

E³UDRES²

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

3. E³UDRES² Learners & Educators

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D3.9 – D36	Visual narrative of 36 transnational pilot I Living Labs of 6 students led by educational entrepreneurs	WP3 Lead	UCLL
D3.12 – D39	Visual narrative of network events in which results of I living labs are shown to the regions Physical/ Digital. Language: English language of hosting country	WP3 Lead	UCLL

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1. Introduction

1.1 Make Impact! Reset – ReWorld – Remix

The big Reset | embracing chaos

Things are very turbulent in the world. And it feels like we are living in a permanent cocktail of crisis. Full of challenges and continuous changes. This turmoil also reflects the restlessness in ourselves whether you are a student, entrepreneur, lecturer or researcher. We therefore live in a transformative era, where everything that is taken for granted is being questioned. Such transformative change is much more radical, difficult and threatening than 'ordinary' change. A transformative change is a deep and sustainable change that is going to teach us to think differently, learn to re-learn and learn to re-live. A new social order is emerging. The vertically ordered, centrally driven, top-down society is tilting towards an open, decentralised society with connections such as communities, cooperatives, and virtual and physical open hubs. Therefore we need a fundamentally different foundation for our economies and education, to become more devolved, more diverse, more digital, more global and more circular.

Europe wants to focus more on strong regional development. By using the power of diversity and facilitating technology and talent transfer. The main objective: European solutions for regional problems. We have experienced within the I Living Labs that every region is unique. And every region has its own challenges. The aim of the I Living Labs within E³UDRES² is to challenge the regions to think outside the existing 'boxes'. Education is a strong lever for transnational cooperation on different regional problems. The current education system no longer fits the society we live in. Companies are no longer bound by borders; education is lagging behind. The many laws and regulations inhibit growth.

Within the I Living Labs, we are experimenting in this new collaboration with **local stakeholders**. We support the new 20-something generation with innovative co-learning programmes. And we are pivoting to new forms of 'evaluation & grading' to make both personal learning and socio-economic impact in the region measurable.

From the experiences within WP3, we learned that different challenges recur in the different regions of the E³UDRES² -partners. The goal of E³UDRES² was to get the regions to look beyond their own borders and think together. How can we tackle a regional problem and learn from each other?

Today's challenges are urgent and complex. The planet is warming up. Agriculture is looking for new resources. Healthcare is yearning for more helping hands. Companies are looking for industry 4.0 talents with not only technical skills but also with an entrepreneurial mindset. Gaps between people are getting deeper. There is no easy way. There is no one shot solution. But we can learn with and from each other.

Diversity is King

During our journey - our creative task of developing a European University - we learnt a huge amount from the uniqueness of each partner. The diversities are a strength that we cannot possibly ignore. This strength, together with the will of each partner to work together, made us unconsciously work together during the training and coaching moments. We created a E³UDRES² culture. During the International Engagement Circus in March 2022, it became clear how much shared value and appreciation had grown between the partners. This transformative change from unknown persons within the different institutions to partners who walk a road together with mountains and valleys creates an indelible bond. This path provides the recognition of shared values within the diversity of their own cultures. A transformative process that has started but certainly not finished. To reach our finish line in 2030 together, we must not only pay attention to the learning aspect of our students, employees in the strict sense of the word. But we must also pay attention to the growth process that each E³UDRES² team member experiences in working with other institutions, other cultures ... This leads to a sustainable network of employees and learners within the various partners and even beyond.

Creating Impact



Engagement & Collaboration

There is a need for much more intensive and sustainable cooperation within the region. Global developments, industry 4.0, disruptive technologies and the need for sustainable business design call for cooperation between knowledge institutes and entrepreneurs and start-ups. We need to focus more on building a Linked Pin between our educational offerings and the business community.

Career matching

The 20-something generation is in need of a more fluent career. They are less and less likely to opt for the classic 'linear career' at a leading company. Purpose and culture are becoming increasingly important selection criteria. For a better sustainable Bridging Talent & Career, it is important that we involve local stakeholders from the start in building the Future University together.

Talent development

Nowadays, we often talk about the War for Talents. We doubt that we should use this term. In fact, there is no shortage of talents, but we are not using the full potential. We need to focus more on what *life-long learners* demand for: more customization based on their knowledge, their ambition and their preferred learning method.

Smart education

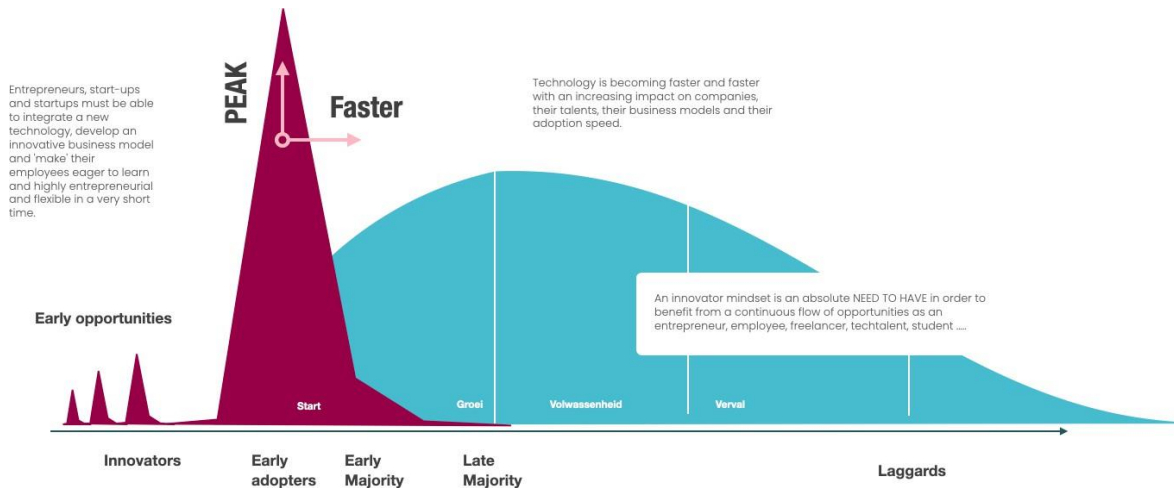
Too often, the regular offerings of universities are still too programme oriented. Human skills and challenge-based teaching are still not standard in the programme. We must do more to stimulate this 'obligation to choose' for students and to let them develop as a #unlimited 20-something. In doing so, we can make use of a special mix or hybrid modern learning design with various learning methods from P2P, immersive, gamification, coaching and blended.

1.2. Open innovative Eco-systems

Open innovation is a hot topic these days. It went from nowhere to everywhere in just over a decade. Open innovation is based on the fundamental idea that useful knowledge is now widespread throughout society. Great ideas emerge in every organization and every organization, no matter how effective internally, needs to engage deeply and extensively with external knowledge networks and communities. Even large corporate companies like Unilever clearly indicate that they are unable to keep up with the speed of innovation. They realise they need to work together to stay tuned.

An organization that practices open innovation will utilize external ideas and technologies as a common practice in its own business (outside-in open innovation) and will allow unused internal ideas and technologies to be used by others in their respective businesses (inside-out open innovation). Many individual companies such as Unilever have proudly proclaimed their success with their version of open innovation called Connect and Develop.

The company found that products that had a substantial open innovation component outsold the ones that did not by more than 100 percent. In the industrial 4.0 sector a recent study of Agoria proved that companies that have an open innovation culture innovate significantly faster and have better financial returns on their innovation.

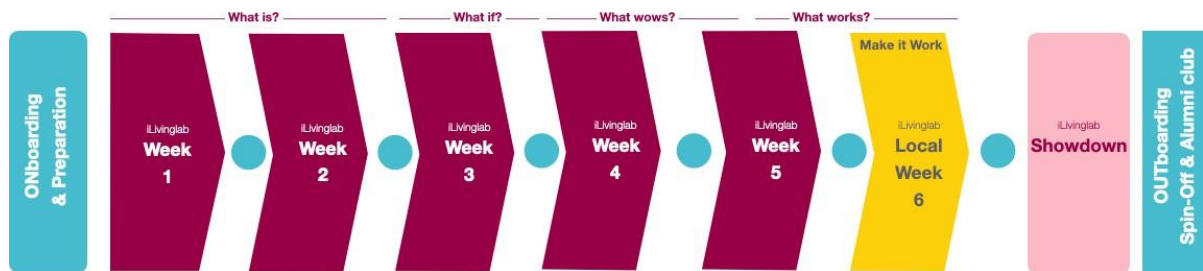


Open innovation as driver of local change

The I Living Labs are **a perfect form of open eco-systems**. By systematically working together with local entrepreneurs and public institutions based on real-life cases, E³UDRES² encourages open innovation. With the Umbrella concept that combines several I Living Labs around a specific topic such as, for example, Talent Development or Energy Transition, E³UDRES² has taken a step further in facilitating open innovation.

The strength of these Umbrella I Living Labs is that multiple and different regional stakeholders collaborate within a cluster of I Living Labs. This diversity of knowledge, sector expertise and culture creates a demonstrably higher dynamic of collaboration.

The flow diagram below shows the process operation of the Umbrella Open Innovation I Living Lab. Through this mix of hybrid learning in close collaboration with multiple challenge owners simultaneously, the focus is not only on personal learning goals, but also very specifically on innovating together with the region as an open collective and further develop ideas that emerge from an I Living Lab in a Local Week project.



Design Thinking

An Umbrella I Living Lab typically consists of a 6-week design-thinking process, during which students co-ideate and co-create a solution to a real-life challenge together with international students from different disciplines as well as external stakeholders, including the end user. In doing so, they improve different skills which in the future will be of use to them in both their personal and professional lives.

Challenge owner

Each I Living Lab is kicked off with a joint event which brings together participants from all I Living Labs that start on the day. In the weeks to follow, students meet for online evening sessions on a weekly basis. In between these online sessions, they learn, conduct research and investigate on an individual basis as well as together with other students in their own time.

Experience based learning

An I Living Lab follows the principle of experience-based learning, which means students learn as they go. The facilitator does not transfer knowledge, but instead they encourage the students find their own team solution to the problem. In addition, the facilitators help the students through the process and coaches the group as well as the individual students.

Learning Goals

- Personal growth
- Intercultural competence
- Language skills
- Global engagement
- International disciplinary learning
- More detailed information is available in the course guide

During Local Week (see chapter 3.5), several local challenge owners will work intensively with a group of students (40ex) from two different Umbrella I Living Labs. They do this at different locations within the E³UDRES² regional eco-system. The students are working with SME entrepreneurs as well as start-ups. From the E³UDRES² partners, researchers work closely with the students on knowledge exchange. The collaboration of a multitude of Educational Entrepreneurs(8ex) from multiple partner countries accelerates the innovation process. This is because there is a greater diversity of knowledge and coaching expertise within the total Umbrella group.

1.3 Challenge Based co-learning

Today's learning no longer fits within the current society we live in. E³UDRES² has set the foundations to build a different learning. Challenge based learning is an active way of learning that gives better retention of knowledge, enhances motivation and encourages to develop skills that are essential for personal development and for the labour market in the 21st century. We tested this kind of learning in our Living Labs and it turns out they do trigger the development of future skills.

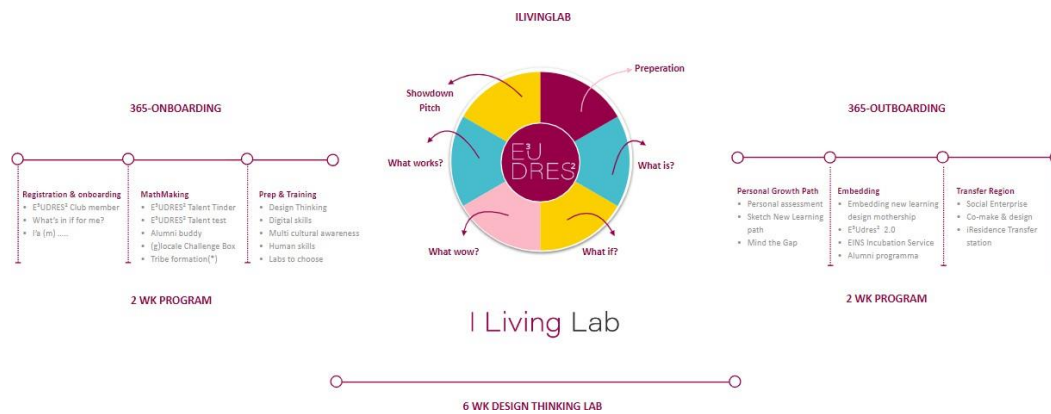
2. The future university – Innovative topics

Introduction

The Factsheet Action Day part 2 on 17th May 2022

As we already mentioned in the previous report we also created the Factsheet action day. We wanted to give all team members the opportunity to be innovative. Our actions from Action day part 1 are still on track. We experienced the new way of working regarding to the structure of all WP3 meetings. The 2 weekly Friday meetings are still being held by the concept that was a result of the Factsheet Action Day part 1.

The Action Day part 2 was held on the 17th May 2022. We discussed the following ideas and concepts:



The experiences of the finished round 2 of the I Living Labs helped to re-think the structure of the I Living Labs, namely the ONBOARDING and OUTBOARDING, and showed us how to improve the I Living Labs as a concept for learning.

This resulted in some new ideas.



EBUDRES2 TIMELINES		2022																	
UPDATE: APRIL 2022																			
www.ebudres2.ucll.be																			
		May				June				July				August					
		W17	W18	W19	W20	W21	W22	W23	W24	W25	W26	W27	W28	W29	W30	W31	W32	W33	W34
			2-mai				10-mai					4-jul	18-jul		1-aug		15-aug		
Action Team 1. IT infrastructure (registratie kwalificatie systemen)	Rik																		
Action Team 2. Challenge Management & Tool	Roger		Concept development		Brand Concept			Comm. / (ig)Local site / roadshow CO's											
Action Team 3. Talent Team-Making	Daniqne							Feedback collection - ThinkTank		Setup First version matching		Check employee status							
Action Team 4. Umbrella Umbrella idee	Nathalie/Roger		Umbrella Umbrella idee		Goalsetting & Concept doc		Prag. & Games	Setup site											
Action Team 5. Clubhouse & Branding	Daniqne/Liesbeth							Umbrella Clubhouse - Branding											
Action Team 6. Alumni program & roles	Miel / Christine																		
Action Team 7. Embedding & Internal marketing	Sara/Miel			sales to phone to students						sales to phone to students									
Action Team 8. MOOC (EE's leerer => Training/Assessment)	Rik					build toolbox team		goals for toolbox contents				Find a platform						v1 toolbox	
Action Team 9 Evaluatie internal communication (process, system en administratie)	Nathalie/Rik/Liesbeth					build MOOC team		goals for mooc											

- We invented the Umbrella concept. You can find more details in Chapter 4
- We talked about the platform model 2.0. You can find more details in the topic Open Learning Module (Moodle) and in Chapter 5.
- We created the debut of Educational Entrepreneurs (EE) management. You can find more details in Chapter 2 – 2.6 Team management
- We redesigned the matching program for the Educational Entrepreneurs's. (EE fair) You can find more details in Chapter 2 – 2.6 Team management
- We finetuned the Talent Tinder. You can find more details in Chapter 3.

2.1 Diversifying I Living Lab format

Regarding to the I Living Labs we created 3 different types of I Living Labs (ILL).

We know that for some students it is not possible to travel, so we kept our CLASSIC ILL (see chapter 4 – 4.1 Classic ILL)

For the students who could finally travel (after COVID period) we created 2 different types of ILL. The Umbrella ILL which are a combination of online sessions and a physical local week and the Latvian Pilot which is a very compressed form of an ILL. More details about these 2 types of ILL can be found in chapter 4 as well.

The most important remark here is that we learn and grow. We copy, paste and adapt our ways to ensure the learnings for the students with the connection to the region.

2.2 Student engagement

The successful development of I Living Labs (ILL) depends on the involvement of different actors of the academic community.

Students play a crucial role in developing I Living Labs, especially in developing the E³UDRES² alliance and the concept of universities of the future.

For this reason, the involvement of students in the development of I Living Labs is a focus of attention of this project, aiming for more and better participation, minimising dropouts and maximising the impact on learning, the development of future skills and the impact for building smart and sustainable regions.

Several actions were set up to enhance the communication towards students and to engage them actively in different E³UDRES² activities.

General communication to enhance the broad E³UDRES²community

- Student representatives from UCLL in the E³UDRES² student board: active recruitment and follow up – regular meetings about the tasks and progress
- Internal communication in the different institutions

UCLL, as WP3 lead, has set up an internal proactive **communication strategy** and shared this with the partners, so they could integrate some of the possibilities to their institute as well:

- UCLL campus tour: at the start of the Academic Year the E³UDRES² team has visited 6 different campuses in Belgium (Management in Diepenbeek, Health campus in Genk, Teacher Education and Management in Leuven, Well-being campus in Hasselt): the goal was to inform all students actively about the different learning

activities E³UDRES² has to offer
(I Living Labs, Hackathon)

- Educational Entrepreneurs of the different campuses were involved as well to ensure a strong embedding
- Embedding E³UDRES² in UCLL communication and towards staff
- Meeting with all Program Directors and course coordinators
- Meeting with Policy level at UCLL
- Meeting with student participation coaches
- Meeting with UCLL student boards
- Meeting with student study coaches
- Meeting with student facility team
- 2 online webinars for students about all transdisciplinary courses at UCLL including the I Living Labs
- Meeting with the international officers at UCLL

Active recruitment of Educational Entrepreneurs for each program and internal training day (19 May 2022) for all institutes.

I living labs specific

- Clear communication of the different formats and clear deadlines
- A common enrolment procedure
- Teams set up – pilot with the umbrellas: talent survey and team creation based on the different profiles & student engagement in the International Week in Timisoara, Romania.
- Involvement of students in the Kick off and Showdown of the I Living Labs

Considerable efforts and successes have been achieved by the above actions. Still there are some **lessons learned** to be taken into account for the next period.

Innovations

Still facing **some challenges concerning the integration of the I Living Labs** in the curriculum. Students need time and space in their individual study program. For example at UCLL Management : actively promoted and integrated the 6ECTS in their official study program – support by the director of the program and the course coordinators (opleidingsverantwoordelijke)

Actions for the future:

- inform decision makers at the Universities, include and engage them actively in the recruitment and follow up of the students
- Reaching out to the students and engaging them

Students have often a busy study program (compulsory classes, internships, tasks and research) and (social) media are already overwhelming.

Actions for the future:

Collaborate with students (alumni) and collaborate with student organizations at each institution, focus on the success stories of the I Living labs told by the students themselves.

Administrative integration of the E³UDRES² activities within the institutions is also a challenge, for example internal deadlines for ECTS recognition are conflicting with the E³UDRES² calendar.

Action for the future:

Administrative burden should be taken into account as well as this is often not yet integrated in each institution.

2.3 Branding

In this 3rd round of I Living Labs we further shaped and differentiated our E³UDRES² narrative.

In Round 2 it became clear that in order to externalise our E³UDRES² message, we needed first to create a family feeling between internal E³UDRES² staff. The branding of E³UDRES² as a big European, but none the less warm family will help to create a E³UDRES² community. The 1st International Engagement Circus in April 2022 established this E³UDRES² family feeling and created a mindset for all Higher Education Institutes (HEI's) to spread this family feeling in their institution.

Family narrative for all stakeholders

We incorporate this family narrative into our communication to all stakeholders. For **students** this narrative is appealing as they are looking for friends and peers in this stage of life. We offer them not only a warm and open minded welcome and a place where they can meet new people but also a safe space to enhance their future skills and explore unknown qualities. On top, an I Living Lab offers a great first international experience and can serve as a stepping stone to more international experiences.

Examples:

I Living Lab showdown event | This event closes the 6 week lasting I Living lab. In this online gathering all students present their project through a pitch. In order to show that E³UDRES² is a project of one family and not only of staff, we let 2 students present the whole show. Their presence shows their involvement in the project and that they can keep playing a role in E³UDRES².

E³UDRES² events card | With this card we offer a clear overview of all events within E³UDRES². In the graphic style we use line art that shows the family feeling.



Campus Tour (@UCLL) | What family defines is the coming together. UCLL organised a physical tour on their 8 campuses to meet the students and lectors live. We offered them a free smoothie while they got a short E³UDRES² introduction. In this way, they could ask questions and get their answers immediately. We also gave them the E³UDRES² event card as a memory token.

Also our **Educational Entrepreneurs** can benefit from the family narrative. When they experience the feeling of being in it all together and being able to rely on each other, it can give their coaching role a boost. In turn, students can benefit from the shared knowledge between Educational Entrepreneurs.

We also try to create this family narrative for **challenge owners**. Especially the incubators play a crucial role in this. This are locations where start-ups and SME can meet and work together. Because of the small nature of incubators, this family feeling is easily established.

Why use the family narrative?

A European project can seem big and cold and far away to students and lectors and that is a difficult environment to innovate and cocreate. On top of that, most E³UDRES² products are held online, which does not improve togetherness. Therefore we need the family narrative. When people feel welcome and appreciated they will show more engagement and, as important, long term engagement. We need this kind of involvement in a rapid changing educational area.

I Living Lab Round 3 communication



The main theme for communication of the I Living Labs Round 3 is a graphic that embraces the family narrative. It shows people working together on different levels to make the puzzle match.

This represents all actors within E³UDRES² working together (students, lecturers, challenge owners and staff) on a challenge. Students can interpret the graphic in their own way as well. It can also represent students from different educational backgrounds and different countries who are

an I Living Lab. The challenge (pieces of the puzzle) are bigger than the people working on it. This represents the community engagement that is a crucial part of each I Living Lab. The solutions that are created for the challenge serve multiple goals. Not only students, lecturers and challenge owners benefit from it. Also the regions will take advantage by becoming smarter and more sustainable.

This design was used in all types of communications such as flyers, social media posts, on campus screens, internal newsletters and mailings, posters, banners ...

2.4 Open Learning Module (Moodle)

After the second round of the I Living Labs, we decided to move from Basecamp to UniCampus, a Moodle-based Learning Management System that was developed by the Romanian E³UDRES² partner UPT. We decided to execute the move for the following reasons:

1. Move away from Google products for collaboration (privacy & safety)

Basecamp uses Google Drive for file collaboration and Drive uses American servers to store data. To better protect user data, user data are now stored on UPT servers and our internal MS Teams sites.

2. Centralised learning management

UniCampus offers built-in learning management features such as activity completion tracking, grading and attendance taking. This makes following up on students' learning easier and more straightforward.

3. Better *Flipped Learning* capabilities

A main learning of the second round of I Living Labs was that too much time was spent on teaching the central topics. As a result, less time was left for challenge-based learning, which is central to the I Living Lab concept.

during the two weeks of *flipped learning* (before they start the interactive part of the I living labs), UniCampus offers the option to guide students through the learning content at their own pace and in an engaging way.

Scalability

As E³UDRES² keeps growing, the scalability of online learning and student management becomes more and more important. Therefore, centralisation of grading, attendance taking and flipped learning are paramount.

What our colleagues have to say about using UniCampus

"UniCampus is pretty good. It is also complicated, which is a shortcoming and an advantage at the same time. But once you get used to it, it's ok. It has many useful features."

"It could have a better structure maybe in terms of the materials posted, but you can get used to that too. I suppose it will clear up. The goal for me would be to have the frequently used stuff right on the main tab."

"The online meeting platform seems to be a main hurdle. A E³UDRES²-wide Zoom subscription would solve a lot of these issues."

"Students prefer to use email for communication."

"A built-in shared storage is important for online collaboration. Right now, linking separate services wastes time and comes to the use of own resources."

"I preferred Basecamp as it was a bit more user-friendly, I liked that the learners could upload their materials as well in a very easy and fast way. So we could collect all data and materials in one place. However, uniCampus is similar to our e-learning and it is even not very difficult, but for learners (students) that option is a bit more difficult."

"From our I Living Labs, the general feeling is that Unicampus is not user friendly and attractive for running the I Living Labs as compared to Basecamp. It does work well, but is probably best suited for regular classes. Adding files and links is also bit technical."

The main issues that came to light concerning our use of platforms, are the following three:

- The UniCampus is quite complicated since it has so many options and applications. This also plays a part in the attractiveness of the platform.
- File storage is central in a collaborative and interactive learning process. This should be a central focus in the LMS we use going forward.
- Communication is the third big focus going forward. Communication via email should stay possible, but the on-platform means of communication can use a boost as well.

These three issues will take a central role in the practical approach E³UDRES² takes for future I Living Labs.

2.5 Team Management

E3UDRES2 is **an innovator and a connector**. To innovate, connect and build trust it is key to meet each other live on location. A positive group dynamic forms the basis for daring innovations.

How do you have a good relationship with each other in an online environment? How do you actually build such a bond? We did our absolute best to create ways to connect online but to build the University of the Future with six partnering Universities in an online environment was extremely challenging. The concept of online meetings, as reported in M18, was successful and we stucked to the 2-weekly T-Shaped Innovators and the 2-weekly Educational Entrepreneur meetings. Nevertheless, as soon as possible, we took action and created a new format to meet up with each other in person. The idea of the **International Engagement Circus (IEC)** was born.

International Engagement Circus @ UCLL

From 26th to 28th of April 2022 we finally had the opportunity to travel and meet each other in person in Belgium. As you can imagine this face to face meetings had an enormous impact on the team management. We started really feeling like a team even more **a FAMILY** during the first International Engagement Circus.

The program of the first IEC in detail can be found in the following figure:



This International Engagement Circus (IEC) came to life for one main reason: connecting to each other. WP3 leader UCLL came up with the idea to invite the five partners to UCLL to engage with each other in person.



Within the various work package teams 2, 3, 4 and 5 from E³UDRES² with the TSI, EE, Learners and challenge owners, we have been working intensively on educational innovation. By kickstarting and organizing the IEC we wanted to strengthen the engagement and cooperation. Therefore, we invited a hybrid mix of team members (directors, managers, teachers,...) from the different work packages 2, 3, 4 and 5 from E³UDRES² at the same time.

Engagement
In April UCLL wants to organise an International Engagement Circus. The theme of this week is **365 On- & Outboarding**. This theme perfectly matches with the engagement vision of EU DRES². We would like to collaborate in this week with a delegation of a hybrid mix of EU DRES² stakeholders from the different work packages.

CULTure & Icons
EU DRES² is an Innovator and a Connector. Within the various work package teams with the T-shaped innovators, Educational Entrepreneurs, Learners and Challenge owners we work hard and smart on educational innovation.

By kickstarting and organising this International Engagement Circus, we want to strengthen the **engagement and cooperation**. Therefore, we want to invite a hybrid mix of team members to participate in a spin-off of the UCLL international week.

International Engagement Circus
We want to cooperate in a sustainable way within EU DRES² and with our external stakeholders. Therefore, this International Engagement Circus is not a one-off event. The aim is to set up a tri-monthly event cycle.

'Engagement Circus' where each time one of the EU DRES² partners is the main organiser supported by a sidekick. This sidekick will be the next organiser of the EU DRES² Engagement Circus. In this way we guarantee continuity and coordination.

International Engagement Circus

The EU DRES² Engagement Circus always connects four core values of innovation and change. It stimulates a deep connection between learners, lectors and entrepreneurs and public institutions. It focuses on talent scouting, matching and sharing and encourages a growth mindset. In doing so, the Engagement Circus connects the promotion of life long learning with a fluid life long career opportunity for a promising region. In addition, the EU DRES² Engagement Circus stimulates innovation towards smart blended learning systems in collaboration between education and entrepreneurship.

The diagram shows four quadrants around a central 'EU DRES²' logo. The quadrants are: 'ENGAGEMENT & Collaboration' (top-left), 'TALENT DEVELOPMENT' (top-right), 'CAREER MATCHING' (bottom-left), and 'SMART EDUCATION' (bottom-right). Each quadrant has a corresponding icon: a globe for engagement, a person with a gear for talent development, puzzle pieces for career matching, and a Wi-Fi symbol for smart education.

26-27-28 April

- Number of Participants:** We want to put together a mix of team members from the different work packages 2-3-4-5-6. In total, we want to work with a group of 30 international change makers on topics such as culture, innovation, smart operation and engagement with rural communities. These are crucial topics for EU DRES² and we want to ask the 'engagement team' if they can provide a deepening and acceleration of crucial innovation topics.
- Date & Duration:** the idea is to organize the EU DRES² International Engagement Circus during the UCLL international week from 26 to 29 April. We would opt for a two and a half day programme. With a welcome on Tuesday 29 April and a wrap-up on Thursday 28 April.
- Bridging:** The entire EU DRES² Engagement Circus is about connecting. We also want to invite different work packages at the same time. And of course we want to connect the different types of (local)stakeholders. From learners to startups and education experts.
- Format:** We use the Work-Play-Learn & Share format. Exchange of knowledge and know-how is important within the large EU DRES² project. In addition, there are some topics that we definitely want to accelerate with a mixed team of experts. Henceby we have to think of a.o. The next steps in the Livinglabs 2.0. What will we do with the outcome of the Livinglabs that are ready for a prototyping phase. And what is the ideal format for a Booster program. And how do we ensure a smart connection between it? Location: Livinglabs, Booster and Makathon.
- Location:** Physical location in Belgium at focuses UCLL where we would like to organize our EU DRES² International Engagement Circus.
- Programme:** We have developed a two-day programme where we want to connect strongly with the regional entrepreneurs and startups. We want to put EU DRES² in the spotlight and listen carefully to the needs of the regional stakeholders.
- Organisation Team:** We will take the project lead from UCLL in organizing it. With a compact cross-stakeholder organisation team, we will ensure an inspiring programme and tight organisation.

EU DRES² Int. Engagement Circus 26-28 april 2022

The underlying concept for the IEC can be described as follows: 'During the IEC we focused on 4 core values of innovation and change. It stimulates a deep connection between learners, lectors, entrepreneurs and public institutions. It focuses on talent scouting, matching, sharing and encourages a growth mindset. In doing so, the IEC connects the promotion of lifelong learning with a long career opportunity for a promising region. In addition, the IEC stimulates innovation towards smart blended learning systems in collaboration between education and entrepreneurship'. A few highlights of the IEC, beside building a team, are the creation of the Bank of Challenges, the launch of the Talent Tinder and the concept of I Living Lab 2.0. In our Factsheet Action day part 2 (held on the 17th of

May) we continued the process started during the IEC and further deepened the innovation part of E³UDRES² .

In the next part we want to highlight the teambuilding activities during the IEC. At the opening event we had **105 participants** and started right from the beginning with activities to strengthen the group cohesion.

Every participant of the IEC was given a name badge. Besides the participants name and country, it mentioned all different archetypes. After they received the explanation of the different **archetypes**, they had to think of their individual archetype and make it visible on their badge by colouring it.



To work in a team, to connect, to create and innovate you need a combination of all archetypes. Therefore, we tried to form teams that were a good combination of all archetypes throughout the whole IEC. Furthermore, the individual selection on the name badge was a good starting point to get in touch with new people and start a nice conversation.

The collaboration in the different team constellations and the joint activities during the IEC formed **the FAMILY of E³UDRES²** .

From the survey we sent to all participants, we know that this event was much appreciated by them and that it was successful on various levels.






We asked the following questions:

- When you think about the program of the circus, how would you rate it?
- When you think about how the circus can give added value for your future. How would you rate it?

started on-site with our EE's of UCLL and more important in the afternoon we organized a digital get together for all involved EE's from the six partnering Universities.

20 MAY THE DAY OF THE EDUCATIONAL ENTREPRENEUR		ON-SITE (UCLL)	DIGITAL
EUDRES		09:00 Welcome	13:30 Update by Nathalie
		09:30 Mix and mingle Icebreaker Team introduction Experience exchange	14:00 Mix and mingle Speeddates in breakout rooms
		11:00 Today and tomorrow Kick-off I Living Lab 2.0 Actions & tasks	14:30 International experience Evolving our successes & tackling our challenges.
		12:30 Lunch	15:30 Next steps
			16:00 Closing

Just like the IEC, we used **the archetypes** to start team building and make connections throughout the EE day. To team up with each other and to know each other's archetypes helped to learn to understand the differences and similarities between each other. We started with the question "Which is your archetype?" and emphasized the important aspect of having one of each archetype in a working group of people. So when we will start the I Living Labs round 3 the EE partners within an I Living Lab will – in the best way – consist of different archetypes. This aspect will be further used in the process of building EE teams. (see chapter 3 about Matchmaking)

				
#ARTIST	#VISIONAIR	#NAVIGATOR	#ENGINEER	#MOTIVATOR
A person who dreams and creates, using conscious skill and creative imagination.	A person with original ideas about what the future will or could be like.	A person who knows how to reach goals and destinations.	A person who knows how to optimize the process.	A person who promotes interest in or enthusiasm for something.
'Lets, explore! What other beautiful places are out there?'	'We need to go to place A.'	'I know how to get us to place A.'	'We should use these tools to get there as fast as we can.'	'We will get there!'

3. Core topics (onboarding – design thinking – outboarding)

3.1 Insights in Talents

To make students aware of their talents and to get more insights in their talents, we executed a pilot with the group of students who registered for one of the Umbrella I Living labs. During the onboarding students did **an online talent test called ThalentMe** provided by Thalento (www.thalento.com). ThalentMe is a scientifically founded solution based on the Thalento® Personality & Motivation Assessment, which in turn is based on the Big Five model. ThalentMe starts from the individual and shows Top Skills, Potential and Challenges in an accessible report. By doing this test students got insights in their talents but even more important, insights in their growth path. After the test we discussed the results with the group. We asked the students to pick a potential skill they would like to develop during the I Living Lab. At the end of the I Living Lab, they will report this in their portfolio and we will discuss this during the end of the local week in Belgium. The ThalentMe test will help the students to find their place in the team quicker and have a higher learning curve of personal growth. Talking about their results in the group during the onboarding phase, helps as an icebreaker and to get to know each other on a deeper level. This creates a connection, even online, that stimulates working together and speeds up the design thinking process during the 6 weeks of I Living Lab.

3.2 Matchmaking

We learned from the 2 previous rounds of I Living Labs, that creating the teams solely on the mix of universities, doesn't guarantee a good team, good team dynamics or a good learning curve i.e., a good end result. Therefore, we developed guidelines which focus on creating the teams with more focus on diversity beyond university borders because we believe that 'diversity is king'.

During the bootcamp we already experimented with matchmaking and we learned that students were extremely engaged because they created the teams themselves. Therefore, the first task the students had, was to create their own team. First, we explained our learnings during the previous I Living Labs and why we wanted to do it according to the new guidelines. Second, we explained the three pillars for creating the teams:

1. University (min. of 4 universities)
2. Educational background (min. of 4 educational backgrounds)
3. Role (based on ThalentMe test and preference)

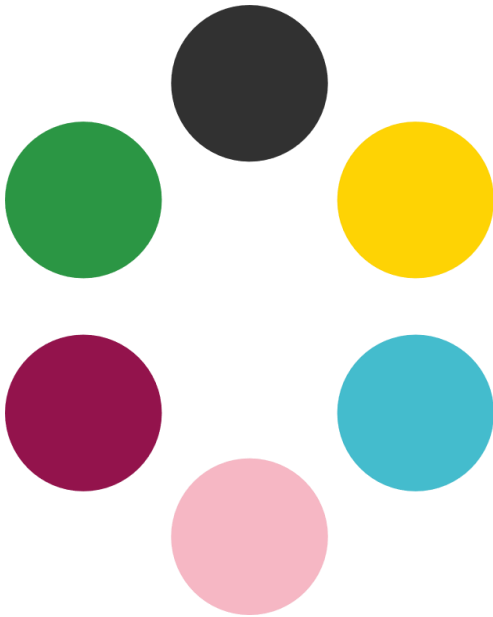


Image 1: teams created based on university

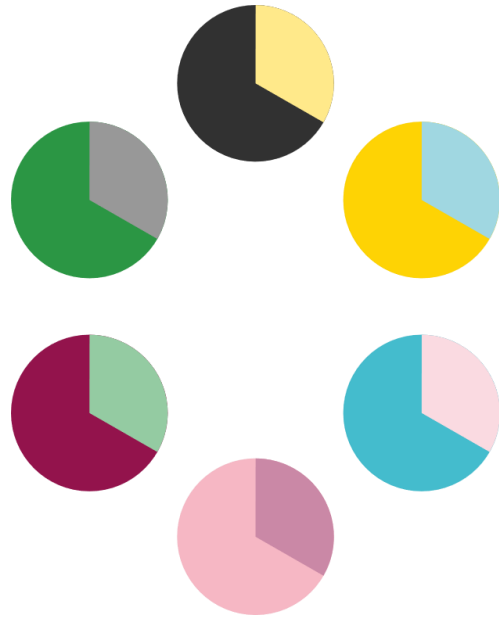


image 2: teams created based on university and educational background

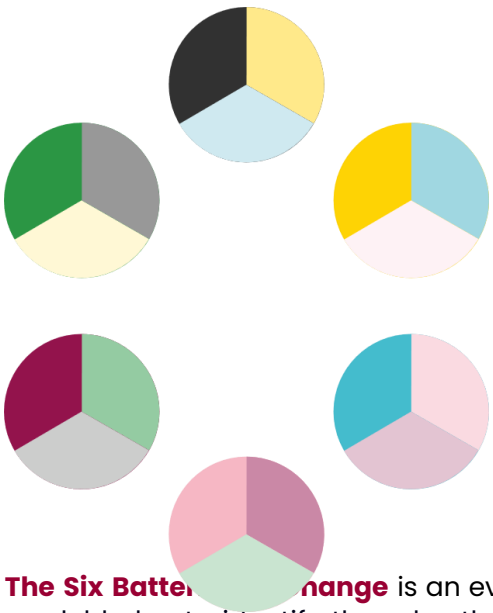
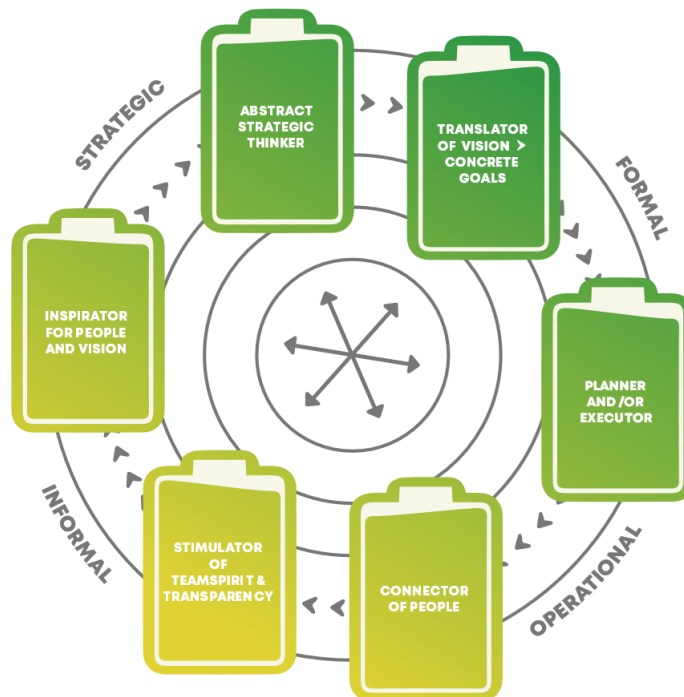


Image 3: teams based on university, Educational background and chosen role

Together with a HR psychologist from Talento we translated the six Batteries of Change to the TalentMe test. Each student gets a list with (potential) skills, which we linked to specific batteries. This helped the students to identify their role. They could select their role based on the result of the TalentMe test, on the role they thought suited them the best or both. For round 4 of the I living labs, we are aiming on a test that directly shows their personal battery.

The Six Batteries of Change is an evidence-based method for implementing change. The model helps to identify the roles that are needed in a team. All six batteries have to be charged, in order to generate the amount of energy necessary in a successful team. If one or more batteries remain empty, the success rate of the team will be limited. The Six Batteries of Change show how to develop transformation competencies by creating a more energised team capable of dealing with faster and more complex challenges.



3.3 Kick-off I Living Labs – round 3 – 26 October 2022

To prepare for the Kick off of round 3 UCLL has organized meetings with partners to discuss organizational aspects and also a meeting with UCLL students to discuss the content of the event and the building of a community for students.

Goal of the online Kick off

- Welcome new students to the E³UDRES² community:
- Make sure that the students have basic information before they start (Learners' guide, introduction to Unicampus)
- Get to know their team

Program of Tuesday 26 October 2022 from 17.30 to 19.00 CET.

- Welcome by two student alumni from IPS and from VIA
- Break out rooms per I Living Lab team to get to know each other
- Introduction to the topic and the teams of the same topic for Artificial intelligence, Circular Economy and Wellbeing. We invited three speakers who presented a short key note
 - o Student from UCLL: introduction to Circular Economy
 - o Researcher at UCLL: Artificial intelligence
 - o Teacher at IPS: Well being
- Interactive wrap up of the experience by the host students

3.4 Design Thinking trajectory

In the I Living Labs, students are guided not only to deal intensively with the mindset and methods from Design Thinking, but also to use them when dealing with the challenges of I Living Labs. Students and all those involved in an I Living Lab follow the principles of design thinking and action. This promotes creative "out of the box" thinking. Design thinking addresses key competencies on several levels that are essential for dealing with the challenges related to the SDGs. At the same time, it supports the basic idea of E³UDRES² to set accents in order to make impulses for the further development of different regions in Europe a reality. This is because Design Thinking starts from a deep empathy and understanding of the needs and motivations of different target groups, which are at the core of the Design Thinking process. Design Thinking benefits greatly from multiple perspectives and creativity in the interaction of a wide variety of people, with all their skills and ideas. Design Thinking is based on the fundamental belief that we can all make a difference - no matter how big the problem, how little time or how small the budget. The basis of work is the belief that we can make a difference. Students are ideal partners in the application of this approach, since they are usually more open-minded to it. Like in any case of introducing new techniques, we need 'early adopters' both from the Educational Entrepreneurs' and from the students' side. Usually the beginning of I Living Labs needs some icebreaking, but once the process started it goes smoothly.

The I Living Labs offer an optimal framework for (further) developing ideas in intensive cooperation. Students receive basic information on the topic of Future Skills and the approach of Design Thinking in advance, which corresponds to the procedure of the Inverted Classroom Model.

In the first half of 2022, a MOOC was developed on imoox on the topic of "Design Thinking in Education" (<https://imoox.at/course/DesignThinking>). The MOOC can be completed as a self-study course. Participants work on the topic of "the university of the future". At the beginning, basic materials on design thinking in educational settings as well as various creative methods are provided. The participants then go through all the phases of a classic design thinking process, each of which is provided with a variety of methods and working instructions:

Empathize: empathy forms the indispensable basis for ideas. The search for creative ideas and solutions begins with a deep understanding of the needs of the people affected by a complex problem.

Define: results of research, observation and interviews are gathered and from there on "how might we" questions are formed, e.g. with the help of storytelling.

Iterate: the goal is to develop a variety of ideas. Often these are "wild ideas" as well as creative methods that trigger visionary thoughts.

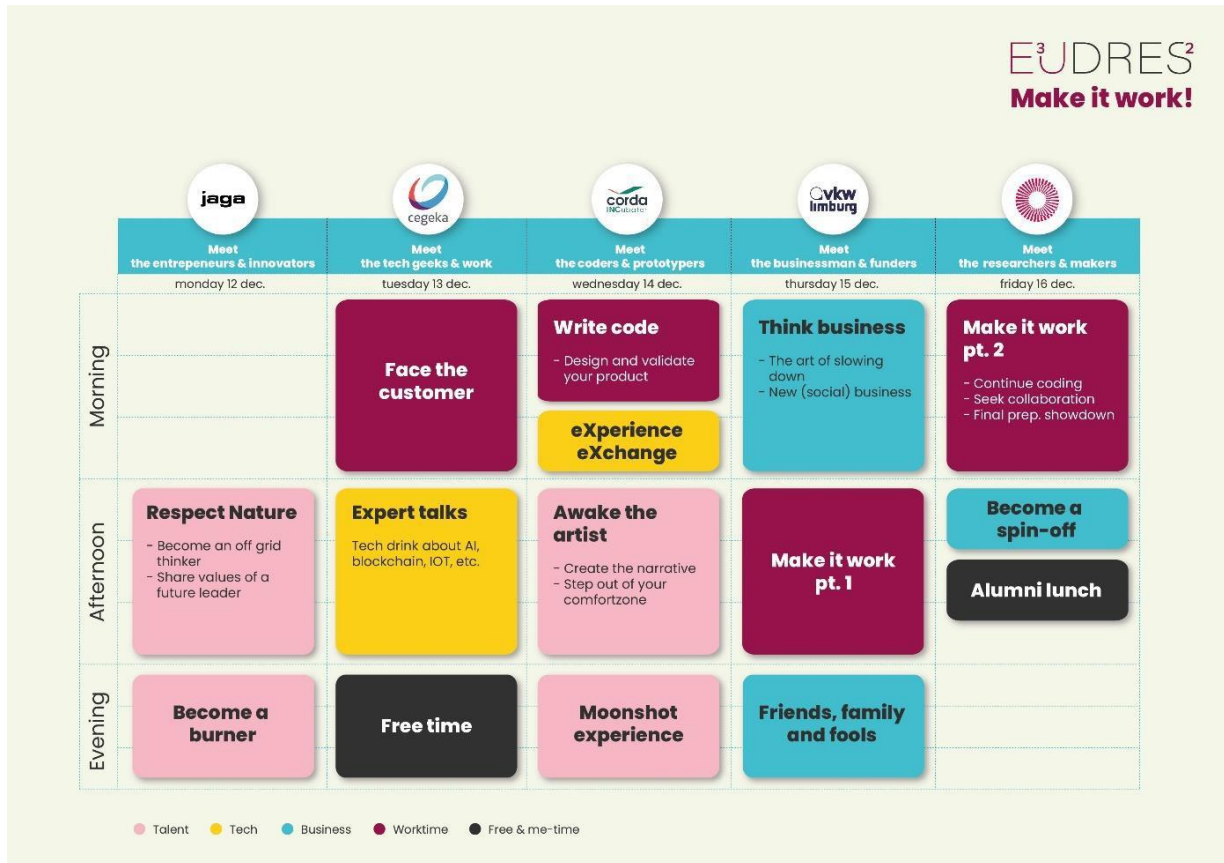
Prototyping: developing prototypes means making ideas tangible and sharing them with other people.

Iteration: that is, the further development of the prototypes. This includes planning the next steps, communicating the idea to people who can help implement it and documenting the process.

3.5 Belgium Limburg – Local week nrl

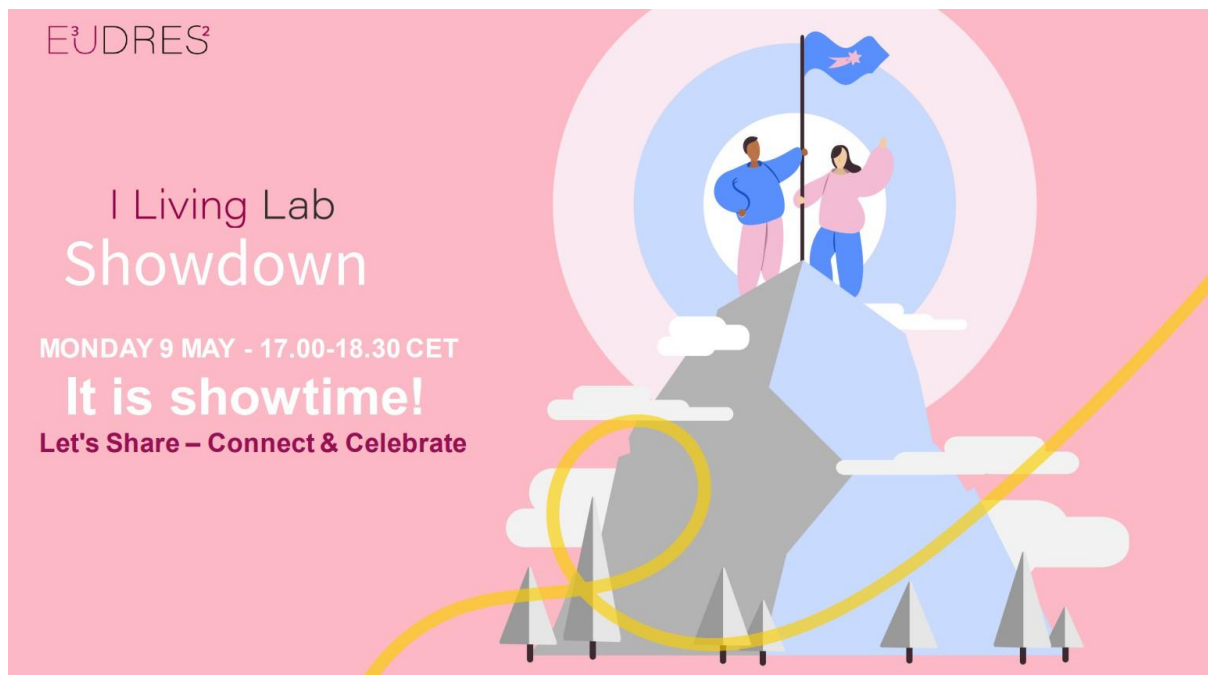
The first local week in Belgium originated from the learnings we had from the 2 previous rounds of I Living Labs. We noticed that the last phases of the design thinking process are difficult to execute in the short timeframe and online. Some groups miss the synergy online so the last prototyping sprints are not finalized. **The first aim of the Belgium Limburg – Local week** is to inspire, motivate and facilitate the different groups to finalize their solution. The students will go into the region and get real life insights in the needs and challenges. This touchdown will help the students to make the solution more fit with reality. During that week the students will also work closely together with the 7 challenge owners they already met online on several occasions. By facilitating these moments, the students will get more connected to the challenge owner, create more trust in their solution and hopefully a spin-out will happen. The students will also have several workshops and expert talks, all provided by other entrepreneurs who are not connected to the I Living Labs yet. We made sure workshops and talks are balanced throughout the week so they will get inspired, get new insights or new tools every day and directly implement those new learnings into their solution.

- Pink = talent development
- Yellow = tech
- Blue = business
- Purple = working time
- Black = free time



The second aim of the Belgium Limburg – Local week, next to the development and finalization of the solution, is to create a connected group i.e., E³UDRES² family. We teach the students that the knowledge of the group is always bigger than the knowledge of the individual. They need to use as much as possible the diversity in the group. They have to look beyond their own team and use all the different expertise that is available. They will be in contact with entrepreneurs, coders, prototypers, artists, funders, journalists and teachers. This rich salad bowl of knowledge, experience, perspectives and roles is a unique opportunity to develop themselves for everybody involved.

3.6 Show Down



I Living Labs Round 2 on 9th May 2022

To showcase the results of Round 2 of the I Living Labs the consortium has organized a European Showdown Event on 9th of May 2022.

Goal of this event

- Each team could showcase the process and results of their I Living Lab experience
- Celebrate and share this experience (what they have learned)
- Reach out to the external stakeholders
- Promote the I Living labs as a learning experience in the different institutions

Before the Showdown event all the pitches of the teams were uploaded to a website <https://www.e3udres2.ucll.be/showdown>

Program on Tuesday 9th May 2022 from 17.00 to 19.00 CET

- Welcome by two students from UCLL
- Students were invited to watch the pitches and posters beforehand (website link)
- Break out rooms "Ask me anything"; one representative per I Living Lab was responsible for responding to the questions. Students were invited to ask questions and give feedback to the other I Living Lab teams.
- Online voting moment
- Announcement of a winner

We are expecting all students to be present at the showdown and close this edition of the I Living Labs together before we all dive in to the year-end festivities.

3.7 Outboarding | Alumni trajectory

Why is it important to have a good alumni offer?

One of the main missions of the E³UDRES² project is to improve the life in European small regions and small cities by providing innovative ideas and solutions, created by the students and researchers living in these cities. By doing this, the cities are linked with their inhabitants and science. And who else knows better the challenges of the cities as their permanent inhabitants. During the E³UDRES² journey there are a wide variety of projects in which students create innovative solutions, long-term project, or business models proposals etc. – these activities can improve future life in the regions and even contribute to their development.

In the process of idea generation and co-creation, students are motivated, are passionate about their ideas and believe in the viability of it. They act like visionaries trying to stay ahead of time and model future processes. And that`s exactly what we are looking for when thinking about game-changers or leaders of the future. How to keep alive their motivation, engagement, interest, and readiness to be the impact-maker? Readiness to take responsibility, to act, to lead and manage, to step out of the comfort zone and have courage to implement changes.

A well-thought-out E³UDRES² Alumni offering can be compared to a well-tended garden – during project activities, the seeds are sown in the ground; while in the Alumni network, we continue to nurture and shape our garden of ideas so that it begins to bear fruit. With the Alumni offer we will be providing a platform for those enthusiastic people who want to be further involved in the realization of their ideas, as well as those who want to inspire other students.

What personal initiatives have already been launched

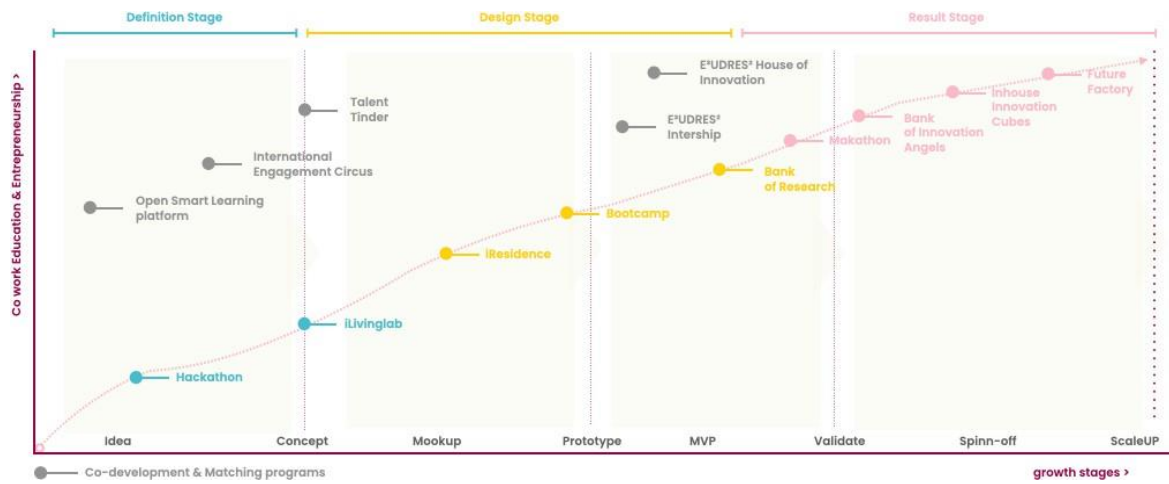
- Bootcamp team looking to start spin-off
- Students moderating the Kick-off
- Students who are mentors during the hackathon
- Student Jury for the Showdown Jury
- Involvement of students in scientific activities – Via student from I Living Lab second round has spent his internship period in E³UDRES²partner-university Lab

What could be our next steps:

- E³UDRES² digital certificate that is accepted in European incubator/ innovators community and is seen as a proof of quality (equivalent/ similarity to industry certificates). It states that the person owning it, has acquired Future, Design sprint, innovation etc. skills. The main challenge is to get this type of certificate recognized internationally, at least in the countries that are part of the E³UDRES²network
- E³UDRES² spinn-off programme. Send I Living Labs outcome + team to bootcamp – E³UDRES²project life cycle starts with an I Living Lab, followed by Bootcamp and hackathon. An I Living Lab is about acquiring skills through learning by doing. The outcome of an I Living Lab is an idea or concept of specific product or solution, that can be further developed in a Bootcamp and finalized in a Hackathon.
- Offer EE role and/or mentorship. How can we turn our alumni into E³UDRES² ambassadors? By giving them the opportunities to shape the E³UDRES² network, by making them more visible in our social media – podcasts in E³UDRES² social networks, guest lectures in the partner university networks or Open days. Even more – the local student communities can use them as inspirational speakers in student conferences.
- What 'permanent' role can they have in our 'marketing team' – following the principle of EU rotating presidency, most active students from each I Living Lab / Bootcamp/ Hackathon stage are being promoted as a spokesperson, representing E³UDRES² activities among partner universities, local communities, society etc. They create their own action plan with activities or continue to work on the implementation of previous action plans if the activities are planned for more than 6 months.

From Definition to Result Stage

In the scheme below, we distinguish three stages of growth innovation. The focus in I Living Labs is now mostly in the Definition stages. Here, ideas are conceived in collaboration with entrepreneurs, but these ideas cannot be further developed. During the Local week of the Umbrella I Living Labs, we have already made a first step towards translating these ideas into 'How it works'. We want to intensify this process from Definition stages to Design stages and even to Result stage in the 4th round. We are also adding an extra opportunity for the I Living Lab alumni. Within the E³UDRES project, they can continue to work as a team on their ideas and take them to the next stage of growth.



4. I Living Labs | Copy – Adapt – Paste

4.1 Classic I Living Labs

In autumn 2022 we started the third round of I Living Labs. Based on our experiences from round 1 and 2, we decided to keep the general structure of our ‘classic’ I Living Labs and adapt it to further scale-up.

As in the first two rounds, the classic I Living Labs are entirely held as an online course to enable students and EE’s from different E³UDRES² institutions to work together during an extended period. During this time, one to two weekly meetings with the EE’s are organised to check the progress of the team and discuss the next steps. In between, students are working individually or in small groups on these steps. The results are to be presented in the I Living Lab Showdown.

Based on the feedback from the last round, the six-week working period was extended by two weeks for an onboarding session. In the last round, some I Living Labs faced the challenge that the start of the work was delayed due to the constant change of the teams. For example, students realised that they could not participate in the I Living Labs due to their schedules or were assigned to the wrong I Living Lab or simply never showed up. A two-week onboarding phase should circumvent this problem and not take away valuable working time. Hence, after the kick off meeting on Oct 25 (see Chapter 3.3), the two-week period for the onboarding phase started where teams got to know each other and the topic, and students had time to become familiar with the UniCampus platform. Then, on Nov 7 the six-week working period started as it was the case in the last two rounds of I Living Labs. The showdown of the third round of I Living Labs will be taking place on Dec 20 (see Chapter 3.6).

To allow **an upscaling from 18 to 36 I Living Labs**, we created **single and double I Living Labs**. In the case of a single I Living Lab, two EE’s are dealing with one single team of 6-8 students. Ideally, one of the EE’s has experiences from the first two rounds and the other EE can be a new one. As for the double I Living Labs, three EE’s are supervising two groups (6-8 students each) who work on the same challenge in parallel. Two of the EE’s should be experienced and the third one can be a newcomer. The three EE’s are free to organise these two groups as they wish: for example, two (experienced) EE’s can be assigned to one team each, and the third EE can help out with both teams; or the two experienced EE’s can swap teams from time to time; or every now and then the EE’s are even combining sessions for both teams and holding one “big” online session for everyone, etc. The double I Living Labs allowed to accommodate more students whilst needing less EE’s and still ensure that new EE’s can onboard to the concept of I Living Labs by learning from experienced colleagues, sharing responsibilities and getting the chance to experience an I Living Lab first hand. Concerning the challenges, some from round 2 were also offered in round 3 whereas other challenges were newly developed by the EE’s and stakeholders. Roughly one half of the offered challenges were transferred from the last round and the other half was new.

In total, we offered seven single I Living Labs and eight double I Living Labs during round 4, resulting in 23 teams (I Living Labs). After the end of the registration period, a couple of changes had to be taken into consideration:

- One double I Living Lab did not get enough sign ups from students to form even one team so it had to be cancelled entirely
- One single I Living Lab did not have enough sign ups from students so it was also cancelled
- A few double I Living Labs did not get enough sign ups from students so they were held as single I Living Labs
- Due to the higher number of EE's, three single I Living Labs got a third EE as support

In the end, 15 I Living Labs were conducted as classic I Living Labs. In the following table you can see a summary of all classic I Living Labs of round 3:

Single or Double LL	Challenge	Comment
Single	How to make E-Mobility sustainable?	
Single	Living Lab on the Students' Mental Health	
Single	How might we bring nature to campus to make it more vibrant? (Edible Campu	
Single	know the air you breathe-	cancelled
Single	Mental Health Literacy in Higher Education	
Double	How we might use these days' technologies to emphasize the importance of	held as single LL
Double	AI and robots in wellbeing for disabled people	held as single LL
Double	Physical power by smart food	
Double	Healthy Lifestyles for Youngsters	
Double	How robotics can help the microalgae cultivation in bio-waste recycling	held as single LL
Double	SmartCampus. Energy efficiency on University Campus.	held as single LL
Double	How might we promote resource saving and sustainable mobility?	held as single LL
Double	How might we encourage the elderly to talk about their biography?	cancelled
Single	How might we use digital technologies to improve health literacy for the	
Single	How to Improve Healthcare Access for Elderly through Digitalisation	

The solution of single and double I Living Labs worked well for this round. However, this kind of up-scaling will not be feasible for round 4 going from 36 I Living Labs to 54. At the same time, we saw that some topics are more popular for students than others. Our learnings from round 3 will be described further in Chapter 7.1.

4.2 Umbrella I Living Labs

During the second round of the I Living Labs, we observed a number of points of attention and improvements. We wanted to improve these points for the third round. The improvements have to do with internal processes, team management as well as questions from the market, both from entrepreneurs and public institutions.

The Umbrella I Living Lab is **a cluster of different sub challenges** collected under one topic. This makes it possible to define more concrete challenges that all work together on a (partial) solution. This is a powerful concept for working in sync.

- Optimal use of resources and diversity of knowledge, competences and skills
 - Improve resource management, process facilitation, team management, design thinking and human skills and include business design knowledge
 - EE sharing tips & knowledge how to work in multicultural teams
- Increasing the challenge owner engagement & commitment during an I Living Lab
 - Active participation of the challenge owner in the teamwork and the design thinking to increase the learning experiences and personal growth of students and to ensure more tangible and usable outcome

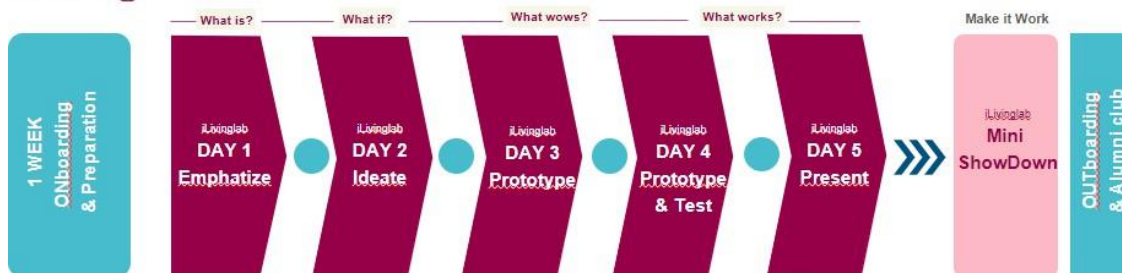
4.3 Latvian Pilot

Given that the I Living Lab is offered as an elective course, students recruitment is a major challenge. In order to increase the number of students participating in I Living Labs, the concept of Latvian Pilot I Living Lab was made and implemented by T-Shaped Innovators of Vidzeme University of Applied Sciences (ViA) in close cooperation with EE's from ViA and partner universities. The main difference between classic on-line I Living Labs and the Latvian Pilot I Living Lab lays in its intensity and implementation format. It has been adapted for **embedding into the existing curricula as a mandatory part** of study courses with an aim to allow students to practice design thinking methods in solving real life challenges as part of basic study content.

Concept of Latvian Pilot I Living Lab

Facts & Figures

I Living Lab



- Latvian Pilot I Living Lab as an **intensive I Living Lab equals 3 ECTS**;
- Dates for autumn semester: 31st of October – 11th of November 2022
- Registration deadline: 7th of October (one month before actual traveling date)
- Main target group: 2nd and 3rd year students;
- I Living Labs embedded within the framework of 3 ViA study courses (Cultural Intelligence, Entrepreneurship in creative industries, Business Law);
- Participants: **103 students** (89 local + 14 international students from partner universities) and **11 EE's** (5 from ViA + 6 from partner universities);
- **6 challenges** tackled by **12 teams**;

- I Living Labs consist of 2 parts: 1 online ONboarding week and 1 on-site Intensive Design Thinking Sprint week (each day dedicated to one of the Design Thinking stages);
- The I Living Lab process is concluded with a Showdown. During this moment students have their “3 Minutes of Fame” – a pitch presentation – to present the results of their solution to the teams, their peers and external stakeholders.

Intensive I Living Labs can be included in the study process twice per academic year – once in autumn semester and once in spring semester or organized at two or more partner universities once per academic year.

Planning process

At least 3 months should be available for the planning and preparation process. Besides the academic year planning of each institution and the established procedures for coordinating, semester courses and the structuring of the lecture schedule must be taken into account.

Main part of planning stage included joint planning work with all study program directors and Head of Study department to find the most relevant study courses in which I Living Labs could be incorporated. This was challenging due to the required flexibility and change of mindset from the academic staff, as the courses had to be restructured and adapted for ONboarding week workshops, part of teaching methods had to be replaced with Design sprint methodology. The main criteria in course selection were topics related to innovation, already existing patterns of Design thinking process, project management, creativity and intercultural communication. For the 1st Pilot in autumn semester 3 ViA study courses from different study programs were selected for ILL implementation (Cultural Intelligence, Entrepreneurship in creative industries, Business Law), several more were marked for spring semester. Accordingly, two weeks were pre-booked in lecture schedule for I Living Lab activities and selected courses were identified in study plans as a part of I Living Lab, e.g., “Cultural Intelligence / E³UDRES² I Living Lab”.

Weekly meetings with involved EE’s were organized. Experienced EE’s shared their knowledge and vision of an Living Lab and gave an introduction to the I Living Lab concept. They also held brainstormings and discussions for step-by-step scenarios on how the study course content could be adapted to the needs of the I Living Lab.

ONboarding & on-site week programme planning (see Annex 6) included both technical preparation and content development. The biggest challenge in this stage was to combine lecture schedules of ViA study programs and partner institutions, so that all involved students could fully participate in the preparatory workshops of the ONboarding week. This was an essential stage of the preparation. Ensuring that students have already identified future skills, have knowledge and overall understanding about design thinking method, project and time management, user experience design before working with the challenges is key. The planning included both the adaptation of ViA study course descriptions and the development of I Living Lab’s grading criteria:

- attendance = 20% (student has attended at least 80% of sessions both online ONboarding week and intensive week on site)
- activity & contribution in I Living Lab = 60%
- pitch presentation = 20%

Implementation

Registration & Team selection (Talent Matching)

A major difference from the classical I Living Lab format was the way of applying. Students registered for the common Pilot I Living Lab format, while the challenges were distributed only after the teams formation. In order to build an efficient team, students were asked to fill in the personality test and based on its outcomes and roles build a team as diverse as possible.

Out of 12 teams only 3 teams had to be given a second priority choice. The fact that the teams were formed according to different criteria - study program and team roles -

Challenge
Latvian Pilot: How might we use IT to boost power of initiative and leadership in local communities?
Latvian Pilot: How might we might improve physical activity level for people with disabilities using digitalisation or technologies?
Latvian Pilot: How might we make long-term rehabilitation highly individual and effective?
Latvian Pilot: Design of Successful Negotiations and More
Latvian Pilot: How might we help society to make mindful choices in regards of free time and leisure?
Latvian Pilot: Getting the message across in a culturally intelligent way

allowed a quicker and more successful selection of the desired challenges.

This approach has shown good results. However, in the future, team building should also be based on professional skills, so each team has a mixture of students with technical and social sciences backgrounds.

ONboarding and ON-SITE Design Sprint weeks

The main aim of on-line ONboarding week is (1) to deliver the theoretical knowledge about the various tools and methods used in I Living Labs, (2) ensure specific course content for ViA students who's study program courses were part of the I Living Lab, (3) build teams for the I Living Lab On-site week. ONboarding plan included three types of courses: mandatory for all students - courses providing needed knowledge set for I Living Labs; mandatory courses only for ViA students - these were the courses from their study plans with an I Living Lab as a part of the course; elective or optional courses providing specific technical knowledges that could be useful during the I Living Lab On-site week. Mandatory sessions and workshops (Principles of Design Thinking, Creativity Gym, Talent Matching, Hexagonal Project Canva, Time management in projects, Future skills, UX design and user journey, Meet your team session) were hosted by ViA lecturers and participating EE's. We are especially

proud that one of the members of the I Living Lab teams led the FIGMA workshop in elective part.

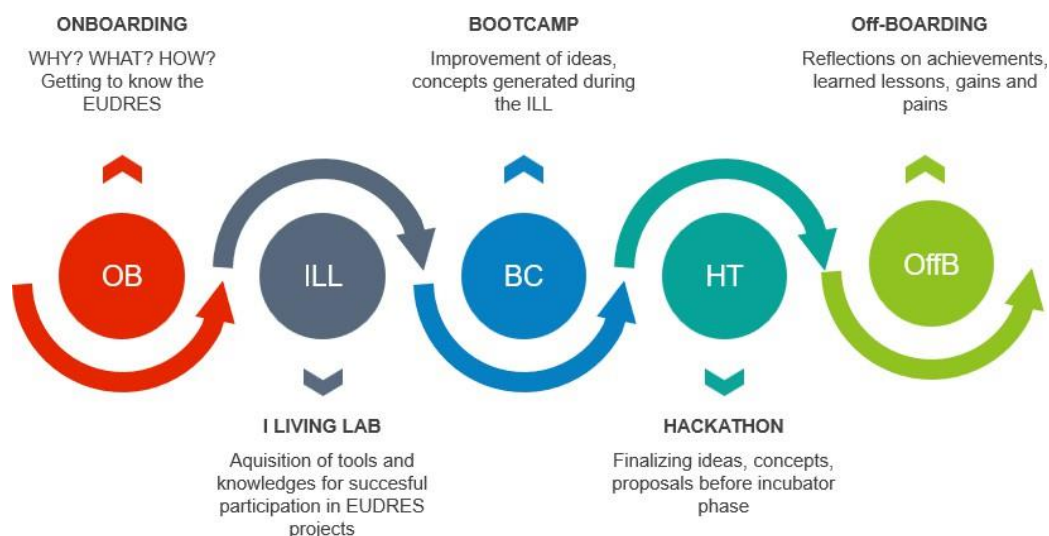
During on-site week students were working in teams on their chosen challenges and had practical lectures fostering their pitching and creativity skills. On average there were 8-10 students per team plus two Educational Entrepreneurs – mentors and coaches, who were navigating the teams through Design sprint stages: Empathise, Ideate, Prototype. The testing phase was excluded due to the lack of time. It was replaced with mini Showdown where students presented the outcomes of their I Living Lab to the jury, consisting of representatives of Valmiera incubator, Valmiera Development agency and local staff.

The Mini Showdown was a real-life training of pitching, presentation and persuasion skills. Each team had 7 minutes to present the idea and answer questions – 3 minutes of fame (pitching session), followed by 4 minute QA session with experts.

Lessons learned and required improvements

The process of Intensive I Living Lab from the perspective of study process and the organizers, could be seen as a design thinking sprint on its own, as each of the days required its own adaptation, quick reactions to processes and changes.

An I Living Lab is about learning by doing This is like a Training Hub for future innovators, start-up owners and impact makers. Therefore, I Living Labs focus lies only on application of acquired knowledge in practice. The students can test how specific methods are working in real life, like teambuilding and negotiation skills in intercultural environment, time management and self-management, idea generation, business process modelling, pitching, presentation and persuasion etc. The effectiveness of every method can be proved only by practical use – and this is how I Living Labs work – **it provides students with the space for acting, failing, learning, and drawing conclusions.** An I Living Lab is also about encouraging yourself, self-growth, stepping out of your comfort zone and trying various entrepreneurial roles.



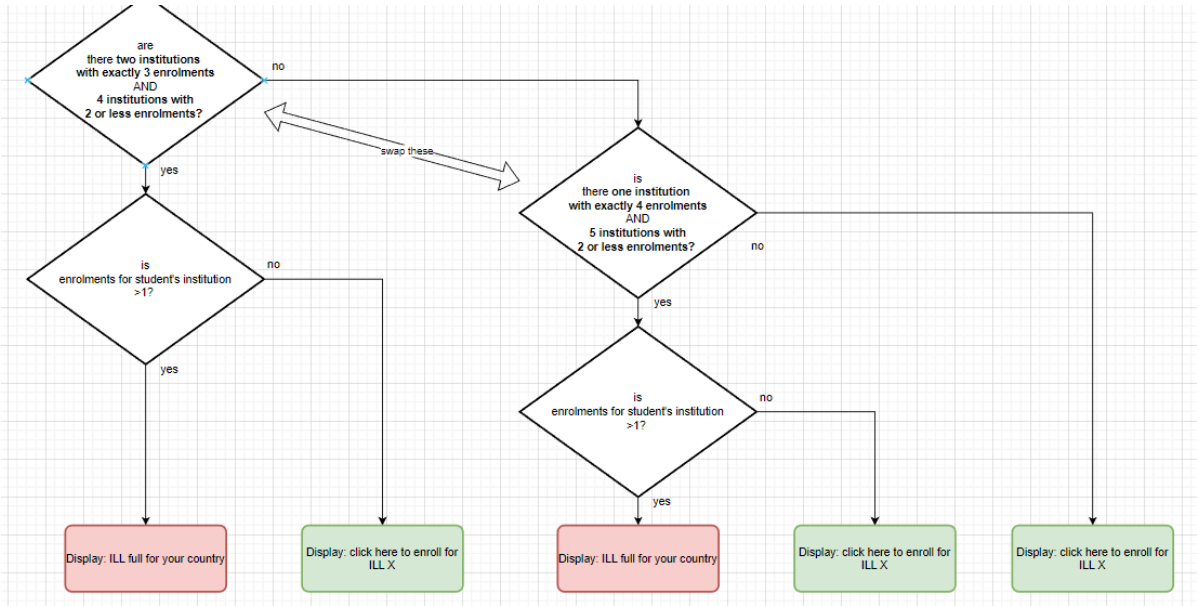
Keeping this in mind, we are offering to change the initial roadmap and re-arrange the sequence of project activities. It should be seen clearly as a study course with which students start to acquire the skillsets, knowledge and tools needed for other E3UDRES2 activities like Bootcamps, Hackathons, as well as for students' future professional life. An I Living Lab is like a Lab for Idea creation and testing environment – through learning by doing students are going through Design sprint stages while creating a concept/ idea / proposal for a problem or challenge given by the industry, region or stakeholder. The ideas, developed during an I Living Lab, can be further developed and improved in Bootcamps and finalized in Hackathons before they move them to start-ups or incubators.

5. Co-working & Learning platform

5.1 Registration

The registration system was designed in collaboration between UCLL and UPT. Previously we used a simple form to collect student data. For round three, we used a smart registration system that uses some rules to ensure a good distribution of learners based on their university of origin. E.g. for an I Living Lab, the minimum amount of students that can register is 2, but the maximum is 4 (see figure below).

With the growing number of students interested in the I Living Labs, those with international mobility, the registration platform must ensure that all the limitations and delimitations of participating in I Living Lab's are communicated to learners beforehand. The administrative and financial rules of the institutions with regards to mobilities varies across the 6 partners. In the past this has made it challenging for students to participate in physical mobility within the I Living Labs they choose. Working together with the team running the registration system, each Institution has to set up a limit of students, whose costs can be covered for traveling to I Living Labs with physical mobility.



5.2 Learning Platform

To make the UniCampus learning platform work, we took the structure of the previously used basecamp, transposed it to the UniCampus platform and added some of the learnings.

To add some content to the platform, the St. Pölten colleagues have provided the Learners Guide, and EE's from different partners reworked and provided the flipped learning content.

Our ambition for the 4th round is to finetune the process of assigning students to the platform, the flipped learning modules and the assessments.

6. Meetings

6.1 Meetings minutes of the T-shaped Innovators – Holiday Makers

Date of meetings:

- 1 April 2022
- 6 May 2022
- 13 May 2022
- 24 June 2022
- 27 June 2022 (extra meeting)

Summer break

- 2 September 2022
- 16 September 2022
- 30 September 2022
- 14 October 2022
- 17 October 2022 (extra meeting)
- 28 October 2022
- 10 November 2022
- 25 November 2022
- 9 December 2022

All the meeting minutes can be found on Teams Sankt-Pölten.

6.2 Meetings minutes of the Educational Entrepreneurs

Date of meetings:

- 8 April 2022
- 6 May 2022
- 20 May 2022
- 3 June 2022
- 17 June 2022

Summer break

- 9 September 2022
- 23 September 2022
- 7 October 2022
- 21 October 2022
- 4 November 2022
- 18 November 2022
- 2 December 2022

All the meeting minutes can be found on Teams Sankt-Pölten.

7. Feedforward 4th round of I Living Labs

7.1 What is our „tomorrow“ ambition for the I Living Labs

The importance of developing future skills or 21st-century skills is evident. The OECD (Kato, 2022) has been looking at how governments and higher education institutions can support this development.

Although aware of the necessary openness to the outside, higher education institutions sometimes still face some limitations to innovation. What can be done?

What studies indicate is that interventions will be needed at various levels:

- individual development through professional development, debates about the future of pedagogy in higher education, and pedagogical strategies promoting future skills.
- development of institutional policies coherent with innovative initiatives.
- national regulation allows flexible and rapid integration of initiatives, such as E3UDRES2, in higher education courses.

The OECD (Saroyan, 2022) summarises that "successful professional learning interventions consider the following:

- Alignment between institutional vision, policies and practices, and teaching enhancement: When there is a precise alignment between institutional policies and procedures, support infrastructure, academic performance evaluation metrics, and reward systems, partaking in professional learning becomes more desirable.

Conversely, conflicting institutional goals (e.g., priority given to research, teaching development seen as an individual's responsibility, career advancement trajectories that exclude teaching performance) can hinder academics from embracing professional learning opportunities to enhance their teaching.

- Optimal duration and timing: Intensive interventions that extend over a while and offer in situ practice teaching have a more significant impact than short, one-time interventions for changing teacher behavioural outcomes and student learnings. The timing of when interventions are offered is also essential, given the demands of various academic responsibilities. The period immediately preceding an academic term can incentivise individuals to engage in course preparation with guidance and support. Similarly, a break period following an academic term can make it more feasible for academics to take part in interventions. Having feedback from student course ratings on a course that they have just completed teaching can also incentivise them to make improvements to their course with the help of their community of practice.

- Cascading model of diffusion: In keeping with the principle of agency and given that where available, most Teaching and learning centres (TLCs) have limited staff, a cascading or distributed intervention model can optimise diffusion. In this model, individuals who take

part in professional learning interventions out of sheer personal interest can subsequently act as champions and change agents by collaborating with their TLC colleagues or by creating an informal community of practice to propagate professional learning and pedagogical innovations in their respective units. Hearing from peers who have experimented with new pedagogical ideas in their own courses and with their own students conveys a very powerful message for academics and its impact is much more profound than learning about abstract ideas from TLC staff who may be detached from students. This approach also reinforces the creation and sustainability of functional informal communities of practice.

- Motivational factors: Interventions that appeal to academics because of their intrinsic or extrinsic motivational value will have greater impact on inducing change in their pedagogical beliefs, knowledge, and actions than those that have no motivational load.
- Monitoring and evaluation of impact: Learning about robust evidence of impact of professional learning interventions, especially effects on student learning, can influence academics positively and encourage them to partake in interventions. Collecting data using multiple data sources and from all four levels of educational outcomes (i.e., reaction, learning, behaviour, results) as outlined by Kirkpatrick (1994[58]) will be useful for this purpose and for systematic monitoring and evaluation."

In this sense, concerning E3UDRES2, we can state that:

- the higher education institutions integrated into this alliance face different institutional models, with varying levels of flexibility and other resource allocation capabilities. This aspect causes an institutional effort to be made by each HEI in coherence with the national legislation. Although we are in the European space, different responses have been felt by the HEIs, regarding various aspects, such as allocating human and material resources to the project, mobility procedures for students, teachers and external stakeholders, and technical support, among others.
- Regarding time and schedule, when HEIs with very different academic calendars and time zones come together, selecting dates and times become a challenge, which has been adjusted.
- The HEI participants have sought to promote and disseminate the E3UDRES2 alliance and the I Living Labs using different initiatives: meetings with technical-scientific councils, meetings with course coordinators, dissemination actions with students and scientific dissemination of what has been done.
- The motivation of the E3UDRES2 participants is real and has been the engine of all the development.
- Regarding monitoring and evaluating the impact, the E3UDRES2 alliance has sought to collect qualitative and quantitative data, obtain participant feedback, and adjust the immediate future model with those contributions.

7.2 What is the „support“: IT, governance, Quality management

We propose that the analysis of IT, Governance and Quality Management to be realized by the model of W. Chan Kim and Renée Mauborgne called the Eliminate-Reduce-Raise-Create (ERRC) Grid of the blue ocean strategy. We will next tailor this model for our project, by highlighting the specific points for E3UDRES2. In this way, a new, fresh start can be created for E³UDRES² 2.0.

1) Eliminate: we are aiming towards the factors that could be eliminated in the project.

This is a subject of decision and discussion based on the feedback received from all the partners, as well as students and stakeholders. A complete analysis should be undergone if a certain aspect should be eliminated from the implementation of the I Living Labs (I Living Lab).

2) Reduce: which are the factors to be reduced in the implementation of the project. The I Living Labs are taking place in an academic environment, which, from the governance point of view, is implementing a linear management. In the case of E3UDRES2 I Living Labs, such as the Latvian Pilot or Umbrella event, it could be noted that a more agile way of working with students has been successfully used. Therefore, a reducing of linear management could take place and an increase of agile methodologies to be taken into consideration. In other words, we should be ready to implement that governance structure which best suits E³UDRES² and the needs of I Living Labs.

3) Raise: which are the specific traits of the project which should be raised. One point that could be more addressed is to raise the mental hygiene of the students involved in the project. For example, the physical events or meetings, should be designed in such a way, that students have free time and/or more social time, in addition to activities.

4) Create: which are the factors that should be created and implemented in E³UDRES² . From the quality management perspective a feedback mechanism could be created where the involved students can express the impact that the I Living Labs had on them. Furthermore, the feedback can be used to improve the process of unfolding the I Living Labs.

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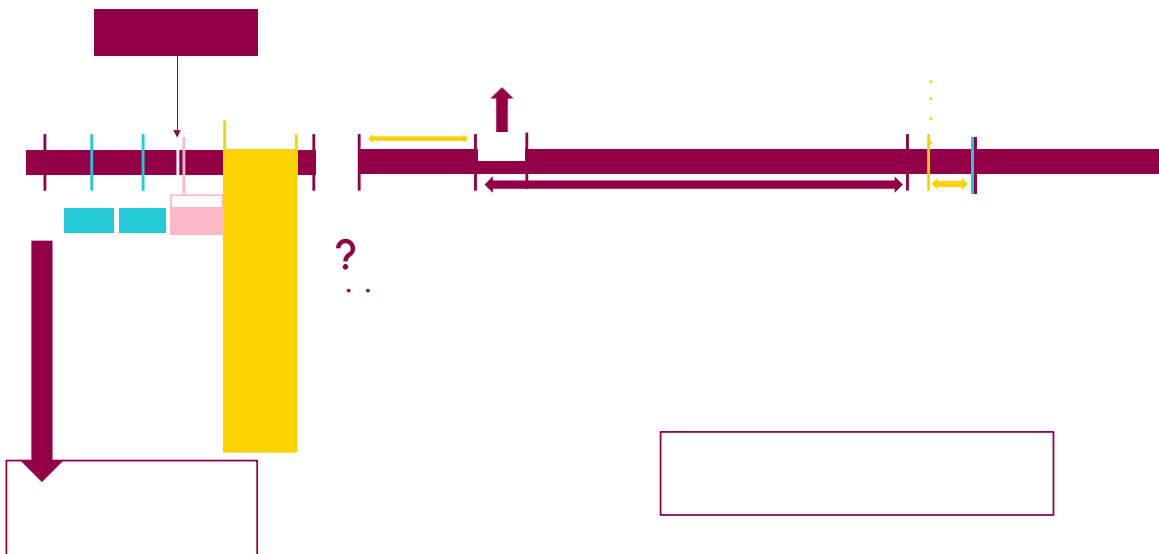
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9. Annexes

1. E³UDRES² Certificate Participant – I Living Lab
2. Guide to I-Living Lab
3. I-Living Lab Learners Guide
4. Calender & Milestones 2022
5. Student Evaluation
6. Latvian Pilot



Annex 5: IEC program of Romania



Program IEC
Timisoara.pdf

Annex 6: Latvian Pilot I Living ONboarding & On-site week program

Location: Hybrid - ILL workshops online, other courses on-site or according to the lecture plan

Time (CET)	Time (LV)	MONDAY 22nd October	TUESDAY 1st November	WEDNESDAY 2nd November	THURSDAY 3rd November	FRIDAY 4th November	
08:45 - 10:15	09:45 - 11:15	INTRO SESSION: WELCOME TO THE LATVIAN I LIVING LAB PILOT	Business law Irina Lepaja VIA BV1 + TOV3 Cultural Intelligence Baiba Pivule-Matnaza, Selga Gulbene VIA IT1 + Exchange Entrepreneurship in creative industries Alga Semina VIA IT1 + Exchange Dissertation Linda Lancere VIA TOV3 + Exchange	Business law Irina Lepaja VIA BV1 + TOV3 Cultural Intelligence Baiba Pivule-Matnaza, Selga Gulbene VIA IT1 + Exchange	Cultural Intelligence Baiba Pivule-Matnaza, Selga Gulbene VIA IT1 + Exchange Project management - Agile, Scrum, Task defining Linda Lancere	Exploring user needs process Linda Lancere	
10:15 - 10:30	11:15 - 11:30	BREAK	BREAK	BREAK	BREAK	BREAK	
10:30-12:00	11:00-13:00	Principles of Design Thinking Maija Kuskaine	Business law Irina Lepaja VIA BV1 + TOV3 Cultural Intelligence Baiba Pivule-Matnaza, Selga Gulbene VIA IT1 + Exchange Entrepreneurship in creative industries Alga Semina VIA IT1 + Exchange Dissertation Linda Lancere VIA TOV3 + Exchange	Business law Irina Lepaja VIA BV1 + TOV3 Cultural Intelligence Baiba Pivule-Matnaza, Selga Gulbene VIA IT1 + Exchange	Project management - Agile, Scrum, Task defining Linda Lancere	LUX design, User journey Linda Lancere	
12:00-13:00	13:00-14:00	LUNCH BREAK					
13:00-14:30	14:00-15:30	Creativity Gym Ize Grifelfelde	Cultural Intelligence Baiba Pivule-Matnaza, Selga Gulbene VIA IT1 + Exchange rūpava Lijla Ozoliņa VIA BV1 + Exchange Entrepreneurship in creative industries Alga Semina VIA IT1 + Exchange Dissertation Linda Lancere VIA TOV3 + Exchange	Entrepreneurial Mindset: Motivation, Opportunities, Support VIA KSA4, MS24 Mathematics for economists Z.Ševcova VIA BV1	Time management in projects Agha Semina	Talent Matching Rik Forteyn	
14:30 - 14:45	15:30 - 15:45	BREAK	BREAK	BREAK	BREAK	BREAK	
14:45-16:15	15:45-17:15	Creativity Gym Ize Grifelfelde	Talent Matching Rik Forteyn	Hexagonal Project Carva Aivis Sokolovs	Mathematics for economists Z.Ševcova VIA BV1	Future skills Zoltan Kovacs, Zoltan Kokai, Judit Csingli Tallarczone	
16:15 - 16:30	17:15 - 17:30	BREAK	BREAK	BREAK	BREAK	BREAK	
16:30-18:00	17:30-19:00			Coastal and Maritime Tourism Designing Blue Experiences Ize Grifelfelde, Linda Vellveronenema VIA TOV3 + Exchange		Coastal and Maritime Tourism Designing Blue Experiences Ize Grifelfelde, Linda Vellveronenema VIA TOV3 + Exchange	
18:00 - 18:10	19:00 - 19:10	BREAK	BREAK	BREAK	BREAK	BREAK	
18:10-19:40	19:10-20:40			Coastal and Maritime Tourism Designing Blue Experiences Ize Grifelfelde, Linda Vellveronenema VIA TOV3 + Exchange		Coastal and Maritime Tourism Designing Blue Experiences Ize Grifelfelde, Linda Vellveronenema VIA TOV3 + Exchange	

Location: Terbatas street 10, Valmiera
Rooms: T121-124

Time Table COLOR CODES
Joint sessions
Team sessions
Energy booster
Take a break (joga sessions & outside activities to refresh your mind)

Sunday, 8th of November	Local time (LV)	Monday, 7th November	Tuesday, 8th November	Wednesday, 9th November	Thursday, 10th November	Friday, 11th November	Saturday, 12th of November	
ARRIVAL DAY		DAY 1 EMPHATIZE	DAY 2 DEFINE / IDEATE	DAY 3 PROTOTYPE	DAY 4 PROTOTYPE / TEST	DAY 5 PRESENT	GOING HOME :)	
	9:00 - 10:00	09:00 - 09:30 Welcome to VIA and Valmiera	09:00-10:00 Tasks of the day	09:00-10:00 Tasks of the day	09:00-10:00 Tasks of the day	09:00-10:00 Final steps on presentation		
	10:00 - 11:00	09:30-13:00 Meet your Stakeholders & EEs		10:00-11:00 Inspirational guest speaker		10:00-13:00 Mini SHOWDOWN 3 minutes of FAME		
	11:00 - 12:00		10:00 - 13:00 TEAM SESSION	11:00 - 13:00 TEAM SESSION (at Valmiera Business Incubator)				
	12:00 - 13:00			Team Progress Check				
	13:00 - 14:00	LUNCH BREAK						
	14:00 - 15:00		14:00-15:00 Creativity session		14:00-15:00 Sell me your product	14:00-... OFFBOARDING Lessons learnt from ILL, Wrap-up, reflection		
	15:00 - 16:00	14:00 - 17:00 TEAM SESSION	15:00 - 17:00 TEAM SESSION	14:00 - 17:00 TEAM SESSION	15:00 - 17:00 TEAM SESSION	14:00 - 17:15 Media literacy in the age of disinformation A. Davidsons, M. Arāja, J. Buholcs, V. Silikāne VIA KSA2, KSA3, MS21, MS22, TOV3, TOV4		
	16:00 - 17:00							
	17:00 - 18:00	17:00 - 18:00 WRAP UP OF THE DAY	17:00 - 18:00 WRAP UP OF THE DAY	17:00 - 18:00 WRAP UP OF THE DAY	17:00 - 18:00 WRAP UP OF THE DAY			
18:00 - ...	18:00-... Calming down session	18:00-... Calming down session	18:00-... Calming down session	18:00-... Calming down session	18:00-... Calming down session			