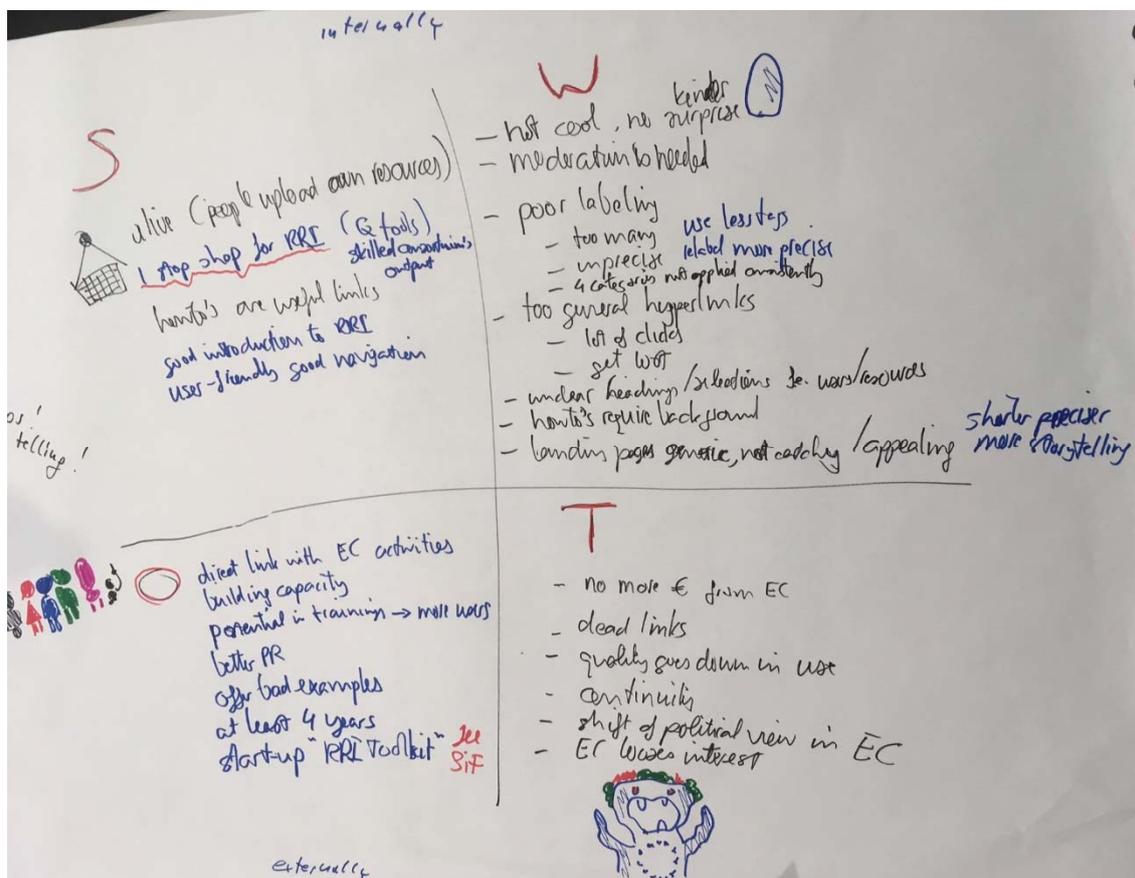


*Figure 2  SWOT analysis group work*

**Reflections on Usability**

The group work was giving answers to the following usability questions:

- It was easy to find the information I was looking for. (Did search function work?)

- I could quickly navigate through the toolkit. (Did get lost? Clear or confusing path?

- The tool-kit runs without any errors. (Which ones? How easy to solve?)

- The design is attractive to me. (text, graphical material, scrolling)

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- The toolkit does allow for intuitive usage (logical structure)

The group discussion was organised as follows:

1. Moderator reads out questions



2. Each participant answers per one card out of an individual card set of 5 cards per participant:

*Figure 3 individual card set for ranking activity*

3. Group discussion and finding ONE answer agreed by the whole group

4. The Moderator notes down results in pre prepared documentation sheet; indicates numbers from ☹ 1 bad to 5 ☺ good.

Through audio records all arguments and opinions of the two different groups have been collected and later summarised and analysed.



Before the workshop started, each participant got either a red sticker or a blue one. According to these colours two new groups where established, which equally mixed participants of the former SWOT table and the former usability table. Thus the groups had first a mutual **exchange** of findings of previous group works. In the next step the groups formulated **suggestions, recommendations,** and **comments** on a flipchart.

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*Image 1, 2, 3 Group discussions*

### 4.4.1.2.       Results  - *SWOT analysis (both groups):*

**-Strengths:**

- Search engine: (it has many entries as well as the possibility to search by keywords. Once the user has understood that it can be used as sort of a RRI-dedicated-google it becomes very powerful)

- Open to everybody without signing up

- Participatory (everybody can upload tools)

- How Tos

- "Inspiring practices", this "label" is considered as being useful for recognition and future calls. (the process on how this "label" is being attributed could be highlighted, and the pictogram could also tell that story, i.e. look like a "stamp" you get, or a reward of any kind)

- Tools for every policy agenda

- European

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- Look and feel is professional

**-Weaknesses**

- Hard to search the engine using only filters > Two different uses of the search engine. 1-Filters> not so easy. 2-Keywords > pretty robust

- Profile sections are not engaging

- The tools pages are not user friendly (not engaging)

- Tagging is complicated (not that much information when one is landing on a tool page)

- Difficult to find the How To's

- No other languages than English

- Not all resources are open access and when there are not there is no clear indication about it before trying opening up the file (maybe a pictogram with an open or closed locker could help and prevent frustration, while allowing people to keep on uploading resources even though there are not open)

- Community of practice landing page is not engaging enough, links to social media sites are missing (some persons are missing, at least consortium partners should be present)

- It is unclear (and it seems that not everyone agrees on) what the word "toolkit" is referring to : 1> the "toolkit" section of the platform only. 2> the whole platform (all sections) 3> the whole platform + events organized and advertised on the platform (i.e. training sessions for example)

**-Opportunities**

- Symbol for tools that are no open access

- Sustainability plan of the website

- Momentum for improving and making

- The relevance of the Toolkit is high, it does answer a real need

- Ensure visibility of the "history", the RRI tools founders on the website to legitimise the toolkit (is hidden now)

- Keep it clean /get rid of things we don't use

**-Threats**

- Sustainability

- Moderation plan (platform)

- Improvement/budget plan

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- 3 O's from European Commission is threat to RRI , they are losing interests

**Reflections on Usability**

***Question 1: It was easy to find the information I was looking for. (Did search function work?)***

The participants noted that in general, much information can be found within the toolkit. However, the workshop showed that the adequate information is not always easy to find. It requires some experience and time. For better navigation the following improvements were suggested:

- Better wording: The wording is sometimes confusing and it is difficult to figure out the right classification of the tools. Further it is not clear, what is a tool or a resource or a guideline, or a library; deliverables (pdfs) should not be named as a tool.

- Better tagging: tags are either too general that they don't make the search easier or too specific that users do not know them. E.g. specific project names cannot be found.

- Improve filters: filters are not clear enough.

It was appreciated to be able to create your own profile and save resources there.

**Group results:**

a) 2: good, but still needs some work

b) 3,5: you can find information, but it takes time and some efforts

***Question 2: I could quickly navigate through the toolkit. (Did get lost? Clear or confusing path?)***

In general, it needs some practise and understanding of the logic of the toolkit. You need a certain pre-knowledge on RRI. The navigation is intuitive (you can easily understand the different elements and filters), however you could get stuck and have no way to come back. It does not become clear, what the toolkit exactly contains (out of the portal).

The constant visible menu on the left side and the filters were regarded as being helpful.

**Group results:**

a) 4

b) 4: filters are saving much time

***Question 3: The tool-kit runs without any errors. (If there are some, which ones? How easy to solve?)***

Some spelling mistakes were noted. Sometimes even half a sentence is missing. This could also depend on the screen or device. The toolkit is also sometimes not working reliably. Could this be reasoned in a weak wi-fi? Further filters are not always appropriate (content wise) and sometimes there are no results

offered.

If users register during the search, previous savings are lost and they have to start over again. Also, the latest results are not saved (from previous search). In general it was recommended, that registration should be encouraged in order to avoid losing saved results. Also a shop basket or the function of remembering the latest sources would be helpful.

> **Group results:**
>
> a) 1-
>
> b) 3

*Question 4: The design is attractive to me. (Text, graphical material, scrolling)*

In general, the design is very much appreciated. The intro is attractive, simple enough, not amazing or scary, colours are ok, clean design, not crowded, modern, state of the art.

> **Group results:**
>
> a) 5 everything fine!
>
> b) 4

*Question 5: The toolkit does allow for intuitive usage (logical structure)*

In general, the toolkit has a good structure, which can be used rather intuitively. The icons and how the tools appear are appealing and understandable. However (see also Q 1), sometimes the results you get are disappointing. The different entry points are confusion and the classification of tools is not clear. Free text search would be better and it needs guidelines of how to use it (key words, tags, filters).

Autocomplete function for tags is appreciated.

> **Groups results:**
>
> b) no consensus,
>
> a) 4 a good structure

*3 things you liked most:*

Clean design, user interface, layout, user friendly

*3 things you don' like:*

"Results I get are not accurate", "classification should be improved", "tagging is not accurate", "last search option missing", "free text could be more sensual", Some useless features should be deleted, it is

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too much, could be still cleaner.

**Consolidated group results**

In general, the toolkit is perceived as very positive and "nice".

Requirements for improvements were formulated in:

- Accurate tagging

- Search engine gives good results, but via filters it is less

- Classification on what is a tool should be more elaborated

- Chronology of the last resources should be able to trace back

Further suggestions were made by:

- Provide the opportunity for story telling

- Use of videos (showing best practice examples, documentaries of events, podcasts of presentations (in different languages), statements and experiences (as shown by nanodiode https://www.youtube.com/user/nanodiode)

- In general, usage of more visual materials

- The toolkit should be open to the evolution of the RRI concept as well (e.g.: The three Os)

- Tools should not be named necessarily "RRI", but be more specific on the content

- Continuous development and growth, dynamic and flexible

In summary, the project RRI tools itself and the toolkit could be considered as inspiring practise and a role model of RRI. Users should get encouraged to register to make full advantage of all available features and functionalities.

## 4.4.2.    Summary of feedback

In general, the toolkit is very much appreciated and strengths and opportunities are prevailing. The look and feel is very professional and appealing. However, there is some need for improvement. There are contradictory opinions on the structure and navigation of the toolkit and there are still some bugs or typos in.  Mainly the two groups agreed and emphasised the intuitive navigation of the toolkit and rated the design as very positive. However, the difficulties with the filters and the fact that there is RRI pre-knowledge required to really be able to search the toolkit were criticised by the participants. Thus, there is still the need for further helping features, such as how to use the toolkit guidelines.

In sum the toolkit as such is seen as very relevant, it answers a real need. Regardless of how good or

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difficult resources are to find, it is very welcome, that all these information is compiled within the toolkit. Therefore a sustainability plan of the toolkit would be welcome.

Additional the groups agreed on the issue that other languages than English should be integrated.

### 4.4.3.     Adaptation of Toolkit

The development of the toolkit was work in progress as described in more detail in deliverable D 3.2.

First of all, the introductory resources were designed adapting the content of the Rationales and Perspectives to the communication language used in each format (online, video, and slide presentation). After the Consortium experts reviewed and validated the original designs, the introductory resources were developed. In a second step, to further define the scope of the Toolkit, "la Caixa"Banking Foundation conducted a workshop within the RRI Tools Consortium where representatives of each group of stakeholders were asked about the vision, mission, and values of the platform to be developed. In a third step, aimed at finding a global vision, mission, and values of the Toolkit, the expectations of all groups of actors were merged and analysed as a whole. In a fourth step "la Caixa"Banking Foundation did an internal survey within the Consortium to identify the top priorities regarding the Toolkit content and the Community of Practice.

All results were fed into the further development of the toolkit. Many of the improvements were recognized by the Hub partners during the Second Train the Trainers in Barcelona (July 2016) as well.

### 4.4.4.     2nd Focus group with project partners - design and reflecting team

After a detailed list of all statements and the feedback gathered in the workshop during the T3 in Barcelona ZSI, FBLC and EVERIS had a short online focus group to discuss important points. Since this was the last feedback round and the toolkit was already developed very well, most of the feedback was easy to understand and EVERIS solved the bugs and implemented most suggestions. Besides the toolkit especially one aspect of it required more work and therefore detailed discussion. The Self-Reflection Tool needed new wording, new design, and a new structure (Detailed explanation see in D5.4).  EVERIS prepared a detailed work plan and new design suggestions based on feedback gathered in Barcelona, which was agreed in this virtual meeting. Both, toolkit and self-reflection tool will be finalised by October 23rd.

## 4.5.   Webbased feedback  - Validation report on the RRI Toolkit (March-August 2016)

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Additionally to the qualitative and quantitative data collected, a web based analysis was performed in order to allow insights in usage of the visitors. The following chapter shows numbers and figures about who visits the toolkit, how many visitors and registered users are there in total, in which countries are they based, which pages of the platform arouse most interest, how many resources are there divided in 4 elements (library, inspiring practised, project, tools) and which stakeholder groups do they address, which tools are the most visited ones and how often users visited the different how tos.

## 4.5.1. Who is the RRI Toolkit visitor?

Between the official launch of the RRI Toolkit in early March and the end of 15th Sept 2016 more than 20,861 users visited the RRI Toolkit. 39,229 sessions and 152,900 page views were registered, with an average duration of 05:44 and an average number of 3.90 pages viewed per session.

This means 20,859 visitors stayed less than 10 seconds, but 2,004 visitors stayed longer than half an hour and visited 46,057 pages. Such long sessions tend to indicate a high level of interest of the users.

| Session Duration | Sessions | | Pageviews | |
|---|---|---|---|---|
| 0-10 seconds | 20,859 | | 22,083 | |
| 11-30 seconds | 2,406 | | 5,698 | |
| 31-60 seconds | 2,169 | | 6,225 | |
| 61-180 seconds | 3,701 | | 14,440 | |
| 181-600 seconds | 4,215 | | 25,353 | |
| 601-1800 seconds | 3,875 | | 33,044 | |
| 1801+ seconds | 2,004 | | 46,057 | |
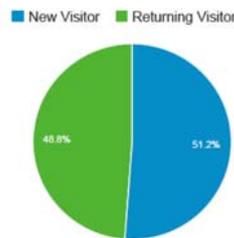


*Figure 4 Session duration /pageviews*

*Figure 5 New and returning visitors*

49, 50% further interacted at the toolkit after arriving on the starting page.

48,8% are returning visitors. In total numbers that means: 20,080 new visitors and 19,149 returning visitors.

Here is a more detailed view per month. On average, the RRI Toolkit counted 6,280 sessions and 24,790 page views per month between March and August 2016.

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| | Users | Sessions | Page views | Average duration | Average number of pages |
|---|---|---|---|---|---|
| March 2016 | 5,349 | 8,476 | 35,786 | 05:18 | 4.22 |
| April 2016 | 4,303 | 6,981 | 26,845 | 05:16 | 3.85 |
| May 2016 | 3,881 | 6,547 | 27,798 | 07:02 | 4.25 |
| June 2016 | 3,607 | 6,551 | 28,068 | 07:02 | 4.28 |
| July 2016 | 3,016 | 5,129 | 18,155 | 05:24 | 3.54 |
| August 2016 | 2,525 | 4,006 | 12,109 | 04:18 | 3.02 |
| **Total** | **22,681** | **37,690** | **148,761** | **05:48** | **3.95** |

*Table 2Views per month. Source: Google Analytics*

The RRI Toolkit visitor mainly originates from Spain (29 % of the sessions), followed by Italy (10%),
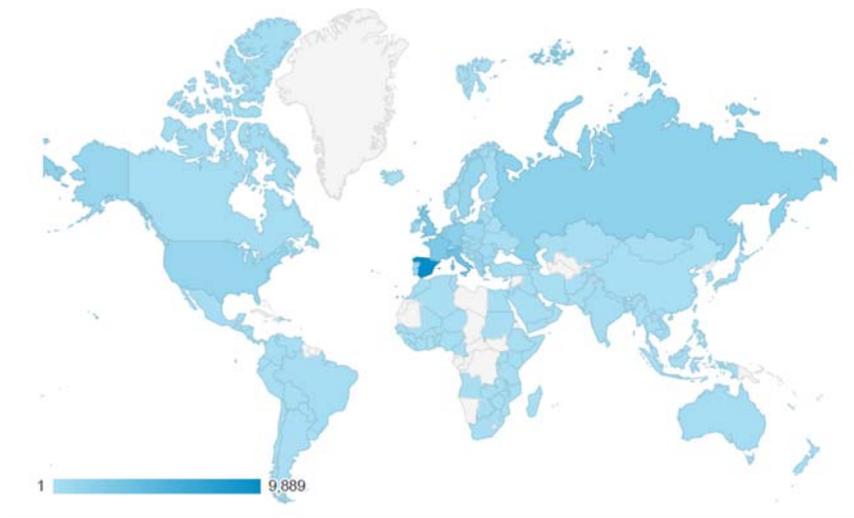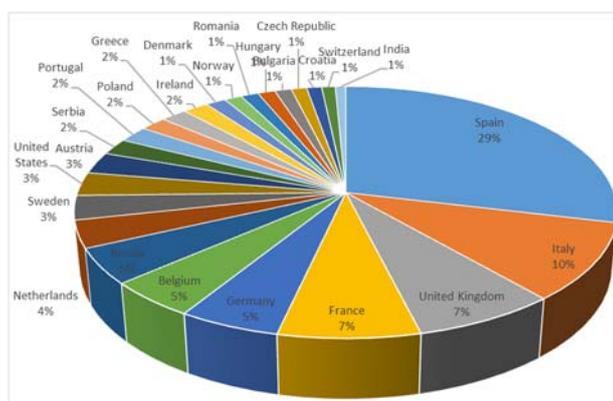


United Kingdom, France (7% each), and Germany, Belgium and Russia (5% each).

*Figure 6 Map Overlay*

*Table 3 National origins, Source: Google Analytics*

**-Device categories:**

89% (34,940) of the users visited the toolkit per desktop, 8.4% (3,283) per mobile and 2.6% (1,006) per tablet.



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**-Acquisition overview:**

Most users reached the site via organic search (37%), instantly followed by direct visits (33.5%),

approximately 7,000 by referral and around 3,000 via social

media.



*Figure 9 Acquisition overiew Source: Google*

*Analytics*

## 4.5.2.        Which pages of the Platform arouse the most interest?

The most viewed pages of the Toolkit over the March 2016 - August 2016 period are the homepage - unsurprisingly - with 19% of the page views, the search engine (10%) and the self-reflection tool (8%). Most visitors come to perform a search in the Toolkit. One can see that the pages which allow to create an account (3,5%) or to inform about RRI (3,5%) and its benefits for the different stakeholders (1% to 2%) are not visited as much.

|    | Page Title | Page Views | % |
|----|------------|------------|-----|
| 1  | HomePage | 27,991 | 18.82% |
| 2  | Search engine | 14,834 | 9.97% |
| 3  | Self-Reflection Tool | 12,114 | 8.14% |
| 4  | ABOUT RRI | 5,362 | 3.60% |
| 5  | Authentication | 5,360 | 3.60% |
| 6  | My Profile | 4,047 | 2.72% |
| 7  | Events | 3,297 | 2.22% |
| 8  | Research Community | 2,922 | 1.96% |
| 9  | Resources | 2,705 | 1.82% |
| 10 | Training | 2,206 | 1.48% |
| 11 | Who we are | 2,087 | 1.40% |
| 12 | Policy Makers | 1,918 | 1.29% |
| 13 | Register | 2,435 | 1.64% |
| 14 | Forum | 1,819 | 1.22% |
| 15 | Ethics | 1,544 | 1.04% |

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| | | | |
|---|---|---|---|
| **16** | Project description | 1,449 | 0.97% |
| **17** | Verify Email Address | 1,404 | 0.94% |
| **18** | Education Community | 1,347 | 0.91% |
| **19** | Gender Equality | 1,310 | 0.88% |
| **20** | Public engagement | 1,076 | 0.72% |
| | **Total page views: 148,761** | **97,227** | **65.34%** |

*Table 4 Page views Source: Google Analytics*

### 4.5.2.1.        A focus on the tools pages:

The 20 most visited tools of the Toolkit over the March 2016 - August 2016 period all belong to the 'tools' category, which covers practical resources such as manuals, guides or toolboxes.  Out of these 20 best performing tools, a large number are catalogues of tools (7) or guidelines (7), and are frequently related to reflection and evaluation (5). Most users of the Toolkit are looking for hands-on resources.

| | Page Title | Page Views | % |
|---|---|---|---|
| **1** | The Research Ethics Library | 529 | 0.36% |
| **2** | The Engage2020 Action Catalogue | 408 | 0.27% |
| **3** | The Social Innovation Journey Toolbox by the TRANSITION project | 312 | 0.21% |
| **4** | Living Lab: a new form of relationship with the public | 301 | 0.20% |
| **5** | The GAP2 Methodological Toolbox | 253 | 0.17% |
| **6** | The Living Knowledge Science Shop Toolbox | 242 | 0.16% |
| **7** | Good Practices of Gender Sensitive Research: Guidelines and Information Sheet | 197 | 0.13% |
| **8** | The DESIRE Toolkit | 178 | 0.12% |
| **9** | Mind the gap ! Multi-stakeholder dialogue for priority-setting in health research | 176 | 0.12% |
| **10** | The Toolbox for User driven Innovation and Living Labbing | 166 | 0.11% |
| **11** | Training and Resources in Research Ethics Evaluation | 161 | 0.11% |
| **12** | How open is it ? Open Access Spectrum | 141 | 0.09% |
| **13** | Gender in Research Toolkit and Training | 140 | 0.09% |
| **14** | The European Code of Conduct for Research Integrity | 136 | 0.09% |
| **15** | The KARIM Responsible Innovation Criteria | 131 | 0.09% |
| **16** | The Systems Thinking Playbook for Climate Change | 129 | 0.09% |
| **17** | The INTEGER Guidelines for Gender Structural Change in High Education and Research Organisations | 128 | 0.09% |

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| 18 | Doing Foresight | 127 | 0.09% |
|---|---|---|---|
| 19 | Online course (MOOC) on Responsible Innovation | 126 | 0.08% |
| 20 | Building Bridges : A four step framework to improve territorial governance | 123 | 0.08% |
| | **Total page views: 148,761** | **4,104** | **2.75%** |

*Table 5: Tools views Source: Google Analytics*

One can note that if the 'tools' arouse the most interest, they come second in the Toolkit (21% of the resources) after the 'library elements', which designate articles, reports, and cross-analyses (59% of the resources).

| Type of tool | Number of tools | % |
|---|---|---|
| **Library element** | 265 | 59.28% |
| **Tool** | 94 | 21.03% |
| **Project** | 51 | 11.41% |
| **Inspiring practice** | 37 | 8.28% |
| **Total** | 447 | 100% |

*Table 6 Tools per library element Source: RRI Tools website*

If we are to look at the policy agendas, the 20 best performing tools mainly cover governance (13) and public engagement (9), followed by science education (7), ethics (6), open access (4) and gender (2), which reflects the overall distribution of tools in the Toolkit.

| Address | Number of tools |
|---|---|
| **Governance** | 272 |
| **Public engagement** | 223 |
| **Science education** | 159 |
| **Ethics** | 148 |
| **Open access** | 123 |
| **Gender equality** | 115 |

*Table 7: Tools per policy dimension. Multiple answers allowed - Source: RRI Tools website*

### 4.5.2.2. A focus on the How To pages:

One must bear in mind that the How to pages have been released from 23 May 2016 on. Out of the 5 best performing how-to pages over the May 2016 - August 2016 period, three are related to funding calls and driving institutional change, and address researchers and policy-makers. Among the different policy agendas, ethics generates the most interest.

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|  | Page Title | Page Views | % |
|---|---|---|---|
| 1 | How to incorporate the RRI principles in a funding call | 461 | 0.31% |
| 2 | How Tos on Ethics (general page) | 459 | 0.31% |
| 3 | How to incorporate RRI in policy/funding institutions | 419 | 0.28% |
| 4 | How to apply RRI (general page) | 399 | 0.27% |
| 5 | How to incorporate RRI in higher education institutions | 392 | 0.26% |
| 6 | How to co-create community-based participatory research | 383 | 0.26% |
| 7 | How Tos on Gender Equality (general page) | 330 | 0.22% |
| 8 | How to design a RRI-oriented project proposal | 283 | 0.19% |
| 9 | How to set up collaboratively a research agenda | 283 | 0.19% |
| 10 | How Tos on Science Education (general page) | 267 | 0.18% |
| 11 | How Tos on Governance (general page) | 235 | 0.16% |
| 12 | How to do a business plan embedding the RRI principles | 233 | 0.16% |
| 13 | How Tos on Open Access (general page) | 228 | 0.15% |
| 14 | How Tos on Public Engagement (general page) | 199 | 0.13% |
| 15 | How to embed RRI in citizen science | 194 | 0.13% |
| 16 | How to integrate RRI in secondary education | 178 | 0.12% |
| 17 | How to implement RRI at national level | 177 | 0.12% |
| 18 | How to incorporate RRI in science engagement organisations | 160 | 0.11% |
| 19 | How to Introduce RRI at school through project- and inquiry-based learning in STEM | 142 | 0.10% |
| 20 | How to advocate your idea and set up a project proposal: Capacity building for CSOs | 117 | 0.07% |
|  | **Total page views: 148,761** | **5,700** | **3.83%** |

*Table 8: How Tos Page Views. Source: Google Analytics*

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### 4.5.3. Who are the members of the RRI Tools community?

The RRI Toolkit is publicly available to everyone. However, in order to be able to upload tools and contribute to the discussions on the forum, one must create an account, thus becoming a member of the RRI Tools community.

As of early September 2016, the RRI Tools community of users counts 742 members. These members declared themselves mostly as individuals (86%) rather than institutions (14%). A large number of them belong to research and education communities (two answers allowed), and have a predominant interest in science education and public engagement (multiple answers allowed).

| Type | Number of users |
|---|---|
| Individual | 602 |
| Institution | 140 |
| **Total** | **742** |
| *Source: RRI Tools website* | |
| **Stakeholder group** | **Number of users** |
| Research community | 436 |
| Education community | 321 |
| Civil society organizations | 180 |
| Business and industry | 104 |
| Policy makers | 71 |
| *Two answers max. allowed - Source: RRI Tools website* | |
| **Interests** | **Number of users** |
| Science education | 180 |
| Public engagement | 168 |
| Open access | 117 |
| Ethics | 113 |
| Governance | 106 |
| Gender | 94 |
| *Multiple answers allowed - Source: RRI Tools website* | |

*Table 9: Types of Users and Interests:*

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The following data were envisaged to be collected but did not provide any results:

- Access and monitor members' actions and behaviours on the website

- Layout of the platform – collection of comments

- Errors of listed tools

- Wish list of missing tools

# 5. Summary

In general, the final revised RRI toolkit is very much appreciated and strengths and opportunities are prevailing. The look and feel is very professional and appealing. However, this output is the result of a development process that included several loops of qualitative and quantitative evaluation, synthesis and suggestions for improvements, change and revision.

The efforts of evaluating the tool kit were differently: while the qualitative feedback collection was highly effective, the quantitative data collection was insufficient to reveal reliable data. Still, these data were completing and validating the already gained picture, thus served well to emphasise the recommendations for improvements.

In sum the users see the toolkit, in its final version, as very relevant. It answers a real need.

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## 6.1. Weblinks

- RRI Tool Project: http://www.rri-tools.eu/
- RRI Tool Blog: https://www.facebook.com/RRI.Tools.Project/?fref=ts

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# 7.    List of Figures and Tables

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