PLANNING OF THE SESSIONS

Week 1
Empathize
iLL10+ iLL2+

Week 3
Ideation
iLL10+ iLL2+
Stakeholder

Week 5
Prototype
iLL10+ iLL2+
Stakeholder

28 March

25 April

9 May

21 March

18 April

2 May

Week 2
Define
ILL10+ILL22+
Stakeholder

Week 4
Ideation &
Prototype

**Week 6 Test &
Prepare the
Pitch**

Showdown
30 May
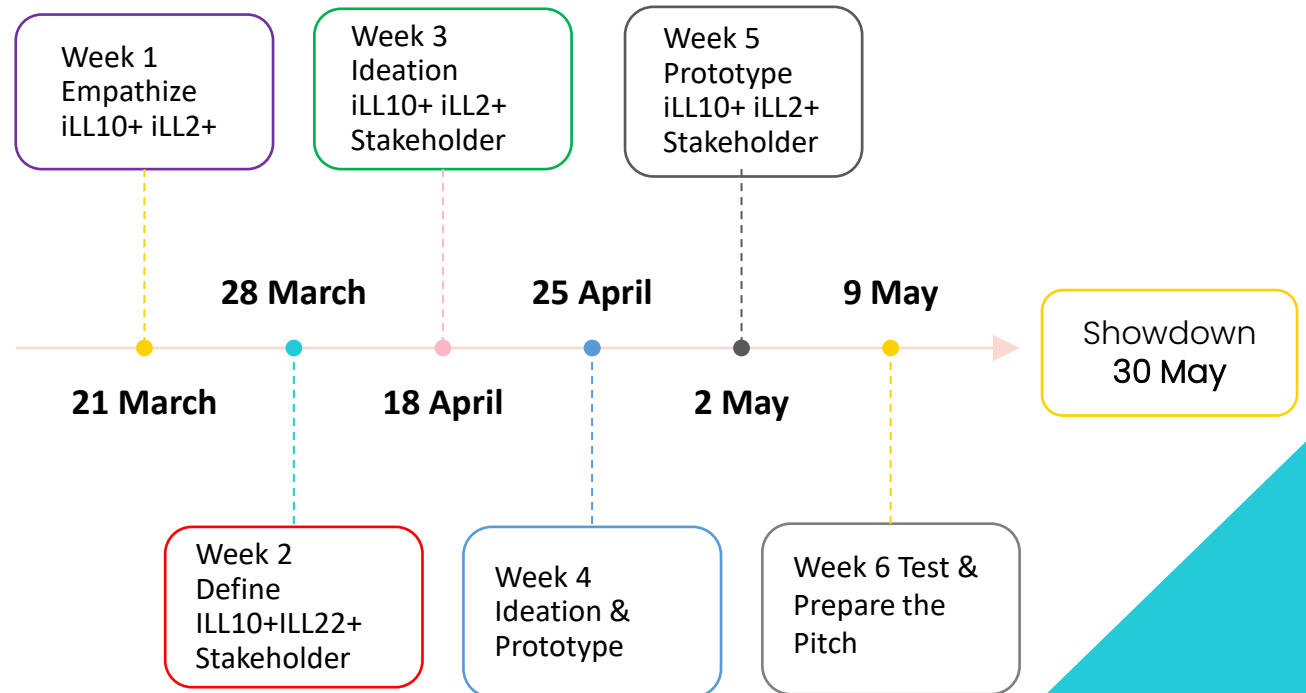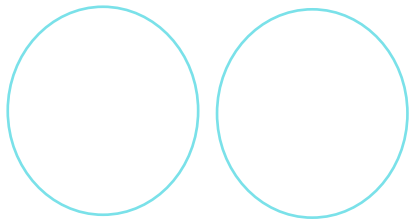
Session 2

1. Ice breaker
2. Future skills and Portfolio remainder
3. Discussing emphatic learnings in group
4. Stakeholder presentation
5. Define – Team work and presentation with the whole group
6. To do next two weeks

WHAT ARE FUTURE SKILLS?

- Future Skills should be the skills that enable university graduates to master the challenges of the future in the best possible way.

- To deal with future challenges, students must develop curiosity, imagination, vision, resilience and self-confidence, as well as the ability to act in a self-organized way.

- They must be able to understand and respect the ideas, perspectives and values of others, and they must be able to deal with mistakes and regressions, while at the same time progressing with care, even against difficulties.

DEFINING THE PERSONAL GOALS

o Each student defines the personal goals they want to achieve at the beginning of the I Living Lab.

o Students choose at minimum three learning outcomes (based on the future skills) and register classification of the level at which they see themselves at the beginning. In the assessment talks at the end of the I Living Lab, the students show their progress in the chosen skills.

		Foundation	Intermediate	Advanced	Expert
		Relying on support from others	Building independance	Taking responsability	Driving transformation, innovation and growth
		With support from others, some autonomy and together with my peers	On my own and together with my peers, taking and sharing some responsibilities	Taking responsability for making decisions and working with others, sometimes with some guidance.	Taking responsability for contributing to complex developments in a specific field
		Discover and explore	Experiment and dare	Improve and reinforce	Expand and transform
Future skill	Descriptor	Level1	Level2	Level3	Level4
Design thinking	I am able to apply design thinking methods in order to use concrete methods to carry-out creative development process.	I can describe the method and know the different spaces in design thinking.	I participate in design thinking process actively.	I can look critically on the process of design thinking within my group and can suggest improvement.	I take responsability for the design thinking process. I am active and facilitate the process in the way that the group has an innovative perspective and is thinking out of the box

E³UDRES²

PORTFOLIO

o It is about showing the personal learnings/outcomes in this I Living Lab.

o Learning related to: knowledge, skills and attitudes

o Provide part of documents, or data that make evidence of the work done.

o Include final reflection about the intention to conintue these areas after having finished this ILL

o Portfolios do not follow a specific structure. Could be text, images or videos.

o **Uploak weekly your portfolio at Unicampus –** document or link

Possible tools
Flipsnack https://www.flipsnack.com
Adobe Portfolio https://portfolio.adobe.com
Wix https://www.wix.com
Powerpoint
Bulbapp.com
(…)

Examples of e-portfolios used in an IIL context are:
https://www.flipsnack.com/ilabthomaspicher/thomas_ilab_portfolio.html
https://annapetrovic.wixsite.com/ilab/blog
https://ilab-portfolio.herokuapp.com/2021/01/17/The-iLab/

PORTFOLIO - UNICAMPUS

Learners Camp

ILL 10/ ILL 22

How To Portfolio
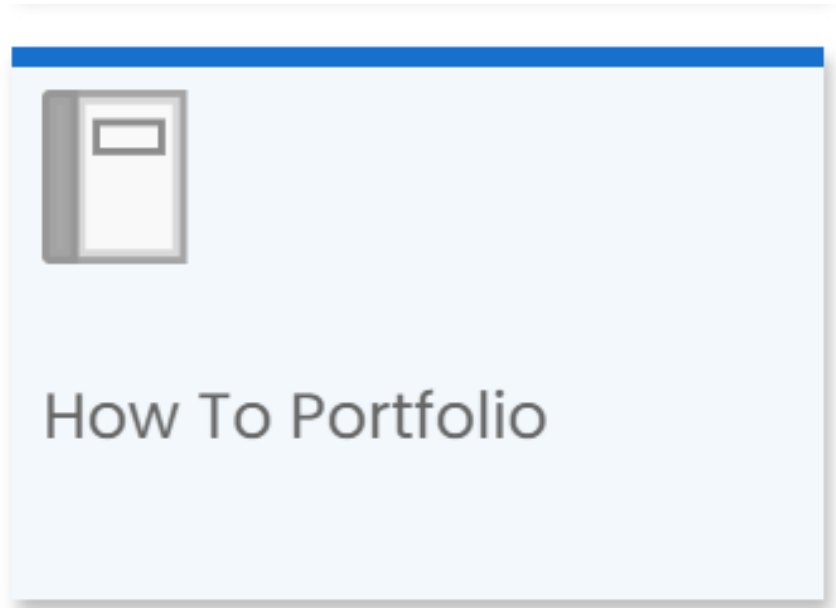
Your E-portfolio

Use this space to hand in your portfolios and to share them with your Buddy so they can provide feedback.

E-portfolio links for your buddy

Post the link to your E-portfolio here, so that your buddy can provide feedback.

Hand in your E-portfolio: Onboarding weeks

Opened: Monday, 6 March 2023, 11:00 PM Due: Sunday, 19 March 2023, 10:59 PM To do: View   To do: Make a submission

Hand in the first version of your E-portfolio here **before Sunday 19/03 23:59**

Your E-portfolio may be a document that you upload or a link to an online portfolio in a tool of your choosing (for more info, see the E-portfolio module).

Use the checklist in the E-portfolio module to make sure your E-portfolio contains all necessary information.

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

Empathize — Develop a deep understanding of the challenge

Clearly articulate the problem you want to solve — **Define**

Ideate — Brainstorm potential solutions; select and develop your solution

Design a prototype (or series of prototypes) to test all or part of your solution — **Prototype**

Engage in a continuous short-cycle innovation process to continually improve your design — **Test**
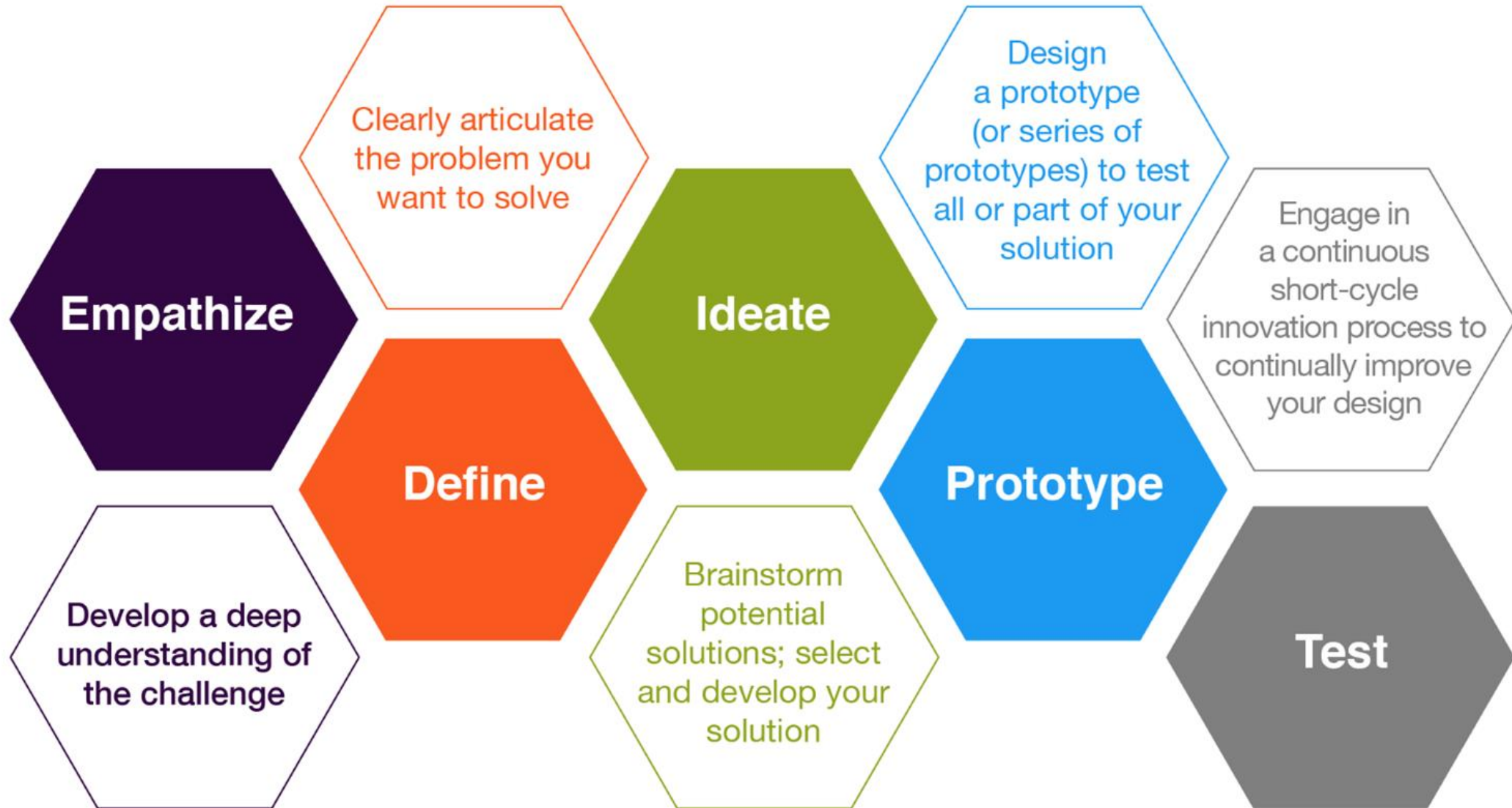
Solution based – non linear/iterative process – way of working and thinking – supported by strategies and methods
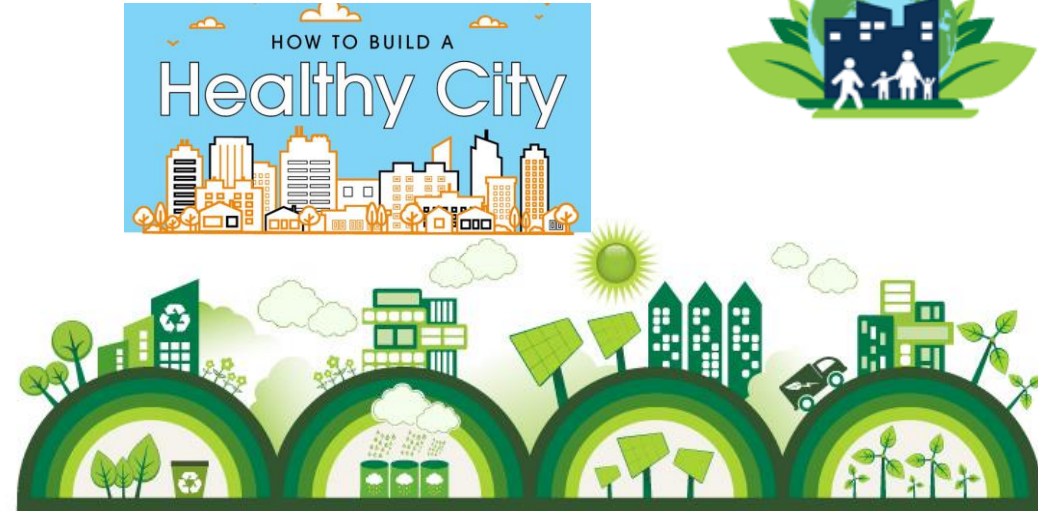
ILL 10

How might we make cities more biodiversity-friendly?

ILL 22

How might we make cities healthier considering biodiversity?

What do you think? Why is it important?
What are your experiences?

EMPATHISE EXERCISE:
CONDUCT BRIEF INTERVIEW + EMPATHY MAP

- **Says**
  - quotes from what users say during interview
- **Thinks**
  - What users seem to think when experiencing the product
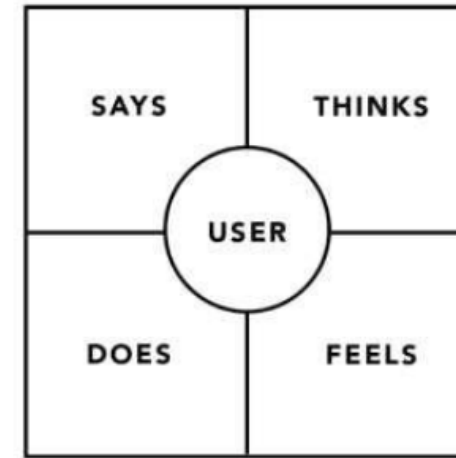- **Does**
  - Actions that the user takes during the experiment
- **Feels**
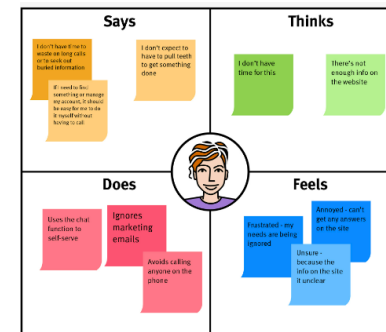 - The user's emotional state (adjective + context)
  - Example:

    Impatient: pages load too slowly

Miro –
https://miro.com/welcomeonboard/aXFJNExFN2RVYzdtTUhUUVJnS2FL
bHV2VFJnNGZINTRydlZ1czI5MGdYenJXeWZMamdGQTN1OXJhOEh3Y011b
nwzMDc0NDU3MzUwMjAxMTM0NjE2fDI=?share_link_id=961104049695

EMPATHY MAP

NNGROUP.COM **NN/g**

Create it as a Team in MIRO

E³UDRES²

CHALLENGE PRESENTATION

NBI - Natural Business Intelligence
https://naturebasedeconomy.com/

1 Stakeholder – Challenge owner

Hugo Rebelo

NBI
Natural Business Intelligence

#6

I Living Lab

Week 2

- **Interactive Presentations of the students**
- **Group discussion / Feedback of EE**
- **First Brainstorming and co creation activities on the way to** *"Define"*
- **Outlook & co creating activities to do for the next week**

Define

Steps until week 3

Part of "Define"
- *Working on E-Portfolio with the questions + giving Feedback to other entries*
- *Call to research*
- *Add on to the brainstorming of "Define"*

E³UDRES²

DEFINE STAGE

o Define phase – to narrow down the broader design challenge to something more specific (from a general to a **specific problem**).

o Unpack the empathy findings into **needs** and **insights** and scope a meaningful challenge.

   o An 'unpack' activity creates **structure** in all the ideas, experiences, emotions, questions, insights, hunches you have collected in **the empathise phase.**

   o Definition of a **good point of view statement**, in which the team will focus on solving: it does not give a solution; it is <u>your problem definition</u>!

Define – summarizing the previous findings to extract and pinpoint the users' problems

_____ **needs to** _____ **because** _____ .
[user]   [user's need]   [insight]
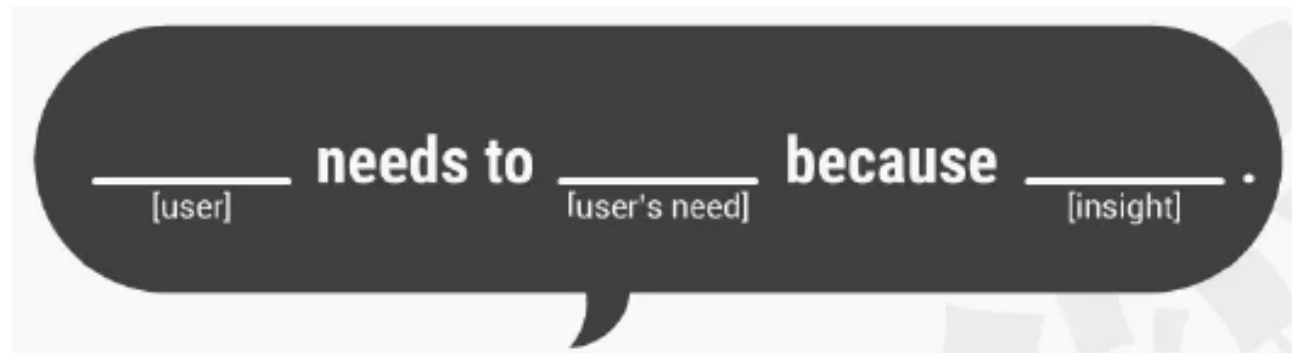
1. Unpack, analyse, the empathy findings.
2. Discuss the challenge owner presentation.
3. Formulate possible specific problems.

Share your findings with the whole team

o Desk Research on *WHAT, HOW,* and *WHY*

Work within the ILL group and search for information about the specific problems formulated (websites, books, magazines, blogs, articles, etc.)

- o What: ... What is this problem about? (concepts, dimensions, related topics,...)
- o Why: ... Why is it important ... (facts, data, trends,...)
- o How: ... How can it be approached... (concrete actions, good practices,...)

Prepare a presentation for the next synchronous meeting.

o And ...

Go to Miro and identify your futures skills in the board "**Future skills to improve?**"

Volunteers for next session ice breaker?