E³UDRES²

Engaged and Entrepreneurial European University as Driver for European Smart and Sustainable Regions

SESSION ONE – WEEK ONE

23RD MARCH 2023

GOALS: Define end-user; Decide on a challenger; Understand assesment model and E-portfolio activity

NEW LEARNERS

TEAMS 1 & 2

First name	Surname	Team	Email Address	Country
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Bianka Anita	Daróczi	2	daroczi.bianka.anita@stud.uni-mate.hu	HU
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Inês	Ramalho	2	201902164@estudantes.ips.pt	PT

COMMON STRANGE THINGS

We have strange things in common...

o Groups session – 2 breakout rooms

o You have 5 minutes for a discussion/chat

The task is: find out what is your most strange common thing?

e.g., All of you are left-handed
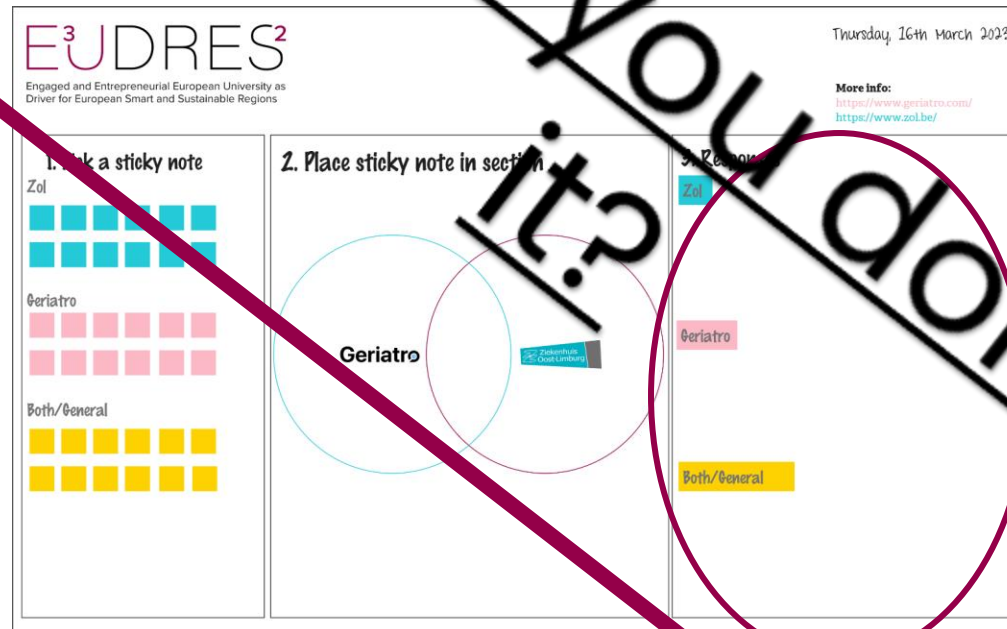
Or All of you had red hair as a little child

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COMMON STRANGE THINGS

- ❖ And here you come
- ❖ The stage is yours
- ❖ **What are your common strange things?**
- ❖ Each group has 1 minute to summarize

HOMEWORK FOR 23RD OF MARCH

1. <u>Each team</u> should complete 3rd section of the Mural Board

   -> go to Unicampus and check guidelines for this assignment!

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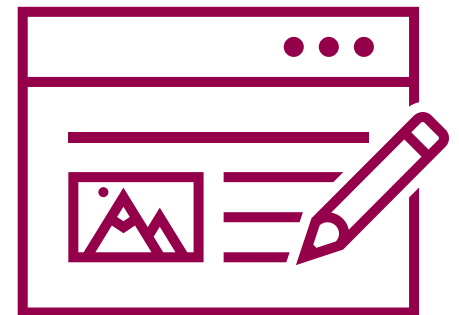

ASSESSMENT &
E-PORTFOLIO

E-PORTFOLIO

You create and share your professional portfolio showing your learnings within the I Living Lab.

From your professional point of view, you show **knowledge, skills, competences and/or attitudes** you have developed.

You need to think about **self-evaluation and reflections, feedback** you have got from others and from the clients, costumers, and coaches during the I Living Lab.

As an additional task you are asked to think about how you want to **develop further** these matters after finishing the I Living Lab.
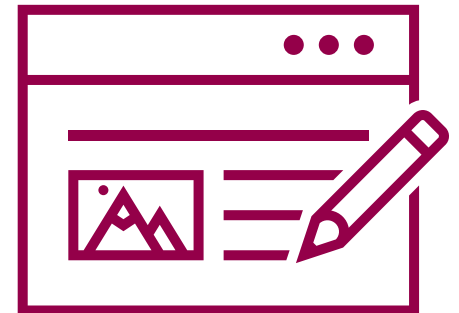
E-PORTFOLIO

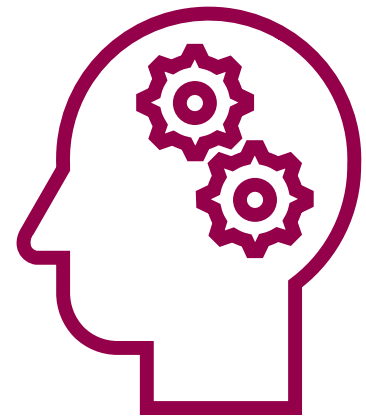o **Choose a tool** freely.

Examples for tools are:

- o Flipsnack: https://www.flipsnack.com/
- o Adobe Portfolio: https://portfolio.adobe.com/
- o Wix: https://www.wix.com/

o Entries of the portfolios **do not follow a specific structure**. Just **be creative**, so it can be text, images or videos.

Examples of e-portfolios used in an iLab context are:

- o https://www.flipsnack.com/ilabthomaspicher/thomas_ilab_portfolio.html
- o https://annapetrovic.wixsite.com/ilab/blog
- o https://ilab-portfolio.herokuapp.com/2021/01/17/The-iLab/

E-PORTFOLIO 1ST SESSION

1. Start your e-portfolio

2. Use your first name as "title"
   - Let us know more about yourself (can be text-based / drawing / video …)
   - Give feedback to one another

3. Choose "reflection partners" using the google sheet link at Unicampus, "Personal goals+Reflection partner"
   - Bi-weekly, Person A and Person B meet and talk about the contents of their e-portfolios*

"Reflection partners"	
Person A	Person B

* Works with an even team; if an odd team, we do trios (Person A, B and C).

On the 30th March the session will start by your e-portfolio presentation.

HELPFUL QUESTIONS FOR YOUR INDIVIDUAL LEARNING E-PORTFOLIO

o What have I / have we done (today / the last hour / days)? (Reflection supported by visualization of individual steps / phases and their duration).

o How did I / did we proceed?

o What was important for me today?

o What did I find particularly interesting today?

o What was the common / red thread for me today? What disturbed / promoted it?

o What new things (contents, projects, literature, solutions...) did I learn, what did I noticed?

o Where did I become active today - why? Where not - why? What helps me to be active what hinders me?

o Which ideas / impulses / talents could I contribute?

o What new talent / resource have I discovered / developed / I can use well - which talents / resources have I discovered of others?

o For me it was very helpful today that ...

o What questions, suggestions, work opportunities, concepts did I perceive? What will I continue to work - when? where? how?

o Which contents / experiences seem so important to me that I like to sum them up in my own words?

o What would I like to apply / try out in the next few days / weeks?

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FURTHER HELPFUL QUESTIONS FOR YOUR INDIVIDUAL LEARNING E-PORTFOLIO

- What was unclear to me?

- What do I want to catch up on, what do I want to clarify?

- Which aspects of content / methods do I want to deepen?

- Where have I made other experiences in relation to what I have experienced / perceived on the content / methods - is my point of view different?

- Where / how was I confirmed in what and how I do it?

- What do I want to communicate to Educational Entrepreneurs? How & when?

- This is how I feel right now … This is how I would like to feel at the end, of the next week?

- A particularly important content-related / personal / methodological focus for the next week is for me …

- What do I want to pay more attention to in the future?

- Where and how will I further use (aspects of) the acquired knowledge:
  - profession
  - private life
  - Bringing into other projects, in which I am involved

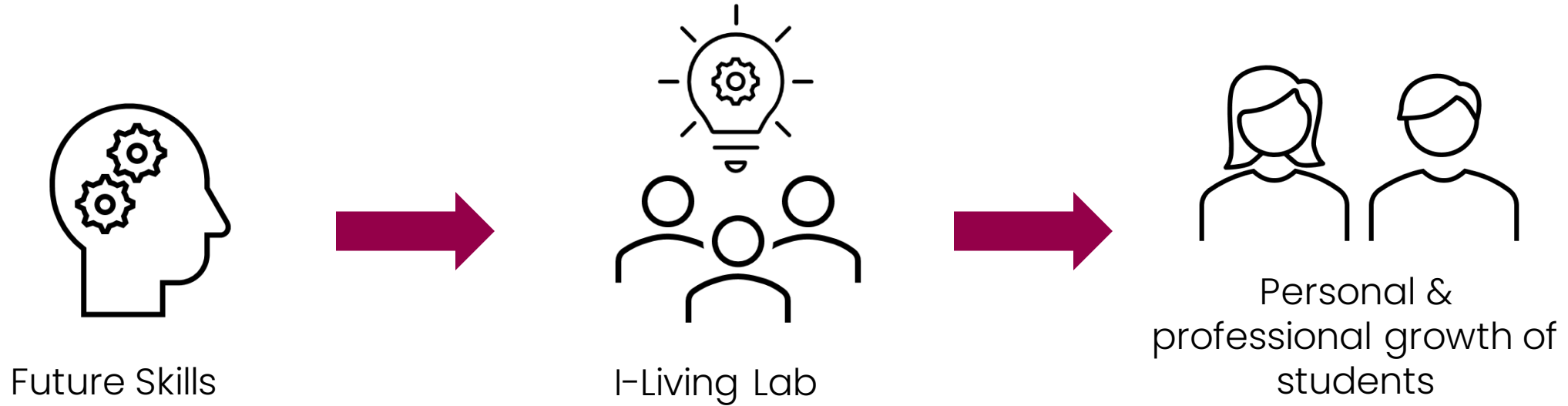- How has been the exchange, communication with the teammates? How was this hindered / promoted

E-PORTFOLIO FEEDBACK & REFLECTION

GIVING AND RECEIVING FEEDBACK

What, why & how

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FEEDBACK AND ASSESSMENT IN AN I LIVING LAB

Future Skills → I-Living Lab → Personal & professional growth of students

The I Living Lab is a safe working and learning space that allows you to try things out, fail and learn from failure. In doing so, you develop and sharpen your future skills and grow on a professional and personal level. **Feedback and reflection** play an essential role in supporting this process. Different assessment methods show the personal learning success of each student through the I Living Lab .

360-DEGREE FEEDBACK

A type of feedback process where you will receive **continuous feedback** for multiple parts, us (EE), coaches, judges & external stakeholders, team members & peers in different forms. You also need to be engaged in giving feedback.

From

To

GIVE & RECEIVE FEEDBACK – LADDER OF FEEDBACK

THANKS
Your idea made me think of…
I can see xxxx working in my design.
I learned about xxxx from your idea.

SUGGEST
Have you thought about…
What about adding….
Could you leave out the part where…

CONCERNS
I am wondering if…
It is possible that…
I don't understand how…
How might you…

VALUE
This part is effective because…
It is eye-catching because…
You had a great idea….

CLARIFY
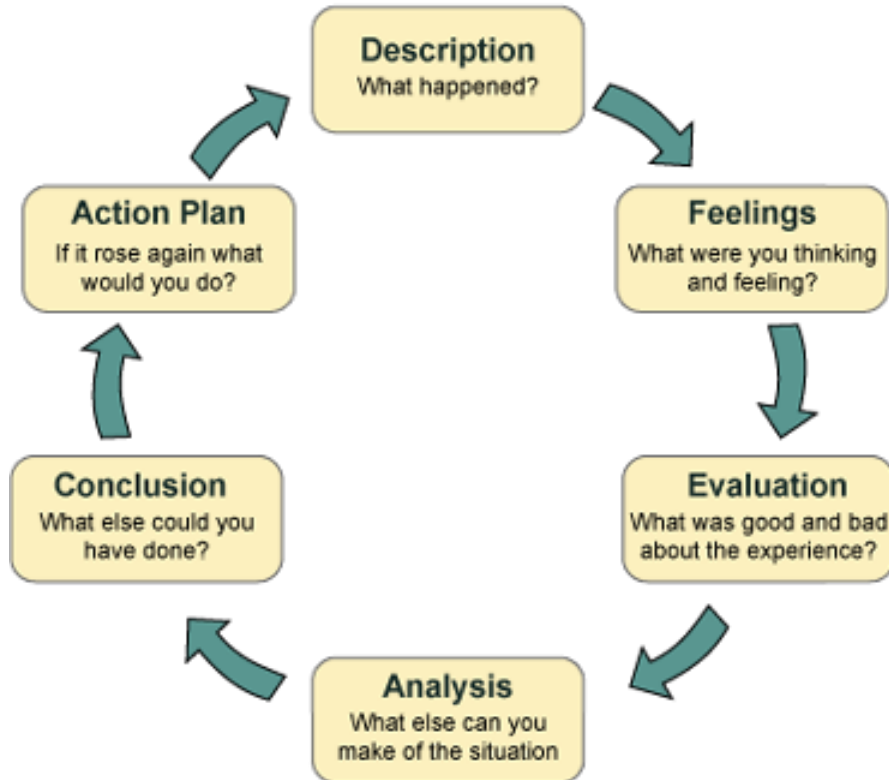What do you mean by…
Tell me more about…
How does…..work?

LADDER OF FEEDBACK
The original version of the Ladder of Feedback was developed by Daniel Wilson (Wilson et al., 2005).
Graphic by Sonya terBorg @terSonya

To dive deeper, see terBorg (2018).

GIBBS REFLECTIVE CYCLE

Gibbs Reflective Cycle

Description
What happened?

Feelings
What were you thinking and feeling?

Evaluation
What was good and bad about the experience?

Analysis
What else can you make of the situation

Conclusion
What else could you have done?

Action Plan
If it rose again what would you do?

To dive deeper, you can read this article.

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Description: First, ask the person you are coaching to describe the situation in detail. At this stage, you simply want to know what happened – you will draw conclusions later.

Feelings: Next, encourage them to talk about what he thought and felt during the experience. At this stage, avoid commenting on their emotions.

Evaluation: Now you need to encourage the person you are coaching to look objectively at what approaches worked, and which ones did not.

Conclusions: Once you have evaluated the situation, you can help the person draw conclusions about what happened. Encourage them to think about the situation again, using the information that you have collected so far.

Action: You should now have some possible actions that the person can take to deal with similar situations more effectively in the future. In this last stage, you need to come up with a plan so that they can make these changes. Once you have identified the areas they will work on, encourage them to commit to taking action, and make an appointment for both of you to review progress.

ASSESSMENT – FINAL TASKS

PRESENTATIONS

Learners must pitch + poster their solutions and prototypes and enhance the chance to obtain constructive feedback to further develop their solution or reconsider their approaches.

ASSESSMENT REPORT & TALK

The assessment report and the following assessment talk summarize all the learning during the I Living Lab.

In preparation for the assessment talk, students need to prepare a written assessment report. In this report, students need to reflect on the defined learning goals / competences to learn. Based on these competences, they think about the grade they deserve for their performance and argue why.

During the assessment talk, students present their portfolio and argue their proposed grade. The decision about the grade is a joint reflective discussion between the student and the lab responsibles.
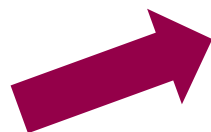
E³UDRES²
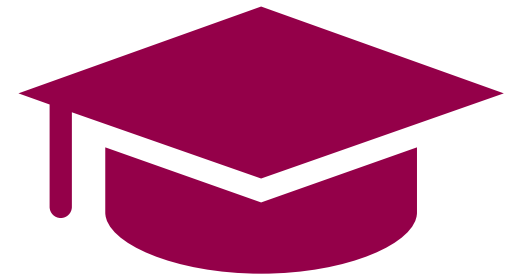
I LIVING LAB GRADING

| ECTS Grade			Definition
A	Excellent	90-100%	Outstanding performance with only minor errors
B	Very good	80-89,9%	Above the average standard with some errors
C	Good	70-79,9%	Generally sound work with a number of notable errors
D	Satisfactory	60-69,9%	Fair but with significant shortcomings
E	Sufficient	50-59,9%	Performance meets minimum criteria
F	Fail	under 49,9%	Considerable further work is required before credit can be awarded

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ASSESSMENT METHODS

Personal goals

Assessment report & talk

E-Portfolio
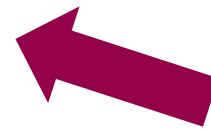
Presentations (pitch + poster)

ASSESSMENT – PERSONAL GOALS

PERSONAL DEVELOPMENT & PERSONAL GOALS

To foster **personal development**, it is important to define **personal goals** at the beginning of the I Living Lab. You need to set goals that you want to achieve for your future.

There are two key points for the personal development:

1. Reflective practice.
2. Development of a learning community.

The personal goals are defined as smart goals.

During the process, it is useful to check in **personal goal setting sessions** if the goals are still ok or need to be adjusted or changed.

TOPICS OF PERSONAL GOALS

In principle, personal goals should be linked to learning outcomes of the I Living Lab. The alignment of the personal goals includes the following topics:

- o   Life and professional skills
- o   Learning and innovation skills
- o   Information, media and technology skills
- o   Critical thinking and problem solving
- o   Communication
- o   Collaboration
- o   Creativity

As you can see, the topics are strongly connected to Future Skills.
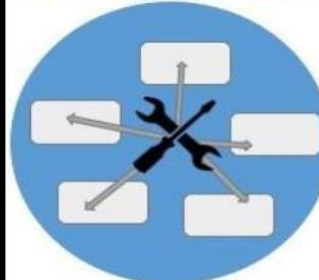
Future Skills

Decision competence

Self-efficacy

Systems competence

Innovation competence
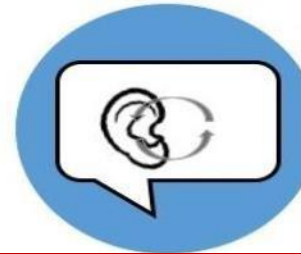
Initiative and performance competence

Self-competence

Learning literacy

Communication competence

Self-determination

Future and design competence

Cooperation skills

Sense-making

Design-thinking competence

www.nextskills.org

Ambiguity competence

Digital literacy

Reflective competence

Ethical competence

Future Skills

HELPFUL QUESTIONS FOR YOU TO DEFINE YOUR PERSONAL GOALS

What are potential <u>learning outcomes</u>?
  o   What could be possible to learn in I Living Lab?
  o   What of these learning outcomes might you be able to measure?
  o   What are you interested to learn?
  o   What are you hoping to learn?
  o   What would you like to learn?

What are your <u>personal goals</u> in the I Living Lab?
  o   What do you want to improve?
  o   Where do you want to develop further?
  o   In which areas do you want to develop further?
  o   Which skills could be relevant for you in the future?

With which <u>features</u> can you achieve your learning outcomes?
  o   Physical
  o   Social
  o   Institutional
  o   Psychological
  o   Rules and deeds

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PERSONAL GOAL SETTING SESSION – „HOMEWORK" FOR 30TH MARCH

(individual task)

1. Reflect on your personal goals

2. Choose 3 learning outcomes along the Learning outcomes framework in Unicampus

3. Fill the table below using the google sheet link at Unicampus, "Personal goals+Reflection partner"

Future skill chosen	Learning outcome chosen [initial self-assessment]
e.g. Design Thinking	Level 3 [Level 1]

(group session – 2 breakout rooms; 10 minutes) -> ON THE 30TH MARCH

- Describe the chosen future skills (learning outcomes)
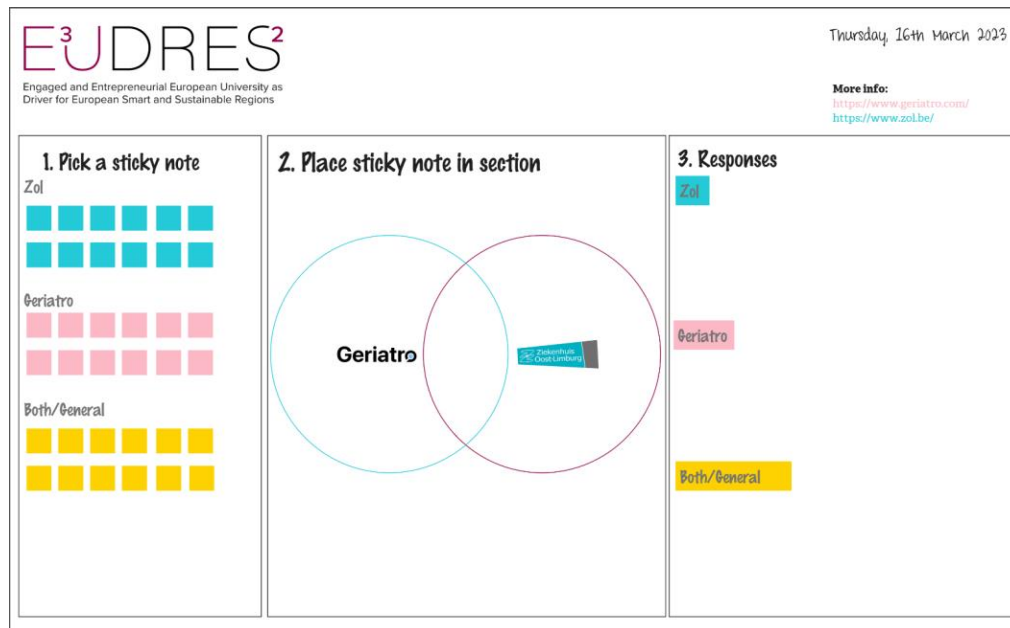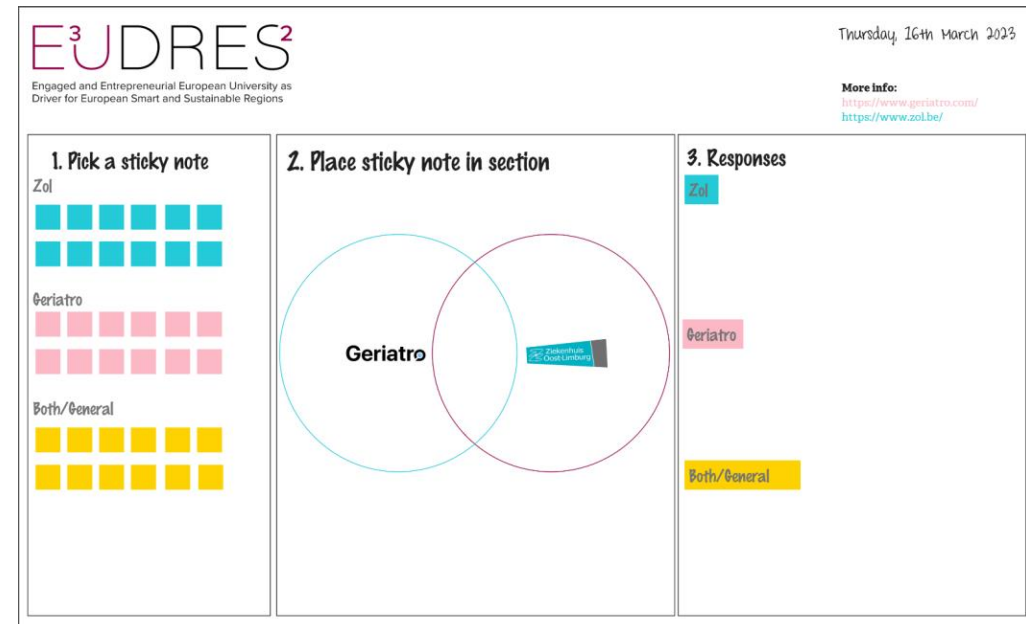- Explain own classification of the level at which you see yourself at the beginning
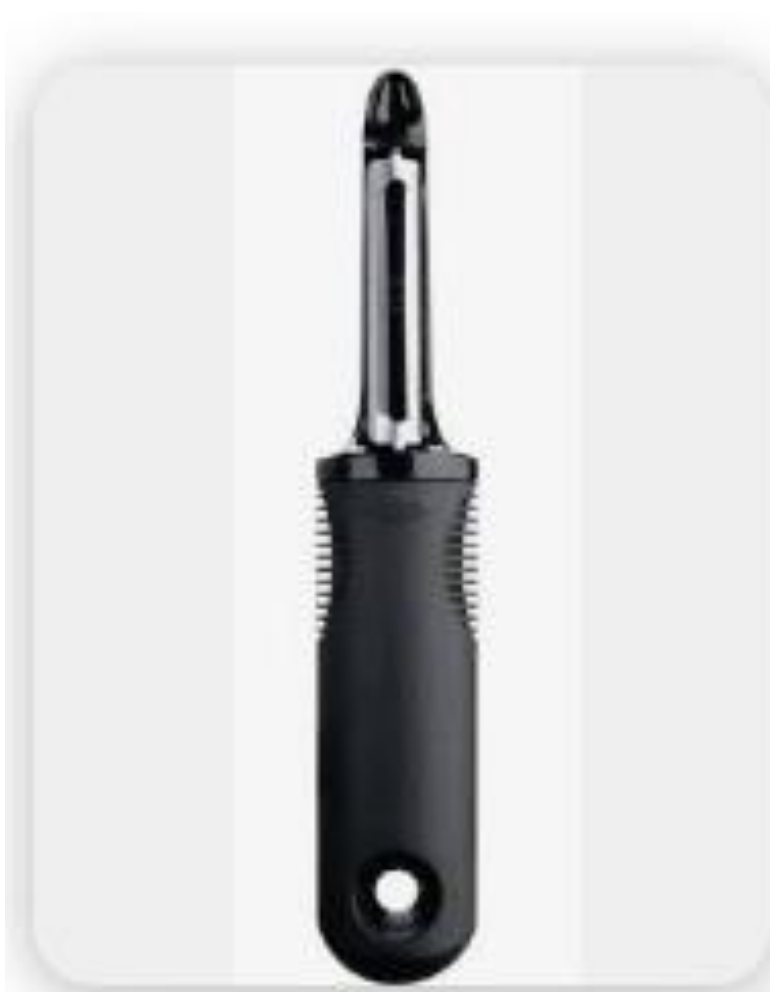
05:00

TIME FOR A BREAK :)

CHALLENGERS

MURAL PRESENTATION

- *Each Team Present its MURAL*

Tiago Santana

Bianka Anita Daróczi

The story of the peeler?

The New York Times

Sam Farber, Creator of ...

Sam Farber designed the first OXO peeler for a pair of hands he loved more than his own. His wife had arthritis that made using a metal peeler a struggle.

"Fall in love with the problem"

Farber founded OXO as a result of improvements he made to an everyday vegetable peeler. It became a market dominance.

"Get to know your end user. Don't focus only on average users, extreme users do count".

The story of the iPhone?

"When Apple launched the iPhone in 2007, it instantly became every user's favorite.

The reason for its popularity and market dominance would be how thoughtfully it was planned."
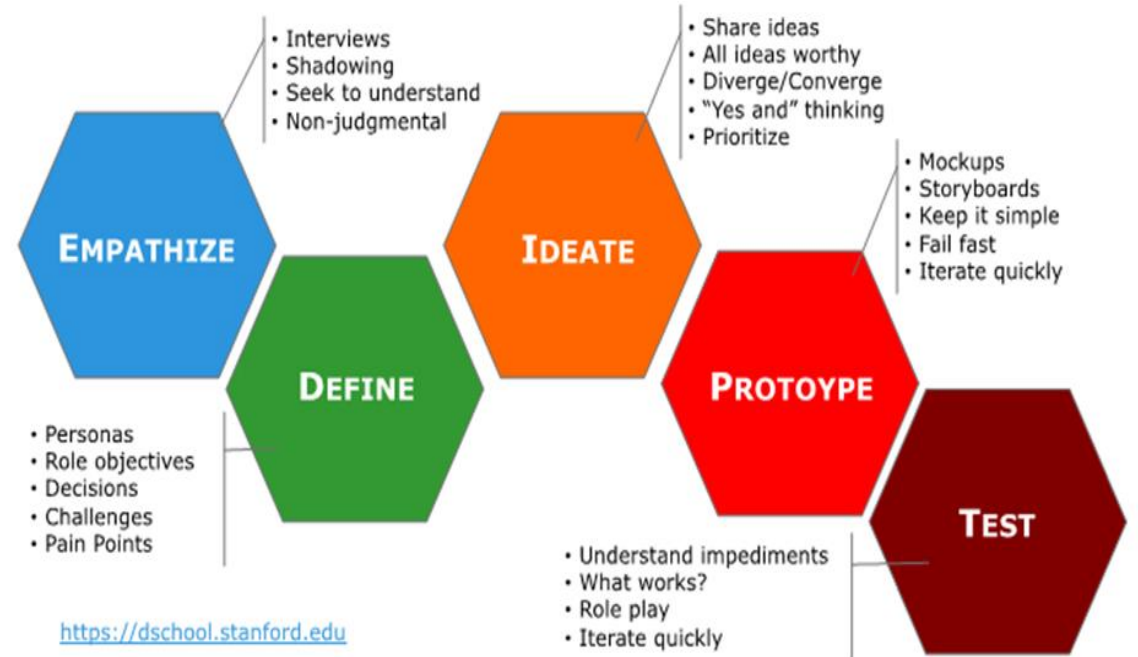
www.mygreatlearning.com/blog/design-thinking-is-apples-success-mantra/

EMPATHY WHAT?

❑ Getting to know the end users and the problem they face

❑ Capacity to understand and feel what the other person is experiencing

❑ Ability to mirror the other person's emotions, thoughts, expressions, hopes, attitudes, and opinions

❑ Withholding judgment

❑ Avoiding filling holes or gaps in conversation with your own assumptions

o Ask the 5 whys

o Adopt a beginner's mindset

- Interviews
- Shadowing
- Seek to understand
- Non-judgmental

EMPATHIZE

- Personas
- Role objectives
- Decisions
- Challenges
- Pain Points

DEFINE

IDEATE

- Share ideas
- All ideas worthy
- Diverge/Converge
- "Yes and" thinking
- Prioritize

- Mockups
- Storyboards
- Keep it simple
- Fail fast
- Iterate quickly

PROTOYPE

TEST

- Understand impediments
- What works?
- Role play
- Iterate quickly

https://dschool.stanford.edu

FALL IN LOVE WITH THE PROBLEM

CONDUCT EMPATHY RESEARCH

Empathize with the feelings, experiences, needs, desires, dreams of the people involved
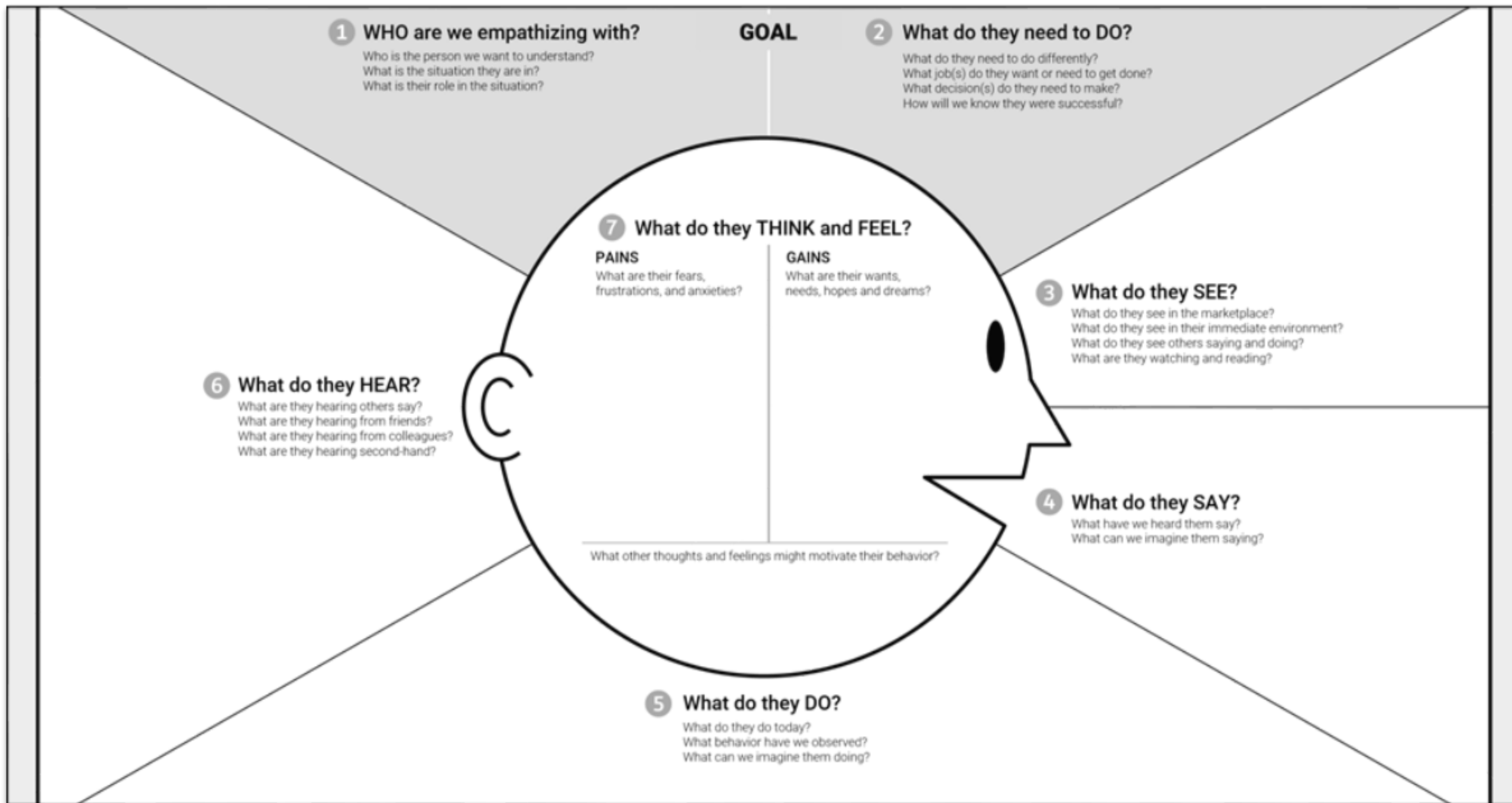
IMMERSION

OBSERVATION

QUESTION

1 WHO are we empathizing with?

Who is the person we want to understand?
What is the situation they are in?
What is their role in the situation?

GOAL

2 What do they need to DO?

What do they need to do differently?
What job(s) do they want or need to get done?
What decision(s) do they need to make?
How will we know they were successful?

7 What do they THINK and FEEL?

PAINS
What are their fears,
frustrations, and anxieties?

GAINS
What are their wants,
needs, hopes and dreams?

3 What do they SEE?

What do they see in the marketplace?
What do they see in their immediate environment?
What do they see others saying and doing?
What are they watching and reading?

6 What do they HEAR?

What are they hearing others say?
What are they hearing from friends?
What are they hearing from colleagues?
What are they hearing second-hand?

What other thoughts and feelings might motivate their behavior?

4 What do they SAY?

What have we heard them say?
What can we imagine them saying?

5 What do they DO?

What do they do today?
What behavior have we observed?
What can we imagine them doing?

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TYPICAL QUESTIONS FOR EMPATHY MAP (THINK & FEEL)

In the WHAT YOU THINK AND FEEL quadrant, you seek to understand:

- How does the persona feel about the world?

- What are your concerns?

- What are your dreams?

- What are the most important ideas she thinks and doesn't say? (What's going on in her head?)

- How does she feel about life? (Is she doing what she wants? Is she happy?)

- Note that here you are tracing a more behavioral profile.

TYPICAL QUESTIONS FOR EMPATHY MAP (HEAR)

In the WHAT HEAR quadrant, these are some of the information that should be collected:

- What people and ideas influence the persona?

- What are her favorite brands? What do these brands say? Do you have a more relaxed or tidy style?

- What communication products does she consume?

- What are the phrases she used to hear since she was a child (from her parents, grandparents, friends)?

- Here the objective is to discover the best communication channels with your customers, as well as possible influencers.

TYPICAL QUESTIONS FOR EMPATHY MAP (SAYS & DOES)

In the WHAT SAYS AND DOES quadrant, we seek to discover:

- What does your persona usually talk about?

- At the same time, how does she act? (Is she impulsive or does she think a lot before making a decision?)

- Are the persona's attitudes in line with what she says?

- What are her hobbies?

- What does this persona look like (how does she dress, how does she carry herself, etc.)?

TYPICAL QUESTIONS FOR EMPATHY MAP (SEE)

To find out WHAT YOU SEE, you can ask, for example:

- What does she see in the market?

- What does she see in her surroundings?

- What does she see others saying and doing?

- What is she watching and reading?

- What social networks are you accessing?

- Now, you will know the subjects that most interest your customer.

TYPICAL QUESTIONS FOR EMPATHY MAP (PAIN)

To know WHAT THE PAIN ARE, one should ask, among other things:

- What is your persona afraid of?

- What are her frustrations? (Not being able to fulfill a dream? Working a lot and having little money? Not being able to save?)

- What obstacles does she need to overcome to get what she wants?

- What would she like to change in her life?

- What risks are you afraid to take?

TYPICAL QUESTIONS FOR EMPATHY MAP (NEEDS)

Finally, to understand WHAT YOUR NEEDS ARE, it is important to know:

o What is success for your persona?

o Where does she want to go?

o What would put an end to your problems?

o What kind of thing does she need to feel better? (Rest days? Travel? Visiting family and friends?)

o What have you been doing to be happy?

o Pains are customer problems and needs they want to solve.

o By discovering this, you will be able to define how your company's solution helps them get rid of their pain.

TEAM ACTIVITY – BREAKOUT ROOMS

- Team Break out rooms – 15 minutes
    - Decide on your challenger and end-user

    The challengers will join the teams in the breakout rooms and teams can ask any further questions to help with making these decisions.

- Main Room
    - Each Teams has **2 minutes** to present their achievements
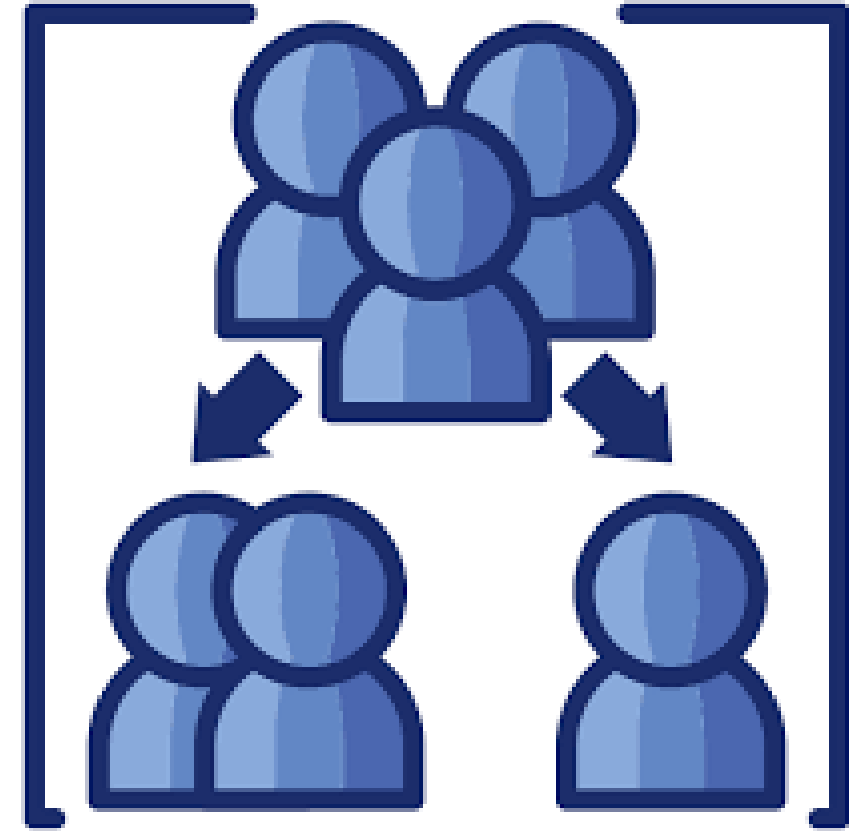
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HOMEWORKS FOR NEXT SESSION!

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PERSONAL HOMEWORK

- PERSONAL GOALS

- E-PORTFOLIO FIRST PAGE

(INCLUDING FEEDBACK FROM YOUR REFLECTION PARTNER & E-PORTFOLIO WEBLINK ON GOOGLE SHEET)

PERSONAL GOAL SETTING SESSION – „HOMEWORK" FOR 30TH MARCH

(individual task)

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2. Choose 3 learning outcomes along the Learning outcomes framework in Unicampus
3. Fill the table below using the google sheet link at Unicampus, "Personal goals+Reflection partner"

Future skill chosen	Learning outcome chosen [initial self-assessment]
e.g. Design Thinking	Level 3 [Level 1]

(group session – 2 breakout rooms; 10 minutes) -> ON THE 30TH MARCH

o Describe the chosen future skills (learning outcomes)
o Explain own classification of the level at which you see yourself at the beginning

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E-PORTFOLIO 1ST SESSION

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2. Use your first name as "title"
   - Let us know more about yourself (can be text-based / drawing / video …)
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   - Bi-weekly, Person A and Person B meet and talk about the contents of their e-portfolios*

* Works with an even team; if an odd team, we do trios (Person A, B and C).

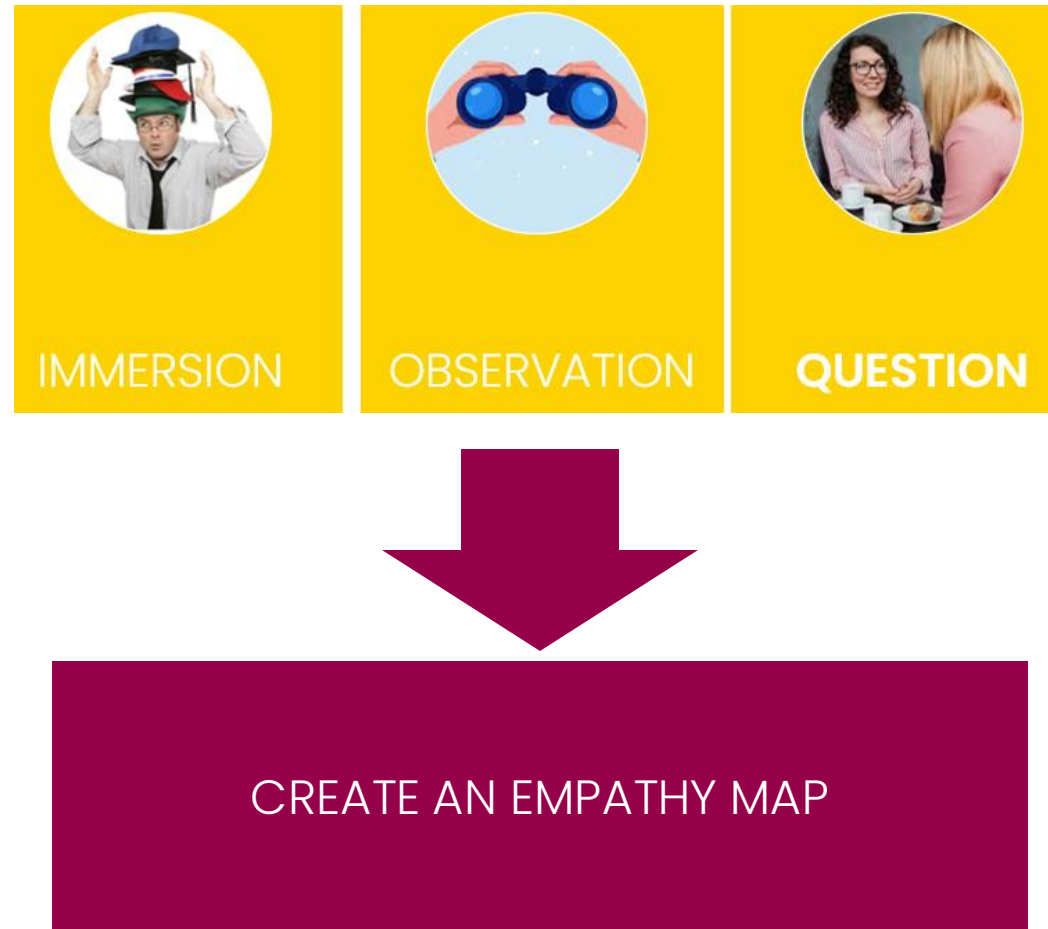On the 30th March the session will start by your e-portfolio presentation.

TEAMHOMEWORK

- **EMPATHY MAP**

TEAM HOMEWORK

o After you have picked your end-user you have to characterize it (remember what we
   have talked about Empathize phase) , so you have to:

IMMERSION   OBSERVATION   QUESTION

CREATE AN EMPATHY MAP

See more details in
UniCamp.

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—

COOL DOWN GAME

SCAVENGER HUNT...

I ask You to show me something and you have **10 seconds** to show it

○ e.g.

"show me something that makes you happy"

"show me something red„

We play in five rounds

Student(s), who fulfil the „mission" most of the time will get a certificate ☺
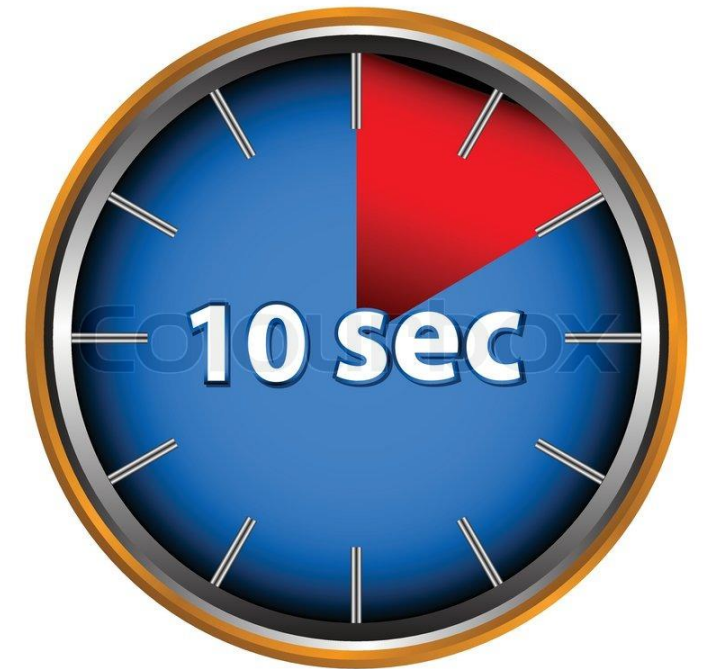
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SCAVENGER HUNT...
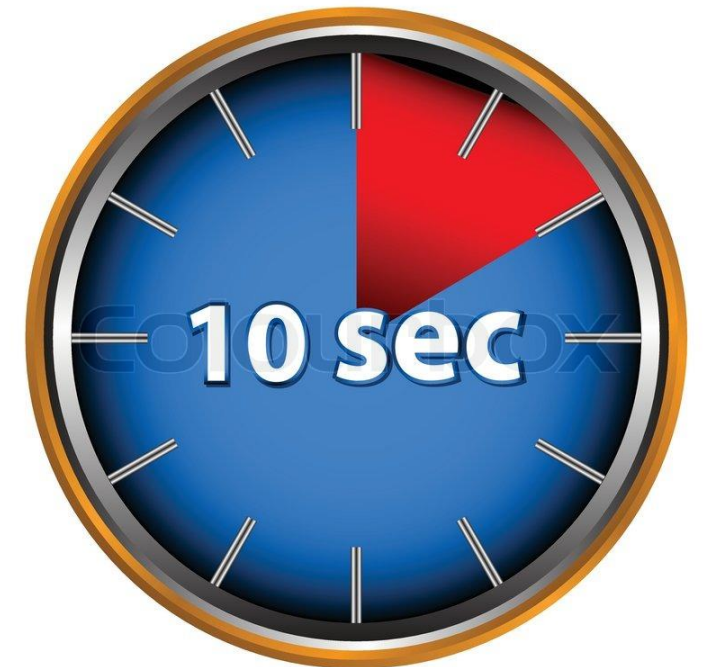
o Round 1

Show me something blue!

o Round 2

Show me a pen!

SCAVENGER HUNT...

○ Round 3

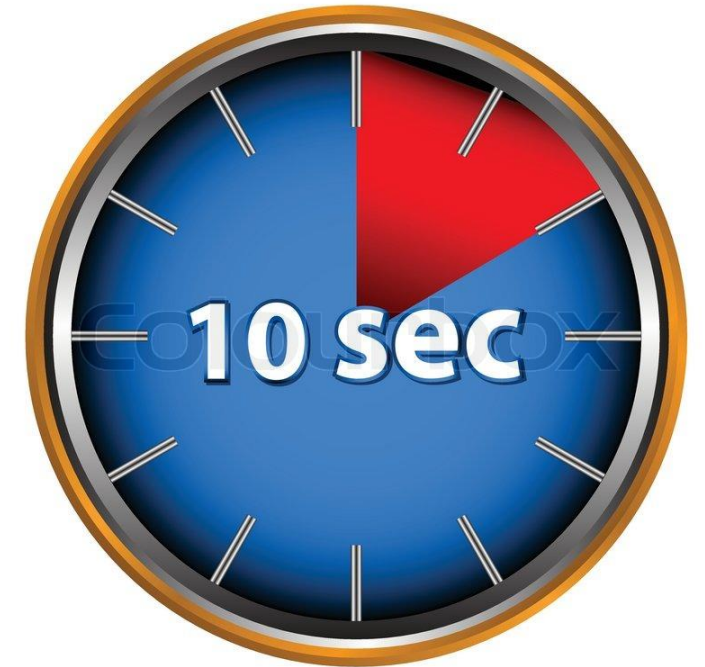# Show me a sheet of paper!

SCAVENGER HUNT...

o Round 4

Show me something that makes you happy!

10 sec
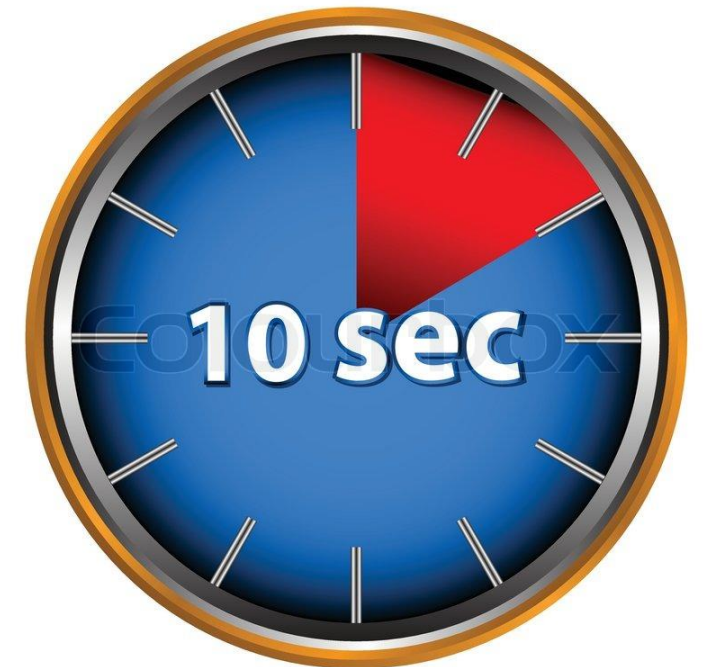
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SCAVENGER HUNT...

o Round 5

Show me your smartphone!

Let's see your results!

Please let us know your results ☺

EU³DRES²

Please don't forget your homework tasks for tomorrow!

E³UDRES²