

Learning Outcomes and Future Skills

Intensive I Living Labs 2023 @St. Pölten UAS

Intensive I Living Lab

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Learning outcomes

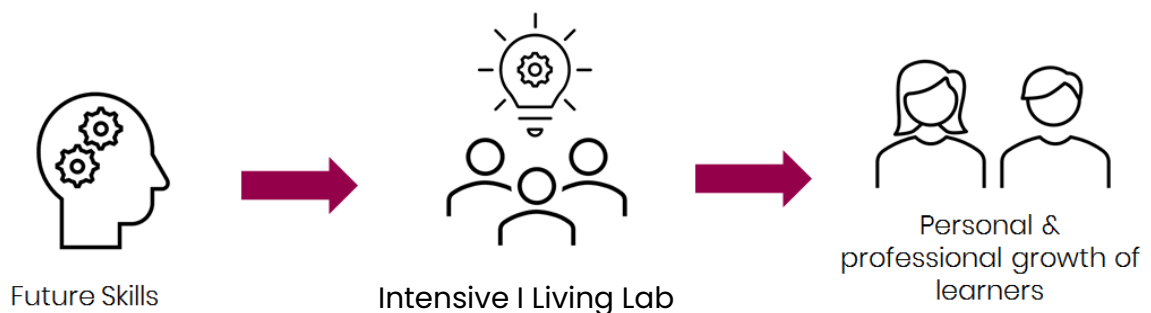
The Intensive I Living Lab is a safe working and learning space that allows learners to put ideas to test, succeed or fail and learn from these experiences. In doing so, they develop and sharpen their future skills and grow on a professional and personal level. Feedback and reflection play an essential role in supporting this process. Various assessment methods show the personal learning success of each student through the Intensive I Living Lab.

Students are encouraged to

- Think independently, critically, and creatively
- Learn various methods for analyzing and solving socially relevant problems
- Develop interdisciplinary cooperation skills, promoted through dialogue
- Orientation and self-determined learning
- Develop future skills (see page 4 and 5)

Learning outcomes: Afterwards students are able to

- Understand the functions and operation of a complex system
- Develop solutions for complex problems by using principles of Design Thinking
- Determine, design/choose the main elements for creating the desired system / solution
- Present ideas in adequate and creative form
- Act as a member of a professional team
- Be responsible as an individual professional



In detail, students are supported to reflect on or evolve their status to realize the following self-statements:

I participate in design thinking process actively.

I can experiment with my skills and competences in situations that are new to me.

I can actively search for new solutions that meet my needs.

I can experiment with different techniques to generate alternative solutions to problems, using available resources in an effective way.

I can communicate imaginative design solutions to stakeholders from different backgrounds effectively.

I can work with a range of individuals and teams and contribute to group decision-making constructively.

I am open to the worth that others can bring to value-creating activities.

I can overcome simple adverse circumstances.

I can compare the different possibilities within my team.

I can judge the control I have over my achievements (compared with any control from outside influences).

I am comfortable in taking responsibility in shared activities.

I can reflect on my individual and group needs, wants, interests and aspirations in relation to opportunities and prospects.

I can reflect on failures (mine and other people's), identify their causes, and learn from them.

I can actively look for, compare, and contrast different sources of information that help me reduce ambiguity, uncertainty, and risks in making decisions.

I am driven by honesty and integrity when taking decisions.

Future Skills

Future Skills put the emphasis on the personal development of the students during the interactive, project oriented, teamwork tasks they perform. We collected relevant materials on the basic principles of Future Skills. Since some of those skills are handled with other training modules (e.g. Design Thinking) or generally understood and accepted by our current university practices, we aimed at those topics which are less frequently applied in higher education.

The better understanding of those Future Skills helps the Educational Entrepreneurs to create their I Living Labs in such a way which assists students to develop those competences.

Design Thinking (Use method of Design Thinking): I can apply Design Thinking methods in order to use concrete methods to carry-out creative development process.

Innovation (Develop creative and purposeful ideas): I can develop several ideas and opportunities to create value, including better solutions to existing and new challenges. I can explore and experiment with innovative approaches. I can combine knowledge and resources to achieve valuable effects.

Communication (Inspire, engage, and get others on board): I can adapt the improve and adapt the discourse, dialog, and strategic communication aspects. I can inspire, persuade, and communicate effectively. I can use media effectively.

Cooperation (Team up and work together): I can develop their ability and disposition to cooperate and collaborate in intercultural teams and interactions within or between organizations.

Self-determination (Stay focused and don't give up): I am able to overcome external difficulties and deliver the results.

Future and design (Change yourself and your environment): I can develop and prove the ability to continuously improve readiness for development, ability to challenge myself and to make a change around myself.

Self-efficacy, self-competence, initiative, and performance (Believe in yourself, go for it, and keep developing): I can master the tasks at hand relying on one's own abilities and taking over responsibility for one's decisions. I can reflect on my needs, aspirations and wants in the short, medium, and long term. I can identify and assess my individual and group strengths and weaknesses.

Reflective (Reflect and learn from both success and failure (your own and other people's): I can reflect over my past decisions and the quantify/measure the results of my actions.

Ambiguity (Making decisions dealing with uncertainty, ambiguity, and risks): I can identify ambiguity in requirements and processes and can address it.

Ethical (Assess the consequences and impact of ideas, opportunities, and actions): I can identify ethical relevant actions and consequences and can provide relevant perspective premises.

Sources

E³UDRES² (2022): Training Module 4: Future Skills

E³UDRES² (n.d.): Level 2 of [E³UDRES² ILL Competency Framework](#)