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E³UDRES²

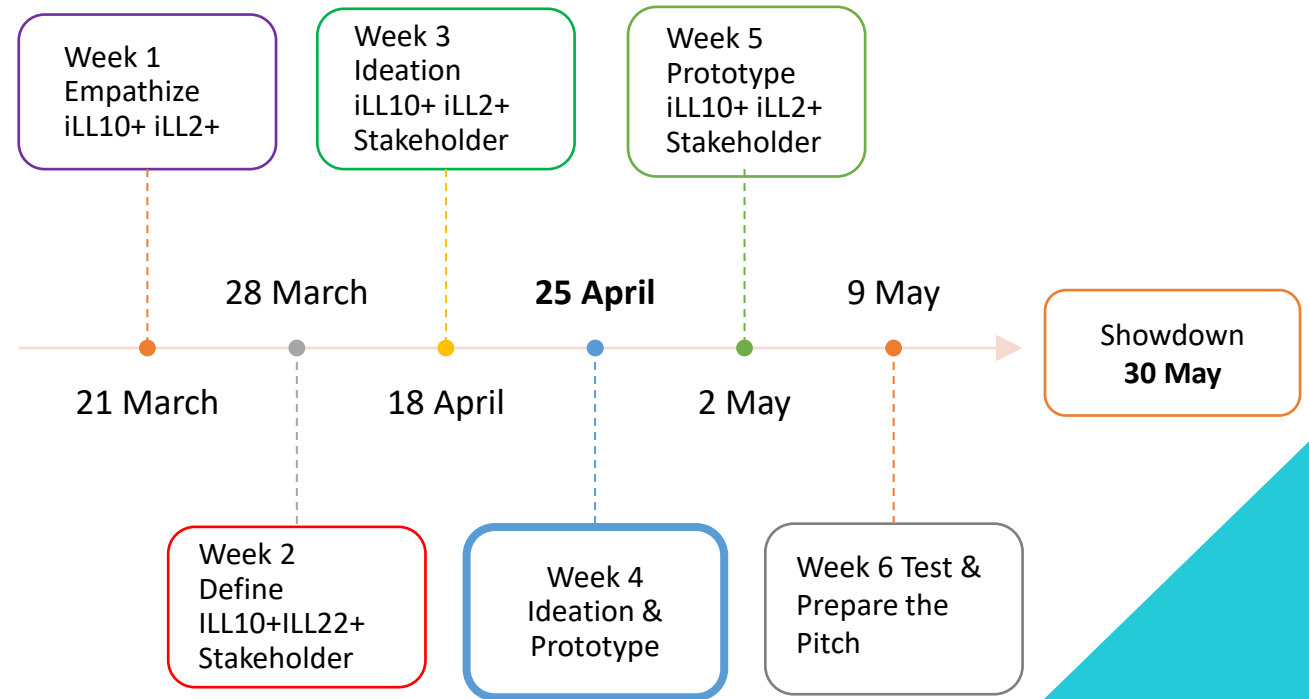
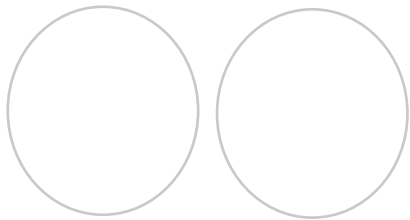
Engaged and Entrepreneurial European University as
Driver for European Smart and Sustainable Regions



4TH SESSION



Planning of the sessions



Session 4

1. Ice breaker
2. Feedback on Ideation stage
How Might We ?
Good Points of View
3. Brainstorming
4. Poster Guidelines
5. Prototype Stage: remarks
6. To do next week



E³UDRES²

Engaged and Entrepreneurial European University as
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ICE BREAKER

E³UDRES²: I-LIVING LABS

I Living Labs

Building your Portfolio

The portfolio you create is na I Living Lab comes togheter piece by piece – just like a puzzle! By adding content to it each week (texts, drawings, áudio or vídeo material), you create your own reflection of your learnings in the ILL.



Poster Template



1. Overview

During the ILL sessions we wanted to come up with ways to create more sustainable campuses.

After identifying the most significant waste sources, we decided to focus on the management of plastic bottles, cups and food packaging.

2. Procedure

This course - I Living Lab - provided the opportunity for students from five different nationalities worked as a team to create a more sustainable campus. Our teamlab is composed by 5 creative and goal-oriented ladies: Enerta from Italy (Erasmus student in St. Pölten, Austria), Annija from Latvia, Adriana S. from Portugal (doing an internship in Lithuania), Adriana R. from Romania and Eszter from Hungary.

Using development methods such as design thinking and the six hats method we came up with an action plan:



Figure 1.: Process design steps

3. Results

We proposed the introduction of:

- water fountains;
- distribution of free water bottles with the university logo for all the students;
- To tackle the plastic used in food wrapping/serving;
- we propose that the canteen should only ceramic dishes and metal cutlery;

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Sustainable Campus



We should also encourage students to bring their own bottles, thermoses, cups or lunch boxes by offering them discounts and perks such as being able to make their own coffee in designated areas.

To handle the financial impact for the free bottles and the electric equipment we propose to find sponsors. Students can pay as much as they can afford for the coffee or tea they drink.

We also identified different communication channels to let campus users know this actions and also promote this solutions.



Figure 2.: Parts of the action plans

4. Next Step

Talk with Involved Stakeholders (Management, Students and Relevant staff) and discuss some of the proposed solutions and how to implement these actions.

5. Conclusions

In order to fix some issues regarding to our targets, we presented some solutions in our results while being mindful on the economic impact of those solutions.

Acknowledgements

We would like to thank João Fernandes and Sara Gilissen for supporting us in this project.

References

- [1] Edward de Bono - The 6 Thinking Hats
- [2] Francesca Ostuzzi - Design Thinking
- [3] Ellen MacArthur Foundation - Circular Economy


Guiding questions for the poster:

- What was the initial challenge of the ILL?
- Who was in the ILL team (students, EE, stakeholder)?
- Based on the "Timeline of an I Living Lab: Overview", briefly provide insights in the process developed:
 - What was the concrete problem?
 - Which ideas emerged?
 - Which idea was prototyped (if applicable)?
 - What is the added value of this idea/solution?
- In terms of learning:
 - What are the top 3 future skills that were most developed?
 - How did the design thinking framework support the learning?
- What are the next steps: What are the plans of the group after the showdown?



Prototype

Week 4

 4th Meeting
(more if needed)

Steps until week 5

- **Pitching ideas from ideation steps, combining and evaluating them (= Midterm Pitch)**
- **Group discussion / Feedback of EE and Stakeholder**
- **Outlook & co-creating activities to do for the next week with the focus of "Prototyping"**

Stakeholder(s) could have access to ideas before this / these meeting(s)

Part of "Prototyping"

- *Working on E-Portfolio with the questions AND giving Feedback to other logbook entries*
- *Call to research*
- *Working on Prototypes in small groups (Stakeholder(s) could visit such meetings)*
- *Giving access to prototypes to stakeholder(s)*
- *EE conducts short interim meetings with each student giving individual feedback*

To do during the week

As a Team

Brainstorming@home:

- Fill @Miro – Prototype solutions
- Prepare a pitch to present to the Stakeholder- *Our solution is....*

At individual level

- Search for solutions
- Discuss with your reflection partner
- Continue your e-portfolio

Goals of the week

1. Feed your e-portfolio
2. Upgrade your discussion as a Team regarding the solution chosen
3. Organize your Prototype pitch
4. Start to think on your poster