



# COMMON STRANGE THINGS

We have strange things in common...

- Groups of 2-3 should be created
- You have 5 minutes for a discussion into Breakout Rooms

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



A silver microphone on a black stand is positioned on the right side of the frame. The background is a dark stage with numerous warm, out-of-focus lights creating a bokeh effect. A large, semi-transparent white circle is overlaid on the left side of the image, containing the title and list.

# COMMON STRANGE THINGS

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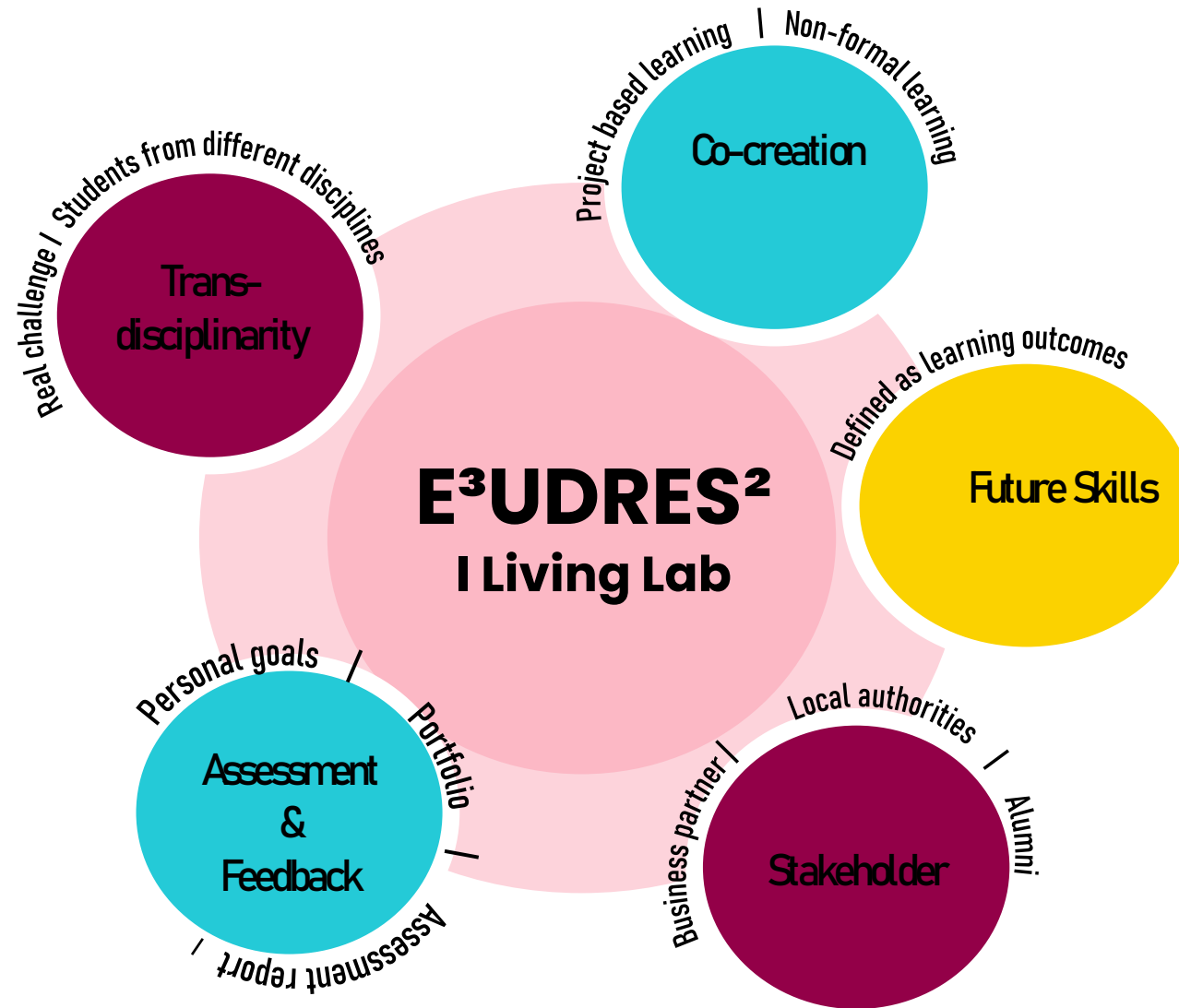
- And here you come
- The stage is yours
- What are your common strange things?
- Each group has 1 minute to summarize

## „HOMEWORK“ FOR 29TH OF MARCH

- Please log in UniCampus (with your university email address!!):
  - THEME: Mental Health and Seniors
  - In the ILL 20 „How to Improve Healthcare Access for Elderly through Digitalisation“  
/ E-Portfolio / post your name and a photo about you
  - Deadline: 28th March, Tuesday 😊
- On the 29th of March, the class will be started with the introduction of this pictures by you.



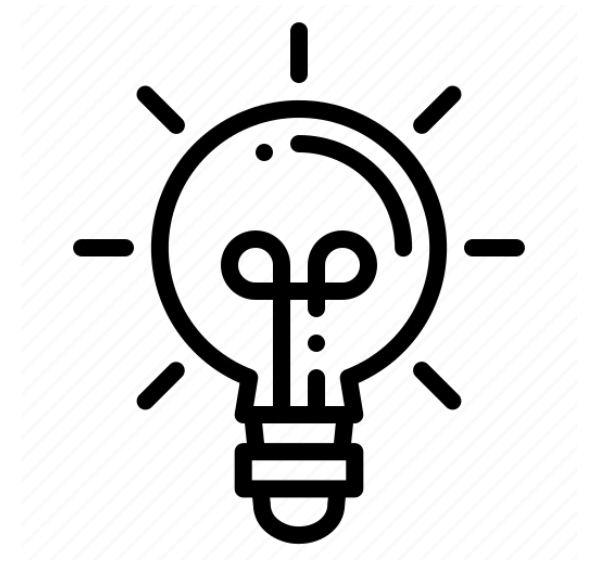
# CONCEPT BRIEFING



# WHAT MAKES THE ILL UNIQUE?

In the I Living Labs learners...

- ... develop solutions for socially relevant challenges by using the method of **Design Thinking**.
- ... collaborate with other **international students** as well as **external stakeholders**.
- ... gain essential **future skills** and international competences such as
  - personal growth,
  - intercultural competence,
  - language skills,
  - global engagement and
  - international disciplinary learning.





A SOLUTIONS-BASED APPROACH TO SOLVING PROBLEMS  
AN ITERATIVE, NON-LINEAR PROCESS  
A WAY OF THINKING AND WORKING  
SUPPORTED BY A COLLECTION OF STRATEGIES AND METHODS



...is

# DESIGN THINKING



...asks us to

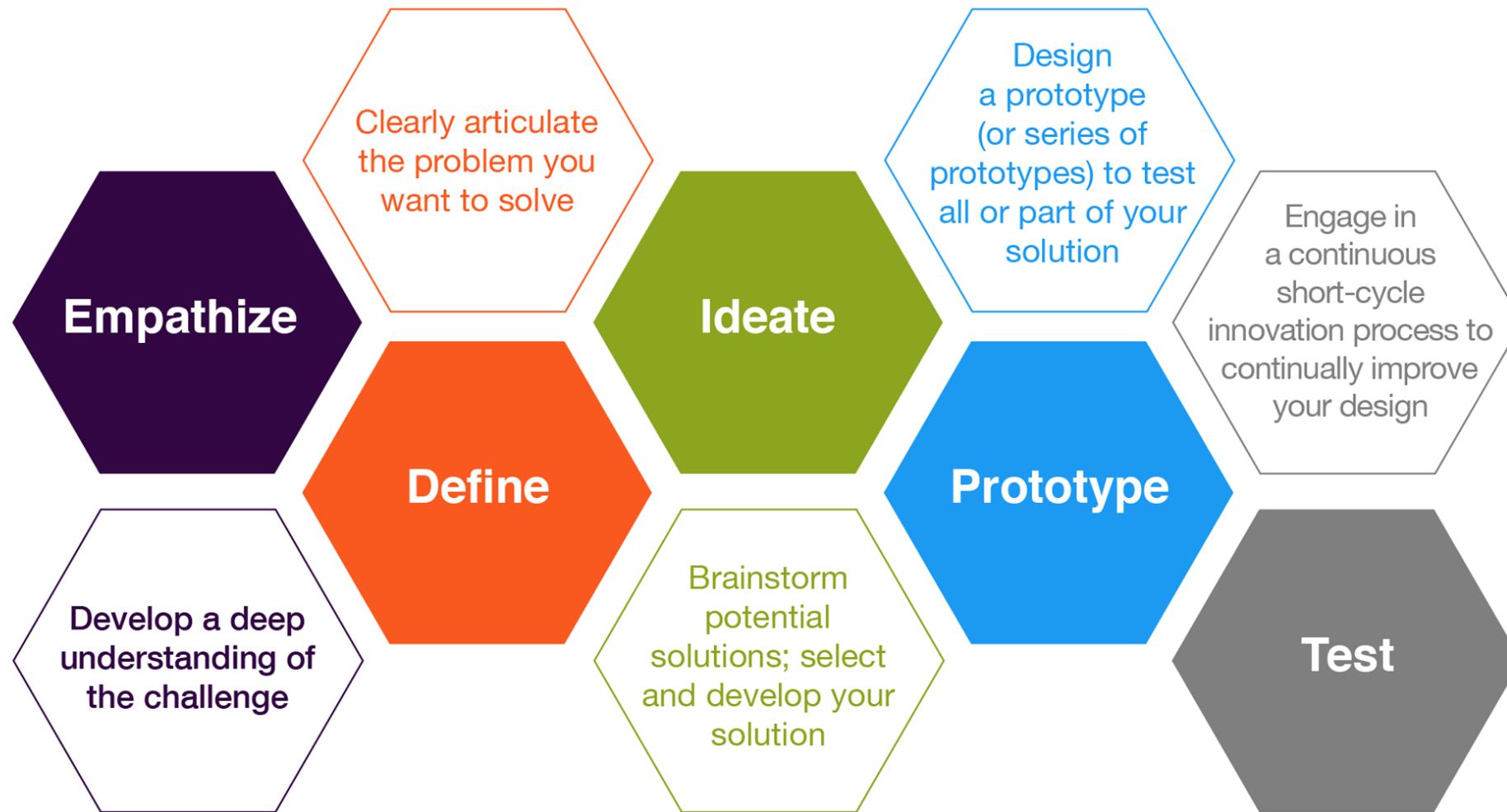
**1. DEVELOP EMPATHY AND UNDERSTAND  
THE NEEDS OF THE PEOPLE WE ARE  
DESIGNING SOLUTIONS FOR**

**2. DEFINE PROBLEMS AND  
OPPORTUNITIES FOR DESIGNING  
SOLUTIONS**

**3. GENERATE AND VISUALISE  
CREATIVE IDEAS**

**4. DEVELOP  
PROTOTYPES**

**5. TEST SOLUTIONS AND  
SEEK FEEDBACK**





## THE SIX THINKING HATS

What do you think, what does the six colour mean?



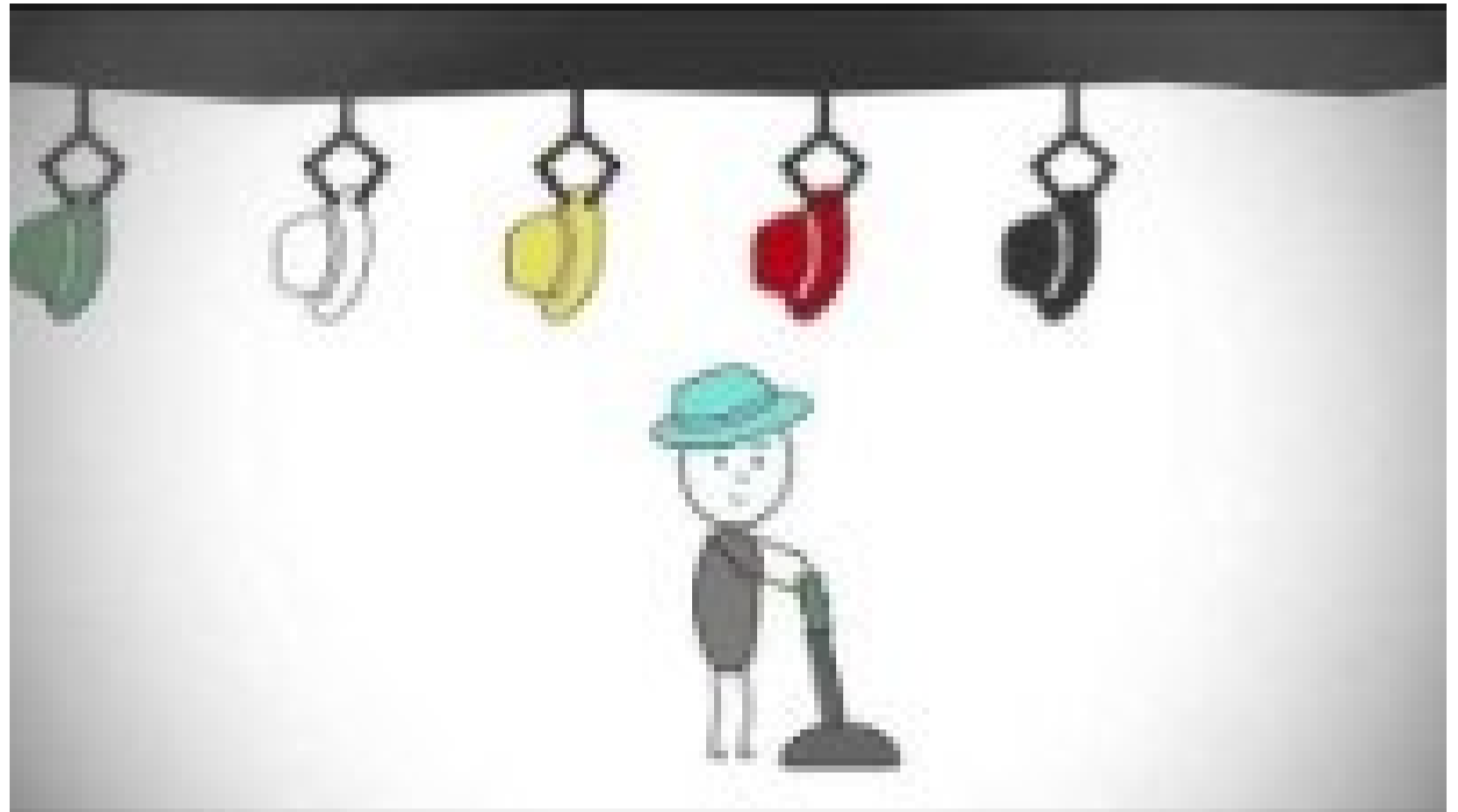
## SIX THINKING HATS



## THE SIX THINKING HATS

<https://www.youtube.com/watch?v=UZ8vF8HRWE4>

<https://www.youtube.com/watch?v=oHiwpz7r4wY>



## THE SIX THINKING HATS AN EXAMPLE FROM PRACTICE

<https://www.youtube.com/watch?v=uYBaSZYZ3sl>



The slide has a light blue background. On the left, there is a white-bordered portrait of Trevor Smith, a man with glasses and a light blue shirt. Below the portrait, his name and title are written in a blue, sans-serif font. On the right, the title 'Six Thinking Hats' is written in a blue, sans-serif font above a white-bordered box. Inside this box, six hats are arranged in a 3x2 grid, each with a colored oval behind it. The hats are red, blue, grey, black, yellow, and green, representing the six thinking modes.

Trevor Smith  
Trainer / Coach / Consultant

Six Thinking Hats

# THE SIX THINKING HATS



## Blue Hat - Process

What conclusions or summaries can we make in moving forward on the issue or problem?



## Yellow Hat - Benefits

What are the positive aspects of the current situation, issue or problem?



## Green Hat - Creativity

What is the current information on issue or problem?



## Black Hat - Cautions

What are the negative aspects of the current situation, issue or problem?



## Red Hat - Feelings

How does everyone feel about the current situation, issue or problem?

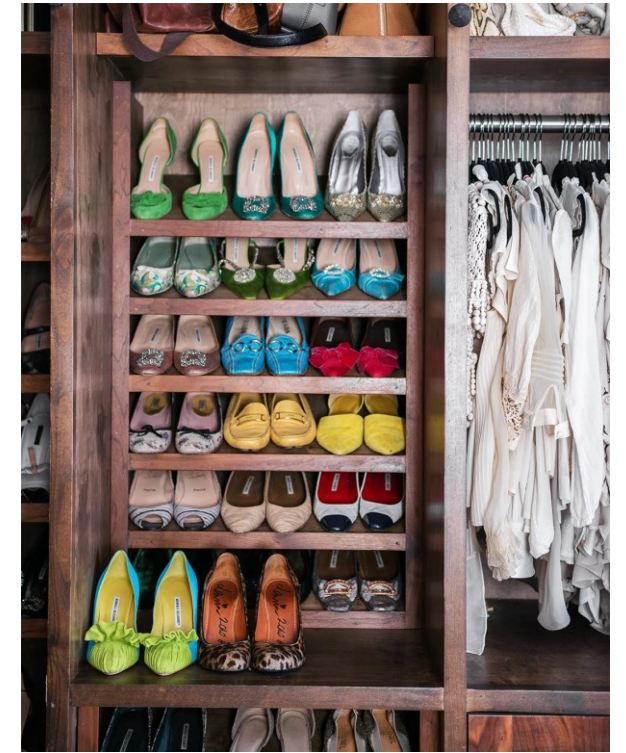


## White Hat - Facts

What is the current information on the issue or problem?

# THE SIX THINKING HATS

- Don't forget, it is like a woman's wardrobe (with shoes ☺ )!

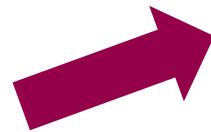


# ASSESSMENT METHODS

# ASSESSMENT METHODS



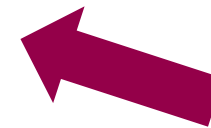
E-Portfolio



Personal goals



Assessment  
report & talk



Presentations (pitch + poster)





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Driver for European Smart and Sustainable Regions



## **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:

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

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





# HELPFUL QUESTIONS FOR YOU TO DEFINE YOUR PERSONAL GOALS

## What are potential learning outcomes?

- What could be possible to learn in I Living Lab?
- What of these learning outcomes might you be able to measure?
- What are you interested to learn?
- What are you hoping to learn?
- What would you like to learn?

## What are your personal goals in the I Living Lab?

- What do you want to improve?
- Where do you want to develop further?
- In which areas do you want to develop further?
- Which skills could be relevant for you in the future?

## With which features can you achieve your learning outcomes?

- Physical
- Social
- Institutional
- Psychological
- Rules and deeds



# PERSONAL GOAL SETTING SESSION



(individual task; 10 minutes)

1. Reflect on your personal goals
2. Choose 3 learning outcomes along the provided framework in Unicampus, ILL materials

(group session; 10 minutes)

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

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## **ASSESSMENT – E-PORTFOLIO**



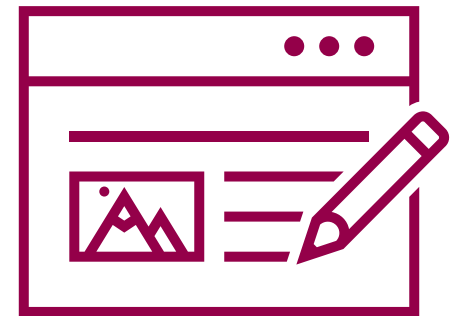
## E-PORTFOLIO

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

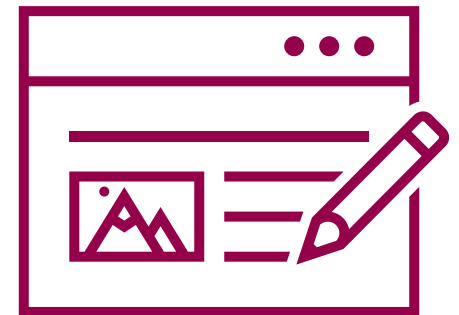
- Choose a tool freely.

Examples for tools are:

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

- [https://www.flipsnack.com/ilabthomaspicher/thomas\\_ilab\\_portfolio.html](https://www.flipsnack.com/ilabthomaspicher/thomas_ilab_portfolio.html)
- <https://annapetrovic.wixsite.com/ilab/blog>



# 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” at Unicampus, “Personal goals + Reflection partners + Portfolio weblink”
  - 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).

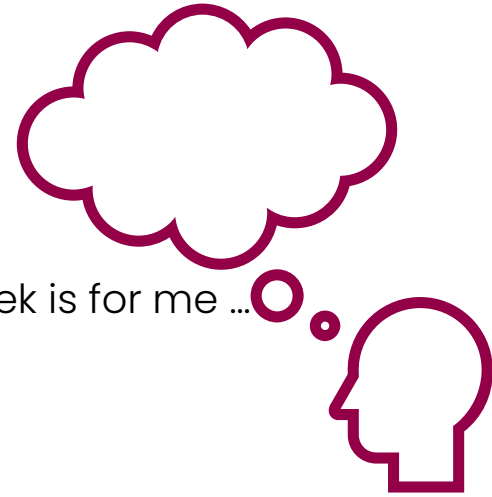
# HELPFUL QUESTIONS FOR YOUR INDIVIDUAL LEARNING E-PORTFOLIO

- What have I / have we done (today / the last hour / days)? (Reflection supported by visualization of individual steps / phases and their duration).
- How did I / did we proceed?
- What was important for me today?
- What did I find particularly interesting today?
- What was the common / red thread for me today? What disturbed / promoted it?
- What new things (contents, projects, literature, solutions...) did I learn, what did I noticed?
- Where did I become active today - why? Where not - why? What helps me to be active what hinders me?
- Which ideas / impulses / talents could I contribute?
- What new talent / resource have I discovered / developed / I can use well - which talents / resources have I discovered of others?
- For me it was very helpful today that ...
- What questions, suggestions, work opportunities, concepts did I perceive? What will I continue to work - when? where? how?
- Which contents / experiences seem so important to me that I like to sum them up in my own words?
- What would I like to apply / try out in the next few days / weeks?



## 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



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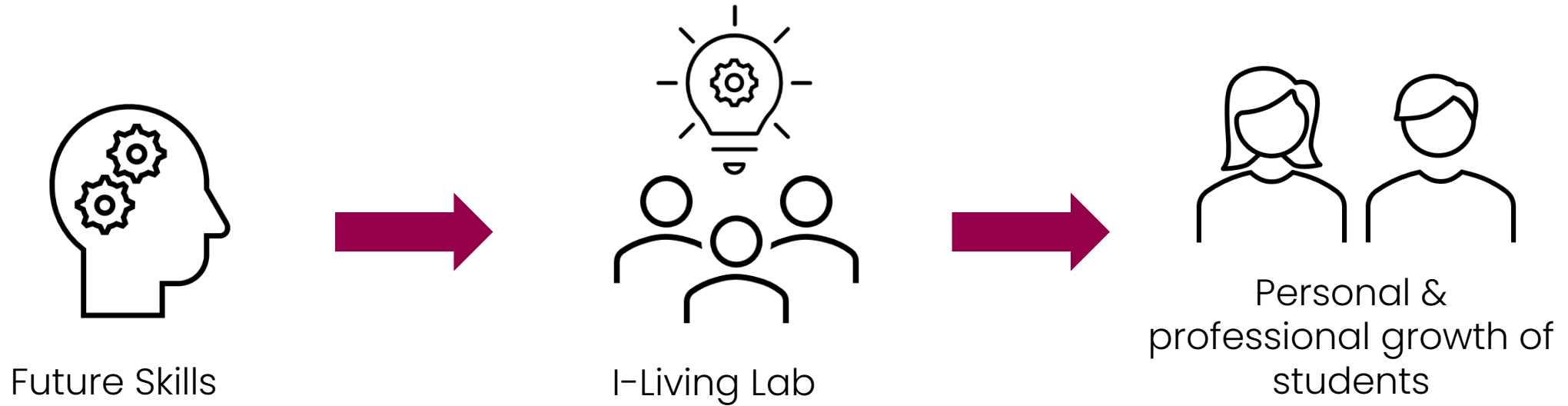
## **E-PORTFOLIO FEEDBACK & REFLECTION**

# GIVING AND RECEIVING FEEDBACK

What, why & how



## FEEDBACK AND ASSESSMENT IN AN I LIVING LAB



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 .

# 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?



To dive deeper, see [terBorg \(2018\)](#).

## 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



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## **ASSESSMENT – FINAL TASKS**

## PRESENTATIONS

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

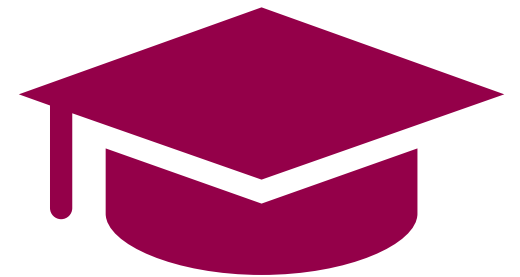


## ASSESSMENT REPORT & TALK

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 responsables.





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**HOMEWORKS FOR NEXT SESSION!**

# E<sup>3</sup>UDRES<sup>2</sup>

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- 
- E-PORTFOLIO FIRST PAGE
    - INFO ABOUT YOU (NAME, PHOTO, ...)
    - E-PORTFOLIO WEBLINK ON UNICAMPUS
  - INTERVIEWS WITH ELDERLY PEOPLE AROUND YOU AND FIND THEIR ISSUES



