

E³UDRES²

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

3. E³UDRES² Learners & Educators

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Deliverable nr.	Deliverable name	Person responsible	Corresponding HEI
D3.6 – D33	Fifth design trajectory: visual narrative and updated manual.	WP3 Lead	UCLL

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1. Introduction

Included you can find our visual narrative and updated manual regarding the I Living Labs for the WP3 Deliverable 3.6 D.33

2. Manual learners guide & student guide

1.1 The Learners' Guide

Due to the fact that since our last report we did not organize any events, like the ILL anymore, the learners guide hasn't been changed. However this does not mean that we didn't reflect on the ILL. We focused on the future of the ILL. More information can be found in the "Future" chapter.

1.2 The Guide for Educational Entrepreneurs

Similar to the learners' guide, the structure of the guide for Educational Entrepreneurs was kept. We did not need to update the manual with any new information. As said, we used the documents and experiences to prepare **E³UDRES² 2.0**.

1.3 Learnings for E³UDRES² 2.0

The third year of the **E³UDRES²** project has been a transformative period, characterized by a series of groundbreaking achievements that have significantly impacted the educational landscape. This report aims to offer an exhaustive overview of these milestones, contextualizing them within the broader objectives and vision of the project. As we navigate the complexities of 21st-century education, the innovations and improvements made this year serve as a testament to the project's evolving dynamism.

In our previous report we wrote already some specific possibilities to improve the I Living Labs so that we could provide a more user-friendly guide for the students.

We received the approval of E³UDRES² 2.0 and we will use these improvements to ensure the quality of the ILL will augment in the future. Regarding the grading we will also pass the giving feedback to the WP that will focus on the grading of the students.

3. Description of the learning process in E³UDRES²

E³UDRES² is a project aimed to collaboration between universities in many fields such as teaching, researching, innovation etc. E³UDRES² includes such activities as I Living Labs, Bootcamps, Hackatons and iResidencies.

3.1 What do we plan to improve in E³UDRES² 2.0 ?

3.1.1 *What do we want to keep?*

E³UDRES² is based on an international collaboration which expands horizons for students, Ph.D. students, university professors, innovators, entrepreneurs, companies.

This project aims at developing innovative approaches in education and entrepreneurs and strengthen connection between universities and the business environment.

ILLs are proven techniques for a creative and engaging community we have created during E³UDRES² 1.0. The introduction of **Advanced iLivinglabs** represents a paradigm shift in our approach to education. These labs, an evolved form of our foundational iLivinglabs, are designed to tackle complex, real-world challenges requiring interdisciplinary solutions. The labs serve as incubators for innovation, fostering a culture of collaborative learning among students, educators, and entrepreneurs. Furthermore, they have

been pivotal in community engagement, acting as catalysts for sustainable regional development. The Advanced iLivinglabs have undergone rigorous evaluation metrics to ensure their efficacy, and preliminary data indicates a significant positive impact on student engagement and learning outcomes.

We implemented a new quality assurance framework – **Educational Entrepreneur Coach** – that includes regular audits and peer reviews of Educational Entrepreneurs. This has led to a noticeable improvement in the quality of education and has set new standards for challenge based education. The framework also includes a feedback loop, allowing us to continuously improve and adapt to changing needs in the iLivinglabs.

The **implementation of MatchMaking** via Talent Battery tests and talent algorithms has been a groundbreaking development in our iLivinglabs. This targeted approach has substantially elevated the quality of team dynamics, offering pathways for more effective and harmonious collaborations. The Talent Battery tests and algorithms provide invaluable insights into individual strengths and preferences, enabling the formation of teams that are not just technically compatible but also temperamentally harmonious. This innovation marks a significant leap in our commitment to creating educationally enriching and psychologically fulfilling team experiences, setting a new standard in educational collaboration.

3.1.2 Improvements

As we look to the future, our primary focus is on scaling these innovations to a **broader educational ecosystem** as the **talent funnel concept**. Plans are already in motion to integrate the Advanced iLivinglabs into our educational institutions, thereby amplifying their impact and embedding them in to the courses within each institute. Additionally, we are in the exploratory phase of forming partnerships with governmental bodies and NGOs. These partnerships aim to elevate our innovations to a policy level, advocating for systemic changes in educational practices across the board.

3.2 The talent funnel concept of E³UDRES² 2.0

The E³UDRES² Talent Funnel is a dynamic and comprehensive program aimed at fostering innovation, collaboration, and talent development. It goes beyond traditional education, functioning as a movement to drive innovation, nurture talent, and contribute to regional advancement. This initiative is particularly relevant in the context of Europe's green transition, where the demand for individuals with green entrepreneurial skills aligned with the EU's Net Zero Industry Ambition is growing.

The Talent Funnel serves as a platform for students, educators, and industry professionals to come together and collaborate on innovative ideas. It offers real-world testing opportunities for these ideas and provides a pathway to employment for students, enhancing university curricula to prepare students for the future.

One of its standout features is the Talent Matching app, which utilizes AI to match business needs with student skills, enabling customized upskilling or reskilling programs and facilitating internship placements. The Talent Funnel is part of a broader commitment to creating Zero Industry Academies, fostering collaboration between academia and industry to drive innovation and sustainability.

Over the next four years, the Talent Funnel aims to evolve further, becoming not just a program but a movement that drives innovation and talent development for regional economic and social advancement. It invites individuals to join this journey, regardless of whether they are early adopters or still considering the benefits.

In essence, the Talent Funnel integrates entrepreneurship, education, sustainability, and regional development. It aligns with the EU's sustainability goals, offers opportunities for entrepreneurs to access innovative minds, helps policymakers achieve sustainability goals, empowers new learning designers to shape education, and contributes to regional advancement by attracting investment and creating employment opportunities.

The Talent Funnel follows a systematic approach, with various stages such as Awareness, Engagement, Smart Courses, and Impact. It integrates academic theory with practical work, encourages entrepreneurship, and introduces a new grading system. It promotes collaboration between

academia and industry, supporting regional businesses' transition to sustainability.

Additionally, the Talent Funnel fosters social innovation, well-being, and talent development in rural regions. It encourages students to co-innovate and co-create solutions to social challenges while promoting green lifestyles and sustainable solutions, enhancing the quality of life in these regions.

The program envisions a future where regional challenges are transformed into opportunities for meaningful change, involving challenge owners and stakeholders in shaping solutions with lasting impacts. It emphasizes collective engagement and long-term commitment to create a community of innovators dedicated to shaping a better future.

Overall, the E³UDRES² Talent Funnel is a forward-looking initiative driving innovation, nurturing talent, and contributing to sustainable development in Europe.

4 Annexes

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Annex 2 : Guide for Educational Entrepreneurs

Annex 3 the Talent Funnel concept

I Living Lab

Learners' Guide



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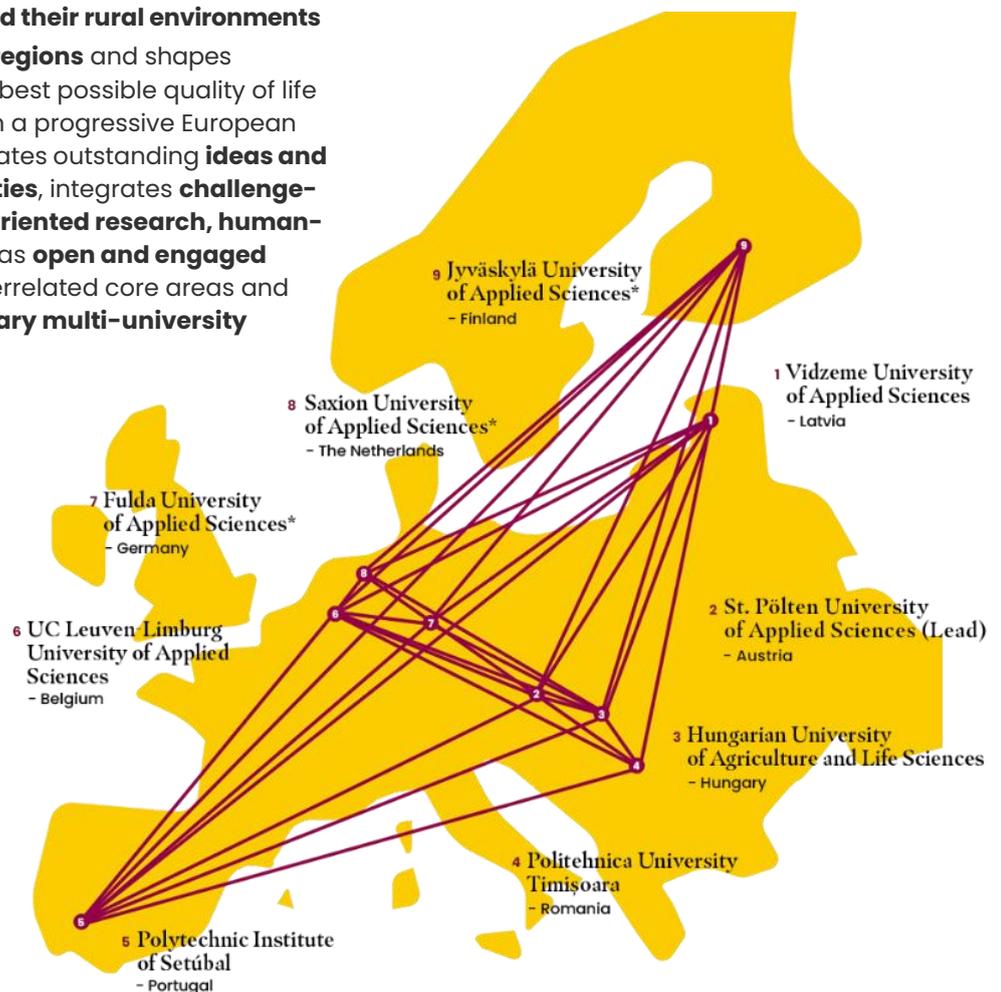
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E³UDRES² European University

E³UDRES² stands for *Engaged and Entrepreneurial European University as Driver for European Smart and Sustainable Regions*. It is one of 41 “European Universities” – a flagship initiative of the European Union that aims to build strong and long-lasting alliances between universities all over Europe in order to strengthen the European Higher Education Area and create a European Education, Research and Innovation Area – allowing a *new generation of creative Europeans* to cooperate across languages, borders and disciplines to address societal challenges and skill shortages faced in Europe.

The E³UDRES² European University Alliance comprises a total of nine international partner universities: The **Polytechnic Institute of Setúbal (Portugal)**, the **Hungarian University of Agriculture and Life Sciences (Hungary)**, **UC Leuven-Limburg UAS (Belgium)**, the **Politehnica University Timișoara (Romania)**, and the **Vidzeme University of Applied Sciences (Latvia)**, all under the leadership of the **St. Pölten University of Applied Sciences (Austria)**. **Fulda University of Applied Sciences (Germany)**, **Saxion University of Applied Sciences (The Netherlands)** and **Jyväskylä University of Applied Sciences (Finland)** will join the Alliance from Autumn 2023.*

The alliance aims to promote the **development of small and medium-sized cities and their rural environments** into **smart and sustainable regions** and shapes a prosperous future with the best possible quality of life for self-determined people in a progressive European society. E³UDRES² also co-creates outstanding **ideas and concepts for future universities**, integrates **challenge-based education, mission-oriented research, human-centered innovation** as well as **open and engaged knowledge exchange** as interrelated core areas and aims to establish an **exemplary multi-university campus across Europe**.



What's an I Living Lab?

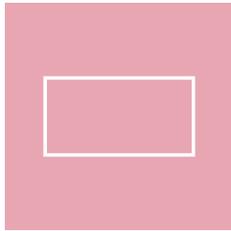
I Living Labs (ILLs) are special course units developed in E³UDRES². They are part of a study program (or extracurricular course units) in which teams of students from different universities **set to work on a challenge**. This challenge is a **complex problem** that has been handed in by an entrepreneur, a (non-profit) organization or local government for example, for which there is no cut-and-dried solution and for which a solution can have a positive impact on the region they are located in.

The “I” in the I Living Lab stands for the adjectives that form the core of what an I Living Lab should be: Inspiring, innovative, intercultural, international, interdisciplinary, intersectoral, inclusive and intense. The didactic design of the I Living Lab is oriented on the concept of flipped / inverted classroom: Students should be supported to evolve their self-reliance, self-efficacy and possibilities to co-create every step of the I Living Lab.

The **student teams** working together over the course of several weeks in the I Living Lab have the benefit of profiting from all the individual backgrounds of each student - coming from different study programs, different countries and being equipped with different skills, the teams represent a diverse mix of people, each bringing in their own strengths to solve the challenge they are working on. This is what we call **trans-disciplinary work** - and it's also an important component in the tool belt of future jobs. Students might also work with **entrepreneurs, policymakers, citizens, researchers**, and other groups of people, who may offer a different perspective on the challenge the students are facing. Finally, **education professionals** will supervise the students in every step along the way. They are not there to tell them what to do and how to do it, but to coach the teams and provide maximum support.

Different Formats of I Living Labs

In round 3 of the I Living Labs in winter term 2022, there will be different formats of I Living Labs:



Single & Double I Living Labs

Single I Living Labs are the standard format of ILLs – a group of students works together to solve a challenge, and collaboration takes place exclusively online. In Double I Living Labs, two groups of students work on the same challenge. Each group develops their solution individually, but the two teams meet regularly and give and receive feedback from each other.



Umbrella I Living Labs

The format of an Umbrella ILL is created and offered by UC Leuven-Limburg UAS. The Umbrella ILL is a cluster of different sub-challenges under one topic. This makes it possible to define more concrete challenges that all work together on a (partial) solution of a defined problem.

Collaboration takes place partly on-site and partly online.



Latvian I Living Labs

This format of the ILL is a mixture of a one-week online collaboration and a one-week intensive on-site work at the Latvian Vidzeme University of Applied Sciences. While the other ILL formats give students 6 ECTS, students participating in a Latvian I Living Lab will receive 3 ECTS.

Different Roles in the I Living Lab

Educational Entrepreneur (EE)

The Educational Entrepreneur is the coach of the I Living Lab. They guide the students in their co-creative design-thinking process and stimulate them to evolve their future skills. Together with the stakeholder, they work towards smart and sustainable ideas and prototypes for the challenge presented in the I Living Lab.

Student Team

The student teams are the core players of an I Living Lab. Consisting of various students from different institutions, countries and disciplines, the teams regularly get together to co create ideas and prototypes for the challenge they are working on.

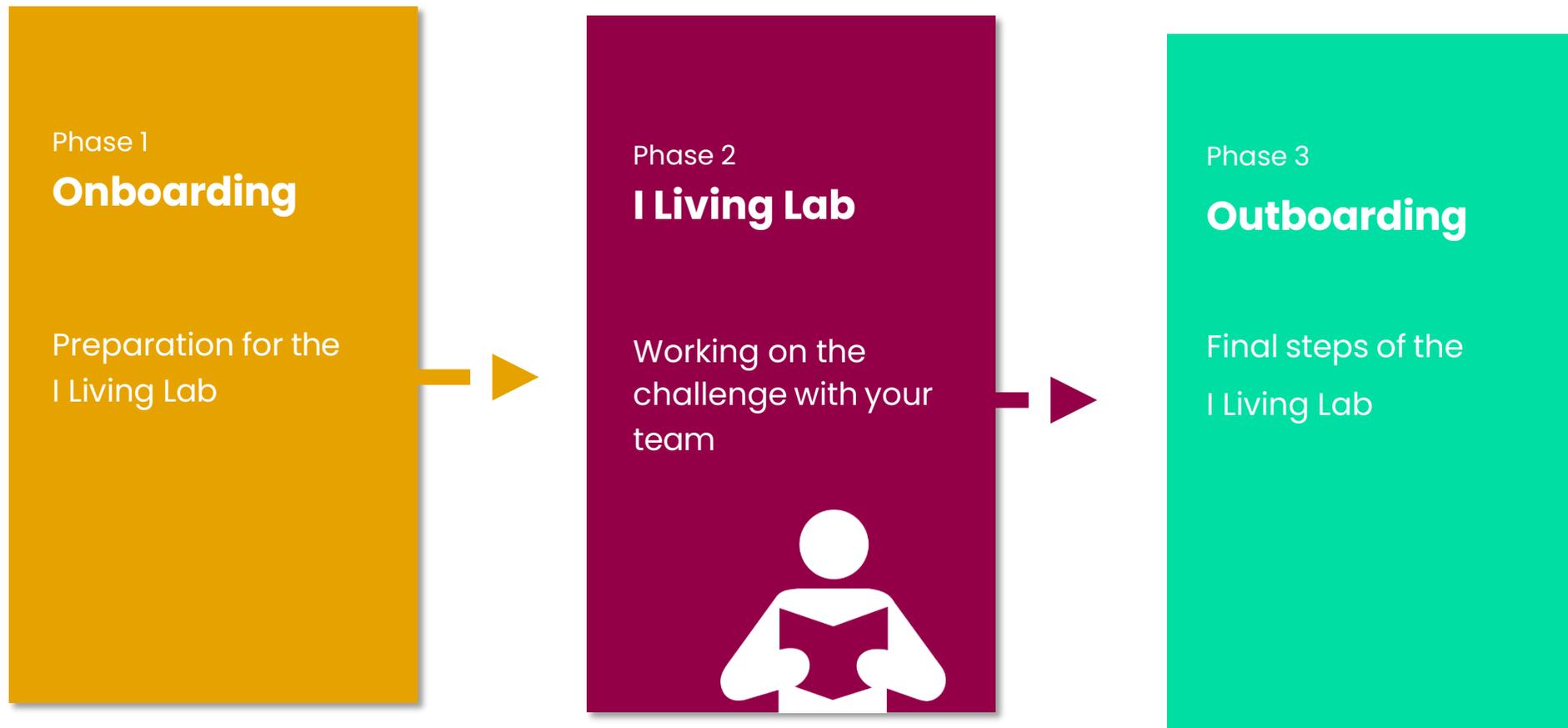
Stakeholder

A stakeholder is the owner of the challenge - the person who originally identified the problem and is willing to contribute to the development of smart and sustainable ideas and prototypes in the I Living Lab. They can be anyone from the regional society: a business owner, a local authority, a civilian, a student, a (nonprofit) organization or any other regional player. Together with students and coaches (see "Educational Entrepreneur"), they start a process of co-creation within the ILL.

T-Shaped Innovator

T-Shaped Innovators work in each university participating in E³UDRES². They support the Educational Entrepreneurs and together they evaluate, reflect and evolve the concept of the I Living Labs. T-Shaped Innovators are people who are allrounders, but also have very specific expertise in a certain field. This is represented by the "T" in "T-Shaped": The vertical bar on the letter represents the depth of related skills and expertise in a single field, whereas the horizontal bar is the ability to collaborate across disciplines with experts in other areas and to apply knowledge in areas of expertise other than one's own

Phases of an I Living Lab



Phase 1

Onboarding

Onboarding

The goal of the onboarding phase is to get to know the other students and to form a team. Furthermore, this time is meant to get the basic information about the Design Thinking method and the tasks for the ILL in detail.

The Learner's Camp for all I Living Labs on E³UDRES² uniCampus

Please visit this Camp before the start of the ILL and look at the materials there. They will help you to have a good overview to the concept of the ILL and all steps within. What's more you find impulses that help you to be a self-reliant and active part of the whole ILL.

You will find in the Learner's Camp:

- Basic time structure of an I Living Lab
 - Overview of tasks and deadlines (i. e. be present and co-create the meetings, working in between the meetings alone and in small groups / the whole group without EE, Portfolio, Midterm-Pitch, preparation for Showdown)
- Videos with accompanying written information on what to focus on when watching and what are the next steps:
 - Future Skills
 - Design Thinking
 - Portfolio in the ILL
 - Information on self-assessment with questionnaire
 - Information on Assessment

Other materials

- Short descriptions and links of helpful tools for group- / self-management (e.g., for creating Kanban, Canvas, (elements of) presentations ...)
- Impulse questions for Portfolio

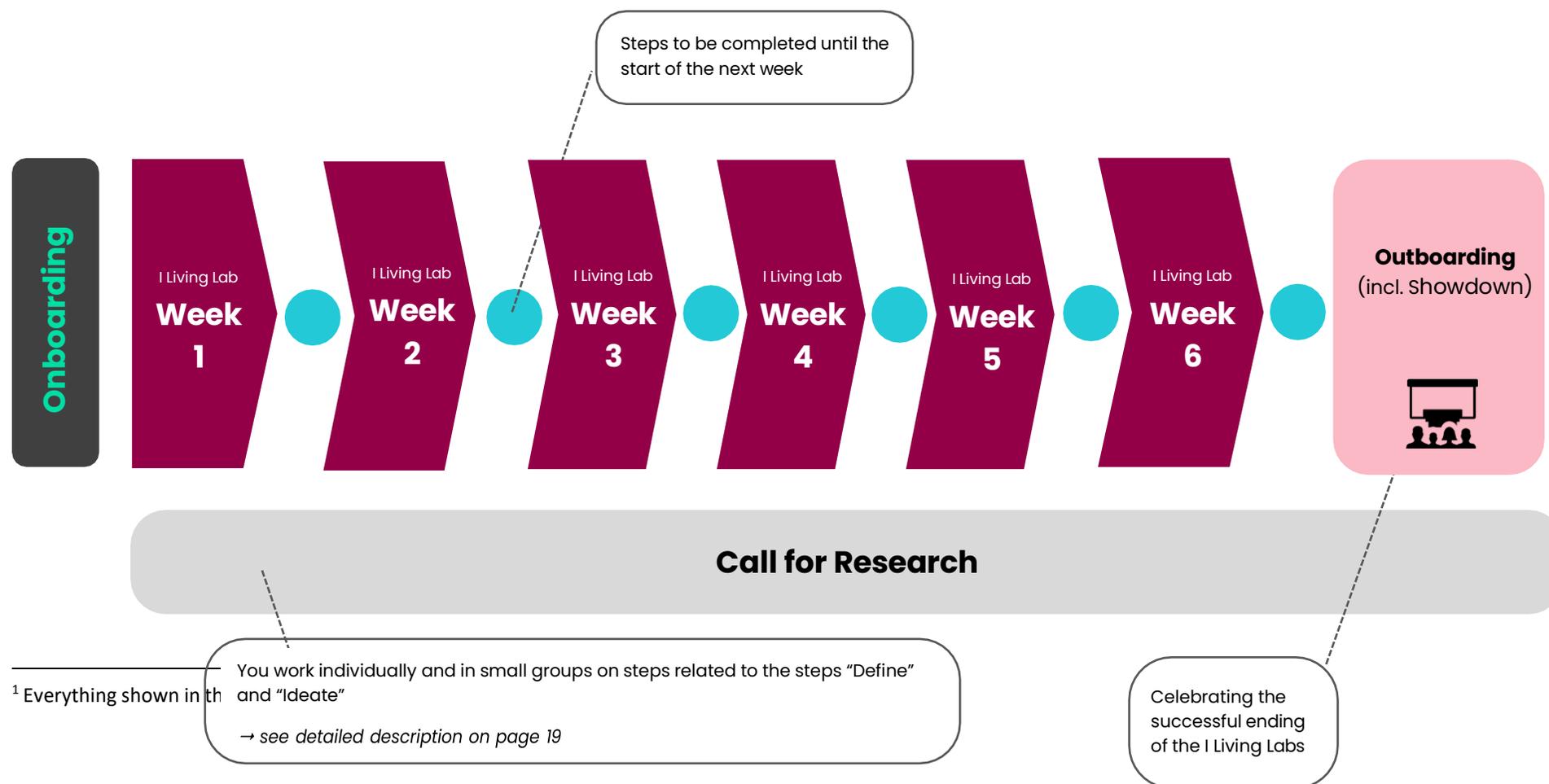
Announcements

- Welcome message with overview on the Learners Camp
- Students' questionnaire at the beginning of the ILL
- News from E³UDRES² (i. e. about events like upcoming E³UDRES² Hackathons)
- Students' questionnaire at the end of the ILL

Phase 2

I Living Lab

Timeline of an I Living Lab¹: Overview



¹ Everything shown in th

You work individually and in small groups on steps related to the steps "Define" and "Ideate"
→ see detailed description on page 19

Celebrating the successful ending of the I Living Labs

Timeline of an I Living Lab: Details

Week 1



1st Meeting
(more if needed)

- **Mutual introduction**
- **First brainstorming activities on the challenge**
- **Outlook & co creating activities to do for the next week**

Each student chooses a "reflection partner". Bi-weekly meeting reflect entries on portfolio. Exchange on "Sparkling moment of the two weeks related to the project" (e. g. something worked out very well, an innovative idea emerged).

Steps until week 2

Part of „Empathize“

- *Students questionnaire (start)*
- *start Portfolio with more detailed personal introduction within first week and choosing one to three Future Skills you want to develop*
- *Call to research*
- *Look on brainstorming and add ideas / find and name clusters*

Week 2



2nd Meeting
(more if needed)

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

Steps until week 3

Part of "Define"

- *Portfolio working with the questions + giving Feedback to other entries*
- *Call to research*
- *Add on to the brainstorming of define*

Week 3

3rd Meeting
(more if needed)

- **Interactive Presentations of the students**
- **Group discussion / Feedback of EE and Stakeholder**
- **First brainstorming activities and co creation on "Ideate"**
- **Outlook & co creating activities to do for the next week**
- **Gather first feedback of stakeholder**

Gathering feedback of the stakeholder can also be a part of the preparation of this / these meeting(s)!

Steps until week 4

Part of "Ideate"

- *Working on portfolio with the questions AND giving feedback to other entries*
- *Call to research*
- *Ideation activities: Using various brainstorming methods alone, in tandems / triads and visualize outcome*
- *Giving access to ideas to stakeholder*

Week 4

4th Meeting
(more if needed)

- **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 should have access to ideas before this / these meeting(s)

Steps until week 5

Part of "Prototyping"

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

Week 5

5th Meeting
(more if needed)

- **Dialogue orientated presentations of prototypes**
- **Group discussion / Feedback of EE and Stakeholder**
- **Outlook & co creating activities to do for the next week with the focus of preparing for the showdown**

Stakeholder should have access to prototypes before this / these meeting(s)

Steps until week 6

- Refining Prototypes
- Call to research
- Preparing stuff for "ILL - Showdown"
- Working on portfolio with the questions AND giving Feedback to other entries
- Working on stuff for "ILL showdown" in small groups (see phase 3 "Showdown"!)

Week 6



6th Meeting
(more if needed)

- Discussion on the stuff for "ILL - Showdown" AND testing steps for this event
- Looking back on the learning journey together with various creative methods
- Finding ways to stay in touch with each other

Steps until Showdown

- Finalizing preparations for Showdown
- Final entries in the Portfolio + Assessment report

Outboarding

Outboarding Phase



- Celebrating the successful ending of the ILLs in the Showdown
- Educational Entrepreneurs conduct assessment talk meetings with each student including deciding together on the grade
- Team Feedback about the time in the ILL within the group

Infrastructure for working in an I Living Lab

Working with an international team in an I Living Lab requires tools that make this type of collaboration possible. For the basic infrastructure of the I Living Labs, [the E³UDRES² uniCampus](#) is used to get people together, organize their work and share news.

I Living Lab Learners' Camp

Common space and Q&A for all students, regardless of the I Living Lab/challenge they work on.



I Living Lab Camp

Separate camp for each ILL and the corresponding team (involved students, EEs, stakeholders and T-Shaped Innovators)

Learners' Camp

The Learners' Camp acts as the learning space for all people involved in the current I Living Lab edition, regardless of the ILL/challenge they work on.

Examples of the information shared in the Learner's Camp:

- General Timeline and deadlines of the current I Living Lab
- Useful documents & links, e. g. on Design Thinking, Future Skills, the Portfolio as well as the assessment at the end

I Living Lab Camp

The I Living Lab Camp contains information for the respective student team in the form of texts, pictures, videos and more. There's one individual course on E³UDRES² uniCampus set up for each I Living Lab (= each challenge and their respective team). This space should also provide the following:

- Description of the Challenge as a reminder
- Easy to grasp overview: Background to the challenge (Text, Audio, Video etc)
- Overview of planned schedule
- Video or written introductions of the Educational Entrepreneurs & Stakeholders
- Schedule for team meetings with the whole group are entered in the schedule in E³UDRES² uniCampus course in advance

All results from every learning step of the teams as well as related activities are always accessible and can be evolved by every student.

Call to research

Each student individually looks to see if similar issues like their challenge are occurring elsewhere (scientific papers, newspaper articles, description of a thematically related project etc.) – ideally even related to their own sociospatial areas (work / different places of “home” / relations / hobbies etc.)

For every student in the team individually

- “Where do I come from” – questions from the Portfolio
- Each student researches for as current as possible background (scientific paper, newspaper, description of a thematic related project...) to the challenge in the best case related to own sociospatial areas (work / different places of “home” / relations / hobbies ...) – the findings are collected in the ILL camp
 - Combine it with methods of sociospatial research
- Find and list “experts in the field of the challenge” and conduct with at least three of them an interview

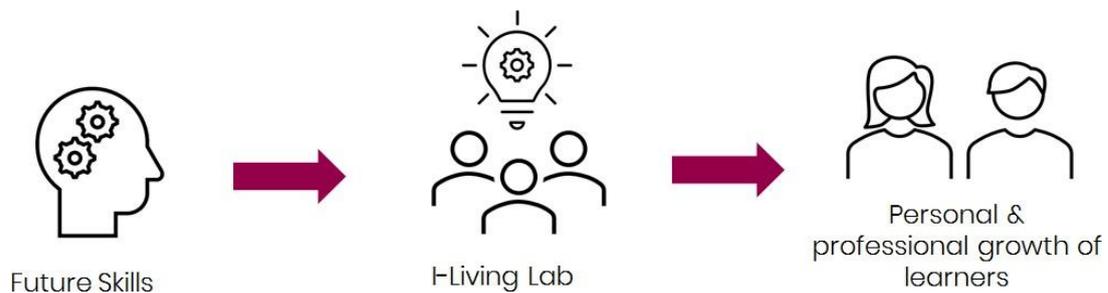
For tandems or triads of students

Students arrange an online meeting on their own to:

- share their findings
- sum them up together (consequences for the challenge of the ILL and its focus points)
- post them in the ILL camp together with a message to other students / groups on what they should focus / what they can add
- give Feedback / add ideas to findings of at least one other person / group (based on discussion in the small group)
- prepare short & crispy interactive presentation (for *Define* in the way of a pitch!)
- make a short protocol of the meeting and post it

Feedback and assessment in an I Living Lab

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



Learning outcomes of an I Living Lab

In an I Living Lab, students are encouraged to:	After completing an I Living Lab, students are able to:
<ul style="list-style-type: none"> • Think independently, critically and creatively • Learn various methods for analyzing and solving socially relevant problems • Develop interdisciplinary cooperation skills, promoted through dialogue orientation and self-determined learning • Develop future skills 	<ul style="list-style-type: none"> • Understand the functions and operation of a complex system • Develop solutions for complex problems by using principles of Design Thinking • Determine, design/choose the main elements for creating the desired system / solution • Present ideas in adequate and creative form

- Act as a member of a professional team
- Be responsible as an individual professional

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

- I participate in design thinking process actively.
- I can experiment with my skills and competences in situations that are new to me. I can actively search for new solutions that meet my needs.
- I can experiment with different techniques to generate alternative solutions to problems, using available resources in an effective way.
- I can communicate imaginative design solutions to stakeholders from different backgrounds effectively.
- I can work with a range of individuals and teams and contribute to group decision-making constructively. I am open to the worth that others can bring to value-creating activities.
- I can overcome simple adverse circumstances.
- I can compare the different possibilities within my team.
- I can judge the control I have over my achievements (compared with any control from outside influences). I am comfortable in taking responsibility in shared activities.
- I can reflect on my individual and group needs, wants, interests and aspirations in relation to opportunities and future prospects.
- I can reflect on failures (mine and other people's), identify their causes and learn from them.
- I can actively look for, compare and contrast different sources of information that help me reduce ambiguity, uncertainty, and risks in making decisions.
- I am driven by honesty and integrity when taking decisions.

These Learning Outcomes are Level 2 of the [E³UDRES² ILL Competency Framework](#).

Giving and Receiving Feedback

360-degree feedback

360-degree feedback is a type of feedback process where not just superiors but also peers and even external participants (e.g., stakeholder) evaluate learners. Therefore, I Living Lab students will receive continuous feedback from Educational Entrepreneurs (EE), stakeholders, team members & peers in different forms. Thus, they can develop themselves from a learner receiving feedback to a responsible, self-reliant, independent, adaptable I Living Lab alumni.

When is feedback given in an I Living Lab?

In general, learners are asked to give feedback and talk about their feelings in different situations:

- When giving presentations: The criteria for presentation are provided for them as a guideline for giving feedback.
- After each presentation they make.

For each of these situations, there are two forms of guiding the feedback: 1) with or 2) without given feedback criteria.

Feedback of stakeholders can be integrated in various ways, e.g., through attending official presentations or also in regular ILL meetings. However, learners should always be introduced and engaged in giving feedback.

Criteria	Definition
Professional knowledge base	Team can use professional terminology consistently during pitching.
Information seeking	Team can use different kinds of information seeking methods: interviewing and research / hard data. Information is compiled together meaningfully. Data is appropriate to the project.
Professional skills and activity	Team can use innovative or alternative idea for the project. Pitching is clear, convincing, engaging, passionate, honest and likeable.
Target of activity (client / user)	Team can define appropriate client / user. Pitching demonstrates clear connection in order to understand the user's point of view.

Group work skills and leadership	Pitching shows that the team has been working in a goal-orientated manner. Team can demonstrate the exploited interdisciplinary of the team.
Responsibility	Team can act according to the ethical principle of their professional field. Pitch demonstrates how to identify the opportunity and the sustainability of the project.
Current situation of the project	Short description of the current situation of the project now.

Table 1: Example for Feedback Criteria used for giving feedback for team presentations (based on OAMK Labs, Finland & iLab, St. Pölten UAS).

After a presentation, moderation could be started as follows:

1. The presenting group itself describes how they felt and assess their own presentation.
2. Learners give them feedback
3. Feedback of Educational Entrepreneurs / stakeholder

Assessment

Personal Goals

Each learner defines their personal learning goals for personal development. It is important to define personal goals at the beginning of the I Living Lab. The learners need to set goals that they want to achieve for their future and therefore, develop their self-determination.

Already in the first days, you will be encouraged to reflect on your personal goals: You will set personal goals related also to the Future Skills (only a few) at the beginning and deepen them within the context of creating your portfolio. The goals are set together with the EE. This creates a clear plan for you and for the responsible EE to follow and give feedback on.

The personal goals are defined as smart goals. During the process, it is useful to check if the goals are still appropriate or need to be adjusted or changed.

Topics of the Personal Goals

The personal goals are linked to learning outcomes of the I Living Lab. The alignment of personal goals includes the following topics:

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

Portfolio

During the course of the I Living Lab, you will create your own Portfolio. In the Learners' Camp, you find basic information about keeping a portfolio. As inspiration you find a collection of reflection questions. In each week you make an entry to the portfolio, reflecting steps on Define, Ideate, Prototyping and the path to the Showdown. The first entry consists of a detailed personal introduction and the selection of three of the future skills they would like to develop during the ILL period. The entries can be combinations of text, drawing, audio and video. Additionally, you will be asked to give short Feedback to the entries of at least three other students in the ILL every week.

At the beginning of the ILL you choose a "reflection partner". Bi-weekly you meet and reflect your entries in the portfolio. You also exchange on "Sparkling moment of the week related to the project" (e.g., something worked out very well, an innovative idea emerged). The main outcomes of these meetings are also documented as part of the portfolio. One of the last entries is an assessment report: skills or knowledge that you have learned and how you achieved these skills and knowledge (integrate parts / outcomes of the project).

The basic possibility to maintain the portfolio is an ongoing entry in the shared folder in your I Living Lab course and it is also possible, that you build up / use own spaces like a blog or something similar. Important is the possibility to give feedback there.

By keeping the portfolio, you evolve your ability to reflect and learn why this is important. This is crucial for your development as reflective practitioners.

Phase 3

Outboarding

The Outboarding

The final phase of an I Living Lab includes the Showdown, where we celebrate the successful end of the I Living Lab, and the Assessment Talks.

The Showdown

The specific information for the preparation of the Showdown will follow during the ILL. The main idea of the I Living Lab Showdown is to present the outcomes of the challenges the different teams have worked on. This presentation could be done in the form of a pitch video, a poster, or in various other ways. More information about how the Showdown presentations should look like will be provided during the course of the I Living Labs.

Tips for creating a Pitch-Video

Main Goal: To give a sparkling overview to your ILL Output in a story mode.

Suggestion for parts of this video:

- Present your team: All persons of the team should appear (we want a pitch to show to potential investors, stakeholders and next ILL students)
- Present the challenge of the ILL
- Give insights in ideas, prototypes or solutions that emerged in the ILL
- End with the next steps of your project
- The video must contain the EUDRES Logo; an email contact should be presented on the last image.

Tips for creating a poster:

- What was the initial challenge of the ILL?
- Who was 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?
 - What 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?

Assessment Report and Talk

In preparation for the assessment talk, you are expected to prepare a written assessment report as part of the portfolio as described above. In this report, you reflect on the defined learning goals. Based on your newly acquired competences, you will suggest the grade you deserve, and argue why to the Educational Entrepreneurs.

During the assessment talk, you will present your portfolio and argue your proposed grade with the responsible EEs. The grade decision will be based on a joint reflective discussion between the learner, the Educational Entrepreneurs as well as external stakeholders and end users, if different.

Summary

The I Living Labs aim to be a safe and fun working and learning space for students with all kinds of different backgrounds. The skills they learn and evolve during the ILL enable them to create their very own tool belt to be well-equipped for future jobs and to engage in society. Students might also work with entrepreneurs, policymakers, citizens, researchers, and other groups of people, who may offer a different perspective on the challenge the students are facing. Finally, education professionals support the students in every step along the way. This mix of diverse actors holds the potential for creating innovative solutions for European regions.

E³UDRES²

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

Find out more about E³UDRES² online:



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Co-funded by the
Erasmus+ Programme
of the European Union



Guide to the

I Living Lab



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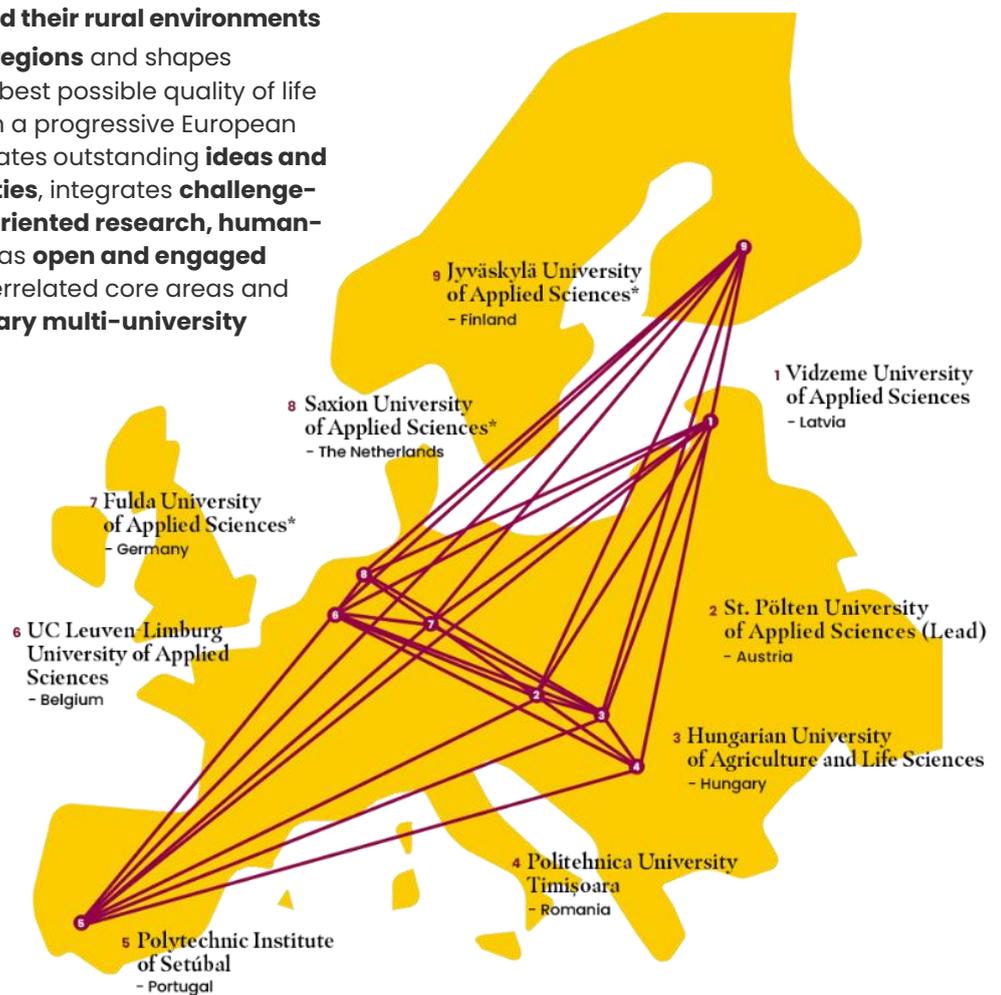
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E³UDRES² European University

E³UDRES² stands for *Engaged and Entrepreneurial European University as Driver for European Smart and Sustainable Regions*. It is one of 41 “European Universities” – a flagship initiative of the European Union that aims to build strong and long-lasting alliances between universities all over Europe in order to strengthen the European Higher Education Area and create a European Education, Research and Innovation Area – allowing a *new generation of creative Europeans* to cooperate across languages, borders and disciplines to address societal challenges and skill shortages faced in Europe.

The E³UDRES² European University Alliance comprises a total of nine international partner universities: The **Polytechnic Institute of Setúbal (Portugal)**, the **Hungarian University of Agriculture and Life Sciences (Hungary)**, **UC Leuven-Limburg UAS (Belgium)**, the **Politehnica University Timișoara (Romania)**, and the **Vidzeme University of Applied Sciences (Latvia)**, all under the leadership of the **St. Pölten University of Applied Sciences (Austria)**. **Fulda University of Applied Sciences (Germany)**, **Saxion University of Applied Sciences (The Netherlands)** and **Jyväskylä University of Applied Sciences (Finland)** will join the Alliance from Autumn 2023.*

The alliance aims to promote the **development of small and medium-sized cities and their rural environments** into **smart and sustainable regions** and shapes a prosperous future with the best possible quality of life for self-determined people in a progressive European society. E³UDRES² also co-creates outstanding **ideas and concepts for future universities**, integrates **challenge-based education, mission-oriented research, human-centered innovation** as well as **open and engaged knowledge exchange** as interrelated core areas and aims to establish an **exemplary multi-university campus across Europe**.



Goals & Content of this Guide

This document provides information and gives structure for Educational Entrepreneurs and consequently for students to gain the same high-quality level for each I Living Lab conducted.

This I Living Lab Guide deals with

- **general information about the I Living Lab**
- **the different types of actors and their roles in the I Living Lab**
- **the timeline and infrastructure for an I Living Lab**
- **relevant information needed for preparing an I Living Lab**
- **general learning outcomes, feedback and assessment**



What's an I Living Lab?

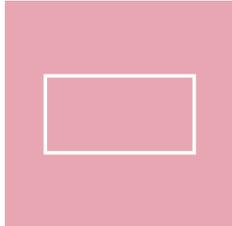
I Living Labs (ILLs) are special course units developed in E³UDRES². They are part of a study program (or extracurricular course units) in which teams of students from different universities **set to work on a challenge**. This challenge is a **complex problem** that has been handed in by an entrepreneur, a (non-profit) organization or local government for example, for which there is no cut-and-dried solution and for which a solution can have a positive impact on the region they are located in.

The “I” in the I Living Lab stands for the adjectives that form the core of what an I Living Lab should be: Inspiring, innovative, intercultural, international, interdisciplinary, intersectoral, inclusive and intense. The didactic design of the I Living Lab is oriented on the concept of flipped / inverted classroom: Students should be supported to evolve their self-reliance, self-efficacy and possibilities to co-create every step of the I Living Lab.

The **student teams** working together over the course of several weeks in the I Living Lab have the benefit of profiting from all the individual backgrounds of each student - coming from different study programs, different countries and being equipped with different skills, the teams represent a diverse mix of people, each bringing in their own strengths to solve the challenge they are working on. This is what we call **trans-disciplinary work** - and it's also an important component in the tool belt of future jobs. Students might also work with **entrepreneurs, policymakers, citizens, researchers**, and other groups of people, who may offer a different perspective on the challenge the students are facing. Finally, **education professionals** will supervise the students in every step along the way. They are not there to tell them what to do and how to do it, but to coach the teams and provide maximum support.

Different Formats of I Living Labs

In round 3 of the I Living Labs in winter term 2022, there will be different formats of I Living Labs:



Single & Double I Living Labs

Single I Living Labs are the standard format of ILLs – a group of students works together to solve a challenge, and collaboration takes place exclusively online. In Double I Living Labs, two groups of students work on the same challenge. Each group develops their solution individually, but the two teams meet regularly and give and receive feedback from each other.



Umbrella I Living Labs

The format of an Umbrella ILL is created and offered by UC Leuven-Limburg UAS. The Umbrella ILL is a cluster of different sub-challenges under one topic. This makes it possible to define more concrete challenges that all work together on a (partial) solution of a defined problem. Students register for the Umbrella I Living Lab and specific groups are formed through the Match-Making process based on the individual talents of the students.

The advantages of Umbrella I Living Labs are:

- 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
- Educational Entrepreneurs sharing tips & knowledge how to work in multicultural teams
- Increasing the challenge owners' 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

Topics of the Umbrella ILLs in 2022

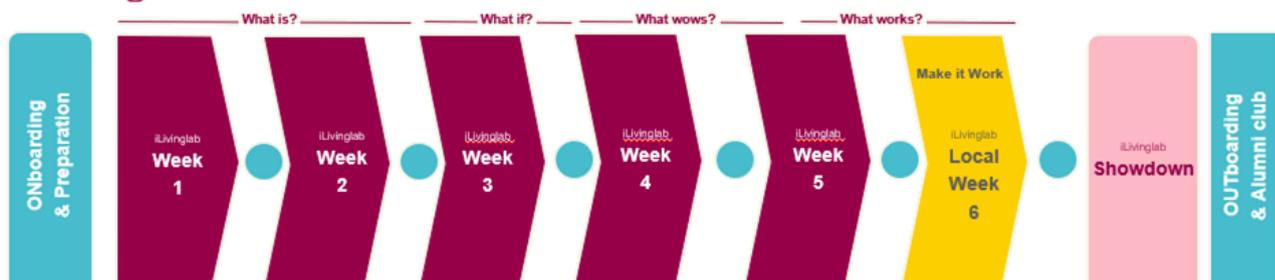
In winter term 2022, there are two different Umbrella I Living Labs offered:

- Umbrella #1: Sustainable Energy Transition
 - Challenge definitions for 4 single I Living Labs:
 1. Moonshot a smart & social local energy transition model?
 2. How can we bring the energy transition to our living rooms?
 3. What could the social business model looks like for a 'neighbourhood' Energy Sharing grid?
 4. What could be a 'Mindset-Experience' Energy Transition Game looks like?
- Umbrella #2: Matching & Sharing Talents
 - Challenge definitions for 4 single I Living Labs:
 1. What could be a social enterprise co-work structure for Open Innovation?
 2. Create a Brand design & Omnichannel Experience for multiple stakeholders!
 3. Develop a social business model for this open Talent Matching platform.
 4. Define a Product & Marketing concept for the Talent Tinder app that bridges students & entrepreneurs?

Process of Umbrella I Living Labs

Collaboration in Umbrella ILLs takes place partly on-site and partly online. Therefore, the format of the I Living Labs will 'shrink' to 5 weeks and an extra local week will be added. During this local week, students will work very closely with local entrepreneurs, engineers, business experts, designers and coding experts. The goal is to concretely transform their idea into a mockup and prototype.

I Living Lab



Selection & Registration process of Umbrella ILLs

Students register for the Umbrella I Living Lab online, and specific groups are formed through the match-making process.

Therefore, students have to

- complete an online motivation essay
- fill in the E³UDRES² TalentME
- answer the online challenge owner Q&A

By taking these steps, it is possible to get a better idea of the growth potential of each individual student and this knowledge can be used to build a stronger and more diverse team.



Latvian I Living Labs

This format of the ILL is a mixture of a one-week online collaboration and a one-week intensive on-site work at the Latvian Vidzeme University of Applied Sciences. While the other ILL formats give students 6 ECTS, students participating in a Latvian I Living Lab will receive 3 ECTS.

Different Roles in the I Living Lab

Educational Entrepreneur (EE)

The Educational Entrepreneur is the coach of the I Living Lab. They guide the students in their co-creative design-thinking process and stimulate them to evolve their future skills. Together with the stakeholder, they work towards smart and sustainable ideas and prototypes for the challenge presented in the I Living Lab.

Student Team

The student teams are the core players of an I Living Lab. Consisting of various students from different institutions, countries and disciplines, the teams regularly get together to co-create ideas and prototypes to the challenge they are working on.

Stakeholder

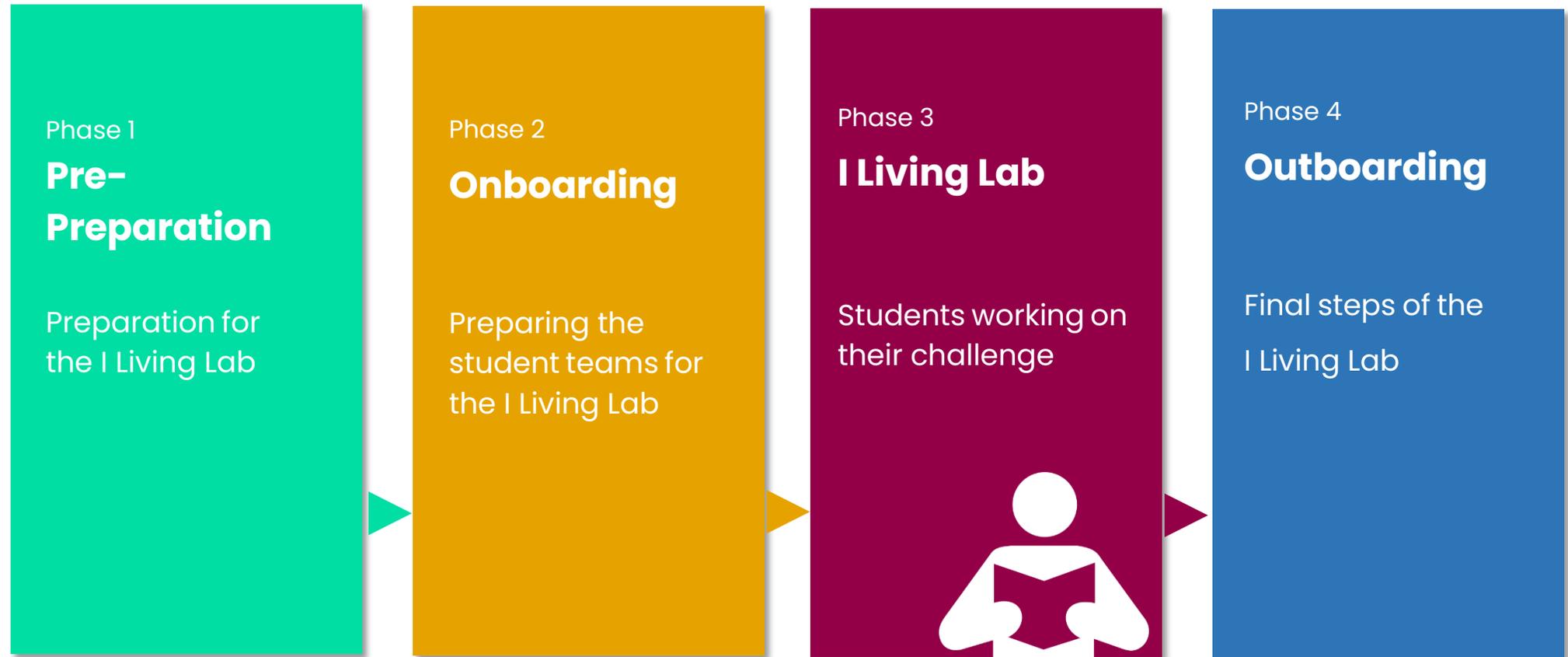
A stakeholder is the owner of the challenge - the person who originally identified the problem and is willing to contribute to the development of smart and sustainable ideas and prototypes in the I Living Lab. They can be anyone from the regional society: a business owner, a local authority, a civilian, a student, a (nonprofit) organization or any other regional player. Together with students and coaches (see "Educational Entrepreneur"), they start a process of co-creation within the ILL.

T-Shaped Innovator

T-Shaped Innovators work in each university participating in E³UDRES². They support the Educational Entrepreneurs and together they evaluate, reflect and evolve the concept of the I Living Labs. T-Shaped Innovators are people who are allrounders, but also have very specific expertise in a certain field. This is represented by the "T" in "T-Shaped": The vertical bar on the letter represents

the depth of related skills and expertise in a single field, whereas the horizontal bar is the ability to collaborate across disciplines with experts in other areas and to apply knowledge in areas of expertise other than one's own.

Phases of preparing an I Living Lab



Phase 1

Pre-Preparation

Pre-Preparation

Most important goals for this phase

Provide information to the students about

- The I Living Lab in general
- The challenges
- The timeline & schedule of the event

The goal of the Pre-Preparation phase is to develop the topics of the ILLs and the marketing activities so that students (who have not yet registered) gain information that will motivate them to participate in an I Living Lab.

At present, the following content can be found [on the E³UDRES² website](#) to make students curious to participate in an I Living Lab:

- Video series about the I Living Labs: *Educational Entrepreneurs/Stakeholders/T-Shaped Innovators/Students Explain the ILL*
- Explanation of the I Living Lab concept and key players
- Additional storytelling material on what is happening in an ILL / what impact an ILL has
- Recap of previous ILL rounds (Showdown event)

For this year's specific round of ILLs, the following materials and content are available:

- Overview of the upcoming I Living Lab challenges and their details
- Information on how to apply, including link to a form for application

In order to provide coherent information about the I Living Lab Challenges on the website, all EEs are asked to prepare the information for their I Living Lab by using the following guidelines:

- **Title of the I Living Lab**
One sentence phrased as a question, "How might we..."
- **Challenge**
Two sentences max.
- **Goal**
Three sentences max.
- **Meeting Structure**
Description of Meeting Schedule (as detailed as possible)
- **Link to additional files**
Videos, slides, posters etc.
- **Picture representing the I Living Lab**

Phase 2

Onboarding

Onboarding

Most important goals for this phase

- Provide a more detailed overview of the ILLs for the students
- Prepare the ILL infrastructure

Learner's Camp for all I Living Labs on E³UDRES² uniCampus (→ see details on page 23)

This should provide infographics about:

- Basic time structure of an I Living Lab (incl. date & time of start and I Living Lab Showdown)
 - Overview of tasks and deadlines (i.e. be present and co-create the meetings, working in between the meetings alone and in small groups / the whole group without EE, Portfolio, Pitch for Showdown/Midterm-Pitch)
- Current topics/challenges of all I Living Labs

The Camp also provides videos with accompanying written information on what to focus on when watching and what are the next steps:

- Future Skills
- Design Thinking
- E-Portfolio in the ILL
 - Students choose one "reflection partner". Every two weeks, they meet and talk about the contents of their E-Portfolios. Person A is talking while Person B is listening. B is asking A: "What was your sparkling moment of the week related to the project?" (e. g. a moment where something worked out very well, where an innovative idea emerged). Afterwards, Person A and B switch roles. Transform results in the E-Portfolio.

- Information on self-assessment with questionnaire
- Assessment
- Reminder to the material of the phase of Onboarding

Other materials

- Short descriptions and links of helpful tools for group- / self-management (e.g., for creating Kanban, Canvas, (elements of) presentations ...)
- Impulse questions for E-Portfolio

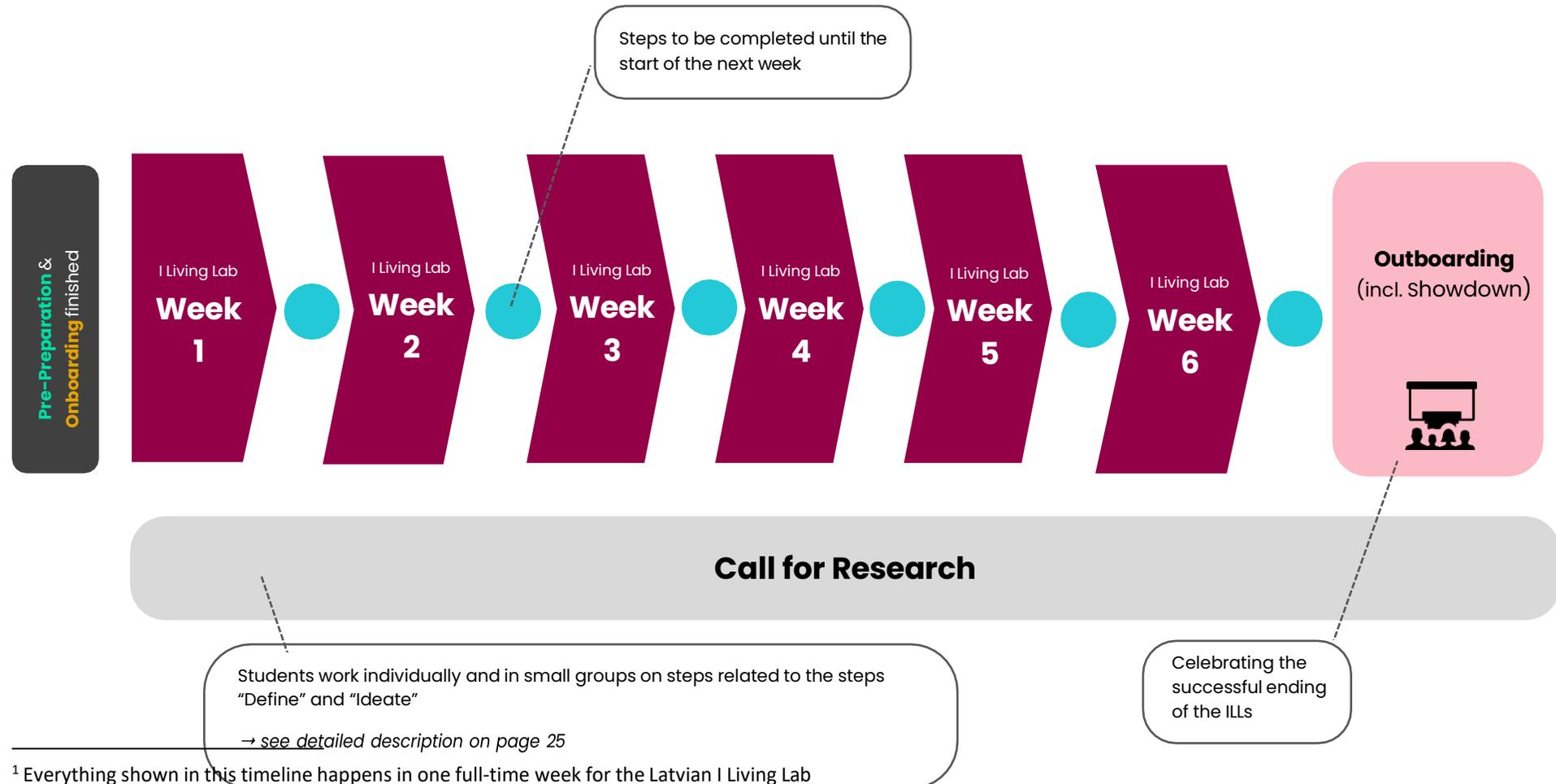
Announcements

- Welcome message with overview on the Learners Camp
- Students' questionnaire at the beginning of the ILL
- News from E³UDRES² (i. e. about events like upcoming E³UDRES² Hackathons)
- Students' questionnaire at the end of the ILL

Phase3

I Living Lab

Timeline of an I Living Lab¹: Overview



Timeline of an I Living Lab: Details

Week 1

 1st Meeting
(more if needed)

- **Mutual introduction with e. g. sociodramatic methods**
- **First brainstorming activities on the challenge**
- **Outlook & co-creating activities to do for the next week**

Each student chooses a "reflection partner". Bi-weekly meeting reflect entries on portfolio. Exchange on "Sparkling moment of the two weeks related to the project" (e. g. something worked out very well, an innovative idea emerged).

Steps until week 2

Part of „Empathize“

- *Students questionnaire (start)*
- *Start E-Portfolio with more detailed personal introduction within first week and choosing one to three Future Skills student wants to develop*
- *Call to research*
- *Look on brainstorming and add ideas / find and name clusters*

Week 2

 2nd Meeting
(more if needed)

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

Steps until week 3

Part of "Define"

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

Week 3

3rd Meeting
(more if needed)

- **Interactive Presentations of the students**
- **Group discussion / Feedback of EE and Stakeholder(s)**
- **First brainstorming activities and co-creation on "Ideate"**
- **Outlook & co-creating activities to do for the next week**
- **Gather first feedback of stakeholder**

Gathering feedback of the stakeholder can also be a part of the preparation of this / these meeting(s)!

Steps until week 4

Part of "Ideate"

- Working on E-Portfolio with the questions AND giving feedback to other entries
- Call to research
- Ideation activities: Using various brainstorming methods alone, in tandems / triads and visualize outcome
- Giving access to ideas to stakeholder(s)

Week 4

4th Meeting
(more if needed)

- **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)

Steps until week 5

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

Week 5

5th Meeting
(more if needed)

- **Dialogue orientated presentations of prototypes**
- **Group discussion / Feedback of EE and Stakeholder(s)**
- **Outlook & co-creating activities to do for the next week with the focus of preparing for the showdown**

Stakeholder(s) should have access to prototypes before this / these meeting(s)

Steps until week 6

- Refining Prototypes
- Call to research
- Preparing stuff for "ILL - Showdown"
- Working on portfolio with the questions AND giving Feedback to other entries
- Working on stuff for "ILL showdown" in small groups

Week 6

(more if needed)

- **Discussion on the stuff for "ILL - Showdown" AND testing steps for this event**
- **Looking back on the learning journey together with various creative methods**
- **Finding ways to stay in touch with each other**

Steps until Showdown

- Finalizing preparations for Showdown
- Final entries in the E-Portfolio and Assessment report

Outboarding

Outboarding Phase



- Celebrating the successful ending of the ILLs in the Showdown
- Educational Entrepreneurs conduct assessment talk meetings with each student including deciding together on the grade
- Team Feedback about the time in the ILL within the group

Infrastructure for working in an I Living Lab

Working with an international team in an I Living Lab requires tools that make this type of collaboration possible. For the basic infrastructure of the I Living Labs, different camps on [the E³UDRES² uniCampus](#) are used to get people together, organize their work and share news.

I Living Lab Learners' Camp

Common space and Q&A for all students, regardless of the I Living Lab/challenge they work on.



I Living Lab Camp

Separate camp for each ILL and the corresponding team (involved students, EEs, stakeholders and T-Shaped Innovators)

Learners' Camp

The Learners' Camp acts as the learning space for all people involved in the current I Living Lab edition, regardless of the ILL/challenge they work on.

Examples of the information shared in the Learner's Camp:

- General Timeline and deadlines of the current I Living Lab
- Useful documents & links, e. g. on Design Thinking, Future Skills, the Portfolio as well as the assessment at the end

I Living Lab Camp

The I Living Lab Camp contains information for the respective student team in the form of texts, pictures, videos and more. There's one individual course on E³UDRES² uniCampus set up for each I Living Lab (= each challenge and their respective team). It should be set up and ready one week before the I Living Lab starts. This space should also provide the following:

- Description of the Challenge as a reminder
- Easy to grasp overview: Background to the challenge (Text, Audio, Video ... - not too much material!)
- Overview of planned schedule
- Video or written introductions of the Educational Entrepreneurs & Stakeholders
- Schedule for team meetings with the whole group are entered in the schedule in E³UDRES² uniCampus course in advance

All results from every learning step of the teams as well as related activities are always accessible and can be evolved by every student. They can also be commented by Educational Entrepreneurs or the stakeholder(s) in the ILL camp.

Must-haves for every I Living Lab team meeting:

- Check-in and check-out
- Looking back to what happened last week (sparkling moments / challenges) also originating from entries into Portfolio
- Room for mutual Feedback
- Looking forward to next week AND reminding group about overall time schedule

Specific ILL Elements: The I Living Lab Kick off

The Kick off is the official start of the I Living Labs. All students receive basic information about the I Living Labs and the tasks for the onboarding phase together.

Specific ILL Elements: The starting event

The first meeting in the I Living Lab should meet the following criteria:

- Very interactive Check-in / different getting to know activities that include "Why have I enrolled to an ILL?"
- Shortly reminding students on the basic time schedule (opening possibility to ask questions)
- Co-creating session on Future Skills e. g. with Menti
- Which skills I want to focus on / want develop -> reference to Portfolio
- Interactive session on Design Thinking that builds upon the basic information with the aim of deepening the knowledge on Design Thinking and how it will be used in the ILL
- Starting together in the first week

Specific ILL Elements: Call to research

Each student individually looks to see if similar issues like their challenge are occurring elsewhere (scientific papers, newspaper articles, description of a thematically related project etc.) - ideally even related to their own sociospatial areas (work / different places of "home" / relations / hobbies etc.)

For every student in the team individually

- "Where do I come from" – questions from the impulses questions on Portfolio
- Each student researches for as current as possible background (scientific paper, newspaper, description of a thematic related project...) to the

challenge in the best case related to one's own socialspatial areas (work / different places of "home" / relations / hobbies ...) – the findings are collected in the ILL camp

- Combine it with methods of socialspatial research
- Find and list "experts in the field of the challenge" and conduct with at least three of them an interview

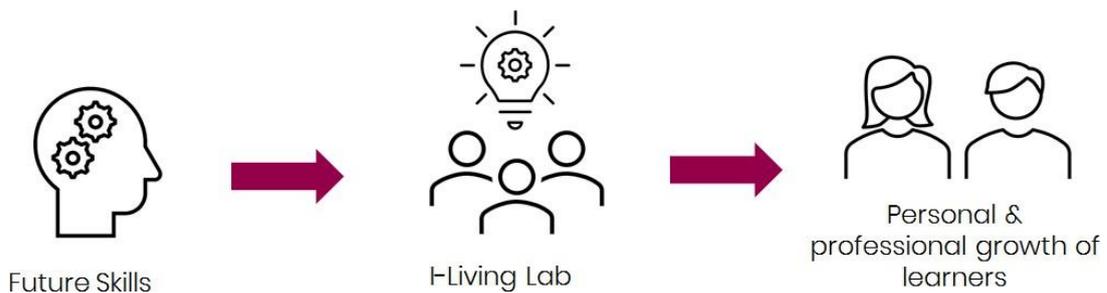
For tandems or triads of students

Students arrange an online meeting on their own to:

- share their findings
- sum them up together (consequences for the challenge of the ILL and its focus points)
- post them in the ILL camp together with a message to other students / groups on what they should focus / what they can add
- give Feedback / add ideas to findings of at least one other person / group (based on discussion in the small group)
- prepare short & crispy interactive presentation (for *Define* in the way of a pitch!)
- make a short protocol of the meeting and post it

Feedback and assessment in an I Living Lab

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



Learning outcomes of an I Living Lab

In an I Living Lab, students are encouraged to:	After completing an I Living Lab, students are able to:
<ul style="list-style-type: none"> • Think independently, critically and creatively • Learn various methods for analyzing and solving socially relevant problems • Develop interdisciplinary cooperation skills, promoted through dialogue orientation and self-determined learning • Develop future skills 	<ul style="list-style-type: none"> • Understand the functions and operation of a complex system • Develop solutions for complex problems by using principles of Design Thinking • Determine, design/choose the main elements for creating the desired system / solution • Present ideas in an adequate and creative form

- Act as a member of a professional team
- Be responsible as an individual professional

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

- I participate in design thinking process actively.
- I can experiment with my skills and competences in situations that are new to me. I can actively search for new solutions that meet my needs.
- I can experiment with different techniques to generate alternative solutions to problems, using available resources in an effective way.
- I can communicate imaginative design solutions to stakeholders from different backgrounds effectively.
- I can work with a range of individuals and teams and contribute to group decision-making constructively. I am open to the worth that others can bring to value-creating activities.
- I can overcome simple adverse circumstances.
- I can compare the different possibilities within my team.
- I can judge the control I have over my achievements (compared with any control from outside influences). I am comfortable in taking responsibility in shared activities.
- I can reflect on my individual and group needs, wants, interests and aspirations in relation to opportunities and future prospects.
- I can reflect on failures (mine and other people's), identify their causes and learn from them.
- I can actively look for, compare and contrast different sources of information that help me reduce ambiguity, uncertainty, and risks in making decisions.
- I am driven by honesty and integrity when taking decisions.

These Learning Outcomes are Level 2 of the [E³UDRES² ILL Competency Framework](#).

Giving and Receiving Feedback

360-degree feedback

360-degree feedback is a type of feedback process where not just superiors but also peers and even external participants (e.g., stakeholder) evaluate learners. Therefore, I Living Lab students will receive continuous feedback from Educational Entrepreneurs (EE), stakeholder, team members & peers in different forms. Thus, they can develop themselves from a learner receiving feedback to a responsible, self-reliant, independent, adaptable I Living Lab alumni.

When is feedback given in an I Living Lab?

In general, learners are asked to give feedback and talk about their feelings in different situations:

- When giving presentations: The criteria for presentation are provided for them as a guideline for giving feedback.
- After each presentation they make.

For each of these situations, there are two forms of guiding the feedback: 1) with or 2) without given feedback criteria.

Feedback of stakeholders can be integrated in various ways, e.g., through attending official presentations or also in regular ILL meetings. However, learners should always be introduced and engaged in giving feedback.

How to introduce giving and receiving feedback

At the beginning of the I Living Lab, the 360-degree feedback needs to be introduced briefly. Then learning by doing starts, that is, a moderator reflects on each presentation after it is given. The very first contact with feedback should be established after the first presentation learners perform. After the presentations of all groups, each group separately discusses the strengths and weaknesses of all presentations and names 3 strengths and 3 weaknesses that can be improved.

Criteria	Definition
Professional knowledge base	Team can use professional terminology consistently during pitching.
Information seeking	Team can use different kinds of information seeking methods: interviewing and research / hard data. Information is compiled together meaningfully. Data is appropriate to the project.
Professional skills and activity	Team can use innovative or alternative idea for the project. Pitching is clear, convincing, engaging, passionate, honest and likeable.
Target of activity (client / user)	Team can define appropriate client / user. Pitching demonstrates clear connection in order to understand the user's point of view.
Group work skills and leadership	Pitching shows that the team has been working in a goal-orientated manner. Team can demonstrate the exploited interdisciplinary of the team.
Responsibility	Team can act according to the ethical principles of their professional field. Pitch demonstrates how to identify the opportunity and the sustainability of the project.
Current situation of the project	Short description of the current situation of the project now.

Table 1: Example for Feedback Criteria used for giving feedback for team presentations (based on OAMK Labs, Finland & iLab, St. Pölten UAS).

After a presentation, moderation should be started as follows:

1. The presenting group itself describes how they felt and assess their own presentation
2. Learners give them feedback
3. Feedback of Educational Entrepreneurs / stakeholder(s)

The moderator is expected to take responsibility for guiding the learners during feedback – e.g., no defending. It is about receiving feedback which means listening and asking questions for a better understanding. At this point, no discussion or argument develops about why presenters acted in the way they did.

Reflection

All reflection phases in the I Living Labs are based on Gibbs Reflective Cycle.

Gibbs Reflective Cycle

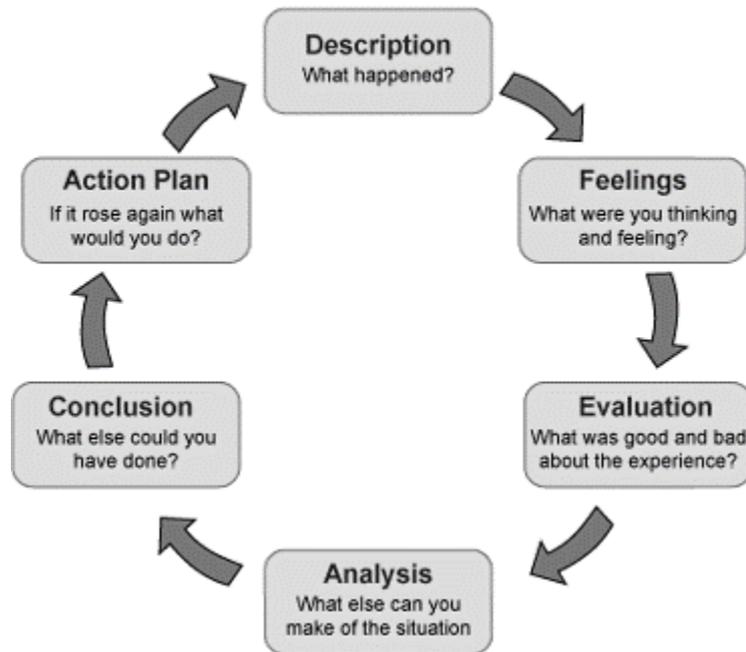


Figure 8: gibbs-cycle.png · <https://www.crowe-associates.co.uk/coaching-tools/gibbs-reflective-cycle/> [20.08.2020]

These are the five stages in Cycle 2:

- 1) **Description:** First, ask the person you are coaching to describe the situation in detail. At this stage, you simply want to know what happened – you will draw conclusions later.
- 2) **Feelings:** Next, encourage them to talk about what they thought and felt during the experience. At this stage, avoid commenting on their emotions.
- 3) **Evaluation:** Now, you need to encourage the person you are coaching to look objectively at what approaches worked, and which ones did not.
- 4) **Conclusions:** Once the situation has been evaluated, you can help the person draw conclusions about what happened. Encourage them to think about the situation again using the information that have been collected so far.

² <https://www.crowe-associates.co.uk/coaching-tools/gibbs-reflective-cycle/>

- 5) **Action:** You should now list some possible actions that the person can take to deal with similar situations more effectively in the future. In this last stage, you need to come up with a plan to trigger the favourable changes. Once the areas they will work on have been identified, encourage them to commit to taking action, and agree on a date on which you will both review progress.

Feedback and reflection are a continuous process that accompanies students in the I Living Lab. Both methods lead to the assessment.

Assessment

Assessment in an I Living Lab is challenging because learners develop their skills individually, and therefore appropriate methods are needed that differ from traditional tests. The assessment method must take into account the development of the individual learner based on their personal goals and prior knowledge.

Personal Goals

Each learner defines their personal learning goals for personal development. It is important to define personal goals at the beginning of the I Living Lab. The learners need to set goals that they want to achieve for their future and therefore, develop their self-determination.

There are two key points for the personal development:

- 1) Reflective practice
- 2) Development of a learning community

Students need to start trusting one another and the Educational Entrepreneurs as coaches to find their real goals and development path.

Already in the first days, learners must be encouraged to reflect on their personal goals. Therefore, learners will set their personal goals related also to the Future Skills (only a few) at the beginning and deepen them within the context of creating their E-Portfolio. The goals are set together with the EE. This creates a clear plan for the student and for the responsible EE to follow and give feedback on.

The personal goals are defined as smart goals. During the process, it is useful to check if the goals are still appropriate or need to be adjusted or changed.

Topics of the Personal Goals

In principle, personal goals should be linked to learning outcomes of the I Living Lab. The alignment of personal goals includes the following topics:

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

Portfolio

During the course of the I Living Lab, all students will create their own E-Portfolio. In the Learners' Camp, students find basic information about keeping a portfolio. They are supported by a collection of reflection questions. In each week they make an entry to the portfolio, reflecting steps on Define, Ideate, Prototyping and the path to the Showdown. The first entry consists of a detailed personal introduction and the selection of three of the future skills they would like to develop during the ILL period. The entries can be combinations of text, drawing, audio and video. Additionally, the students are asked to give short Feedback to the entries of at least three other students in the ILL every week.

At the beginning of the ILL each student chooses a "reflection partner". Bi-weekly they meet and reflect their entries in the E-Portfolio. They also exchange on "Sparkling moment of the week related to the project" (e. g. something worked out very well, an innovative idea emerged). The main outcomes of these meetings are also documented as part of the E-Portfolio. One of the last entries is an **assessment report**: Skills or knowledge that the student has learned and how they achieved these skills and knowledge (they also integrate parts / outcomes of the project).

The basic way to maintain the E-Portfolio is an ongoing entry in the Basecamp and it is also possible, that students build up / use own spaces like a blog or something similar. Important is the possibility to give feedback there.

By keeping the E-Portfolio, learners evolve their ability to reflect and learn why this is important. This is crucial for their development as reflective practitioners.

Example of an entry in a portfolio in the iLab (St. Pölten UAS, Austria):

Elizaveta

[Redacted] Last updated Aug 25, 2020

Hello everyone!

My name is Lisa but friends call me Elisa :) I'm 24 years old and originally I'm from Russia. Now I'm studying Bachelor Mediamanagement in the 3. Semester at the FH St.Pölten. It's my second Bachelor degree. I have already finished my first Bachelor grade in teaching in Russia in Volgograd.

I like meeting new people and learning about different cultures. I'm a passionate traveller, visited many countries in Europe, tried Couchsurfing and participated at the Workaway project. I like photoshooting and have a blog on Insta about my study and life in Austria:)))

I like doing sport and used to play tennis for one year)) Now I go often jogging. Reading books is one of my favourite hobbies. Unfortunately I have not much time for it now. My favourite author is Steven King:) I also like cooking and baking. I would be happy to cook for you some tasty Russian dishes)))

According to the test results I'm a Protagonist. The test shows that I'm a person with the extraverted, intuitive,feeling and judging personality traits. Quick learners and excellent multitaskers, people with the Protagonist personality type are able to take on multiple responsibilities with competence and good cheer. Protagonists are hardworking, reliable and eager to help. I can say that I'm agree with the result of the test. I always try to motivate people and help them. I'm a team player and always listen to other peoples' opinions, even when they contradict my own.

I decided to take part at the iLab because I want to get a practical experience, meet new people, improve my English skills and just be the part of something bigger:)))



Sep 4, 2020  [Redacted] ...

week 36.

Elisa wants to experience **new challenges**, different that her comfort zone. She didn't do project like this before and she **wants to improve herself**.

This week, she find that the work with her group of 4 persons was perfect : good communication and good results !

She is very **exited** to be on Monday 7 because she will know more about the project and her colleague.

After talking about work, she explained her feelings. So this week was **stressful** for her because she was out of her comfort zone. But she enjoyed to learn a new way of thinking, collect ideas and do multitasking. She had the **fear** to talk in english (because she isn't have the habit) and make friends that have the same Center of interest.

Bud at the end of the three fist days she feel very **comfortable, open and self confident !**



Sep 5, 2020  [Redacted] ...

Gaëlle, thank you very much!

I can say, that Gaëlle did a great job! She has perfectly understood my thoughts and feelings. It's always interesting to read or listen, how other people see and perceive you. The method of sharing thoughts is a good way to remember what you did and achieved to analyze that we can do such a challenges for us every day. I think I will use it in the future to follow personal goals and improve my results :)))



Edited Sep
11, 2020



Logbook Week 2:

...

Elisa really liked the challenge and the partner she got on Monday. She told me that in the beginning of the project work, she had the feeling that she and her partner didn't make much progress, but now she thinks they are doing really great. She is really looking forward to working more on her challenge, because she is really interested in the topic of reducing food waste. She told me she is hoping to get some results out of her interviews until Monday, so that she and her partner can continue to work on the results. Elisa also told me that she thinks that she and her partner have quiet similar personalities and that they have a good teamwork in their group. One thing she wishes to improve, is that they motivate each other more, to be even more productive.

Personally, Elisa feels great and she is really excited for the next few weeks. She did find the teambuilding on Thursday interesting and helpful, but she was also very tired at the end of the day. During the day she felt like she should bring in her own ideas more, but she didn't want to interrupt anyone while they were speaking. She thought that also may be the reason, why she didn't bring in her own opinion more. But the good thing was, that the teambuilding made her think about her own personality and what skills she wants to work on in the future.

Thank you very much Elisa for the nice chat! :)



Sep 12, 2020



Anna, thank you very much!))))

...

I enjoyed our chat yesterday! Anna understood my feelings very well! During the week I experienced a lot of different events and had a wide variety of emotions. I'm happy to work on the project and to see the progress. It's important for me to know what should I do to improve my skills. Now I think that the perception of other people is one big part of it.



Phase 4

Outboarding

The Outboarding

The final phase of an I Living Lab includes the Showdown, where the successful ending of the I Living Labs is celebrated, and the Assessment Talks.

The I Living Lab Showdown

The I Living Lab Showdown wraps up the I Living Lab journey of the group and gives the students the chance to finally present their work. Students for example prepare a pitching video. They also produce a poster, that gives insights in the journey through the ILL.

Must-have elements:

- In an interactive way: Looking back together on the learning journey with sociodramatic methods & tools like Menti
- At least 1 Educational Entrepreneur, 1 stakeholder and 1 student are here for interaction session with students
- Interactive way of getting to know results of the ILL and having possibility to give feedback based on the possibility to look and comment on the videos and the posters beforehand

Details on the Showdown will be announced while the I Living Lab takes place.

Tips for a Pitch-Video

Main Goal: To give a sparkling overview to the ILL Output in a story mode.

Suggestion for students to create this video:

- Present the team: All persons of the team should appear (show to potential investors, stakeholders and next ILL students)
- Present the challenge of the ILL
- Give insights in ideas, prototypes or solutions that emerged in the ILL
- End with the next steps of the project
- The video must contain the E³UDRES² Logo; an e-mail contact to reach the group should be presented on the last image

Guiding questions for students to create a poster:

- What was the initial challenge of the ILL?
- Who was 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?
 - What 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?

Assessment Report and Talk

In preparation for the assessment talk, learners are expected to prepare a written assessment report as part of the portfolio as described above. In this report, learners reflect on the defined learning goals. Based on their newly acquired competences, they suggest to the Educational Entrepreneurs the grade they deserve for their performance and argue why.

During the assessment talk, students present their portfolio and argue their proposed grade in front of the responsible EEs. The grade decision will be based on a joint reflective discussion between the learner, the Educational Entrepreneurs as well as external stakeholders and end users, if different.

Summary

The I Living Labs aim to be a safe and fun working and learning space for students with all kinds of different backgrounds. The skills they learn and evolve during the ILL enable them to create their very own tool belt to be well-equipped for future jobs and to engage in society. Students might also work with entrepreneurs, policymakers, citizens, researchers, and other groups of people, who may offer a different perspective on the challenge the students are facing. Finally, education professionals support the students in every step along the way. This mix of diverse actors holds the potential for creating innovative solutions for European regions.

E³UDRES²

Engaged and Entrepreneurial European University as
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Igniting E³UDRES² Innovation



The E³UDRES² Talent Funnel



Welcome to the E³UDRES² Talent Funnel, a dynamic and comprehensive program designed to foster innovation, collaboration, and talent development. This unique initiative is more than just an educational pathway—it's a movement that drives innovation, nurtures talent, and contributes to regional advancement.

As Europe embarks on the green transition, the demand for new talents with green entrepreneurial skills is more pressing than ever. In line with the EU's Net Zero Industry Ambition, we need individuals who are not only equipped with the necessary skills and knowledge but are also purpose-driven and impact-driven. Individuals who are committed to achieving the Sustainable Development Goals (SDGs) and contributing to a sustainable future.

Talent Funnel

The Talent Funnel is a platform where students, educators, and industry professionals come together to ideate, collaborate, and create. It provides a real-world testing ground for innovative ideas and a pathway to employment for students. It enhances the university curriculum and prepares students for the future.

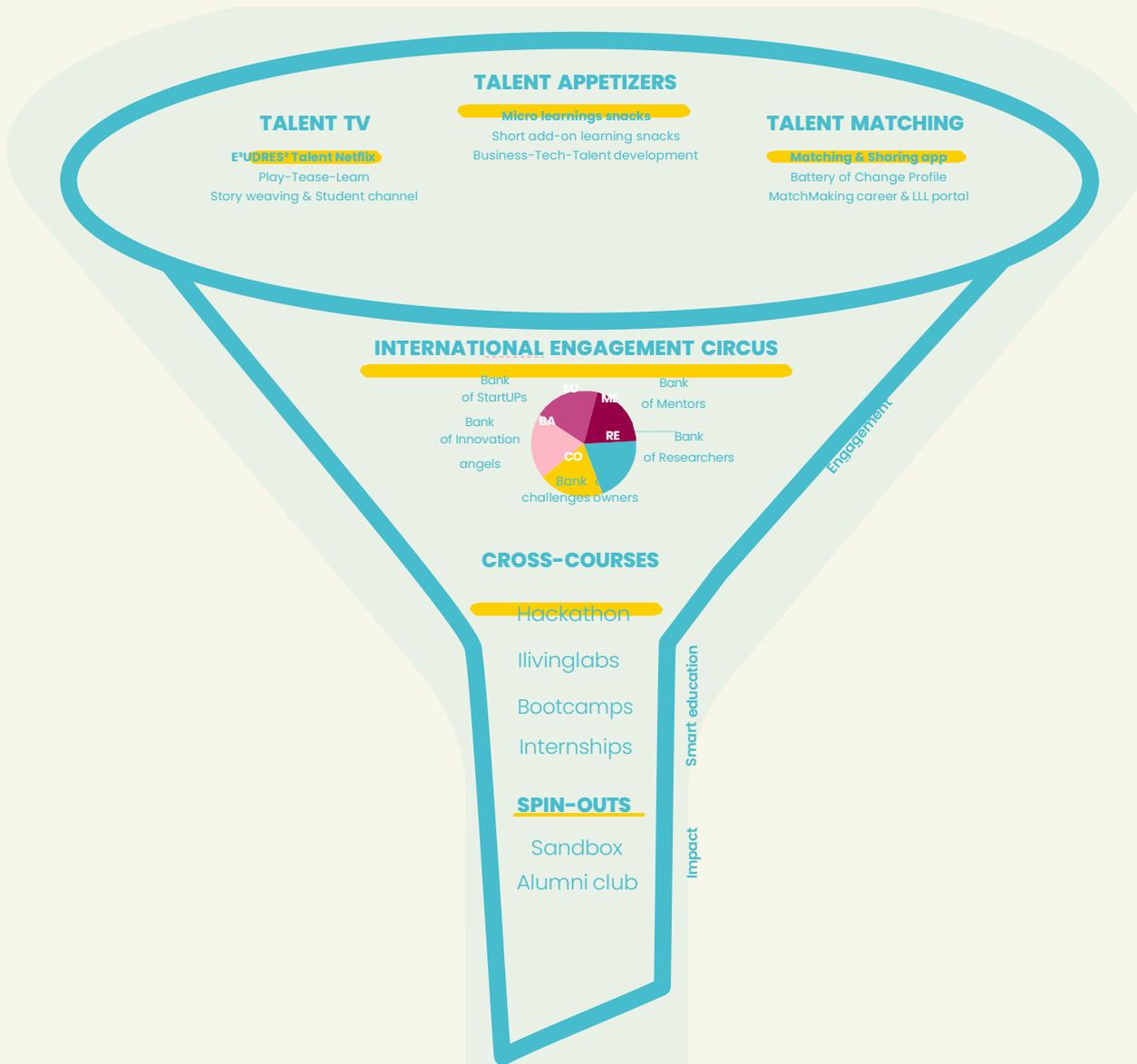
One of the unique features of the Talent Funnel is the Talent Matching app. This sophisticated tool uses AI to match the skills and knowledge required by businesses with the current skills and knowledge of students. It's **a game-changer in talent development**, providing customized upskilling or reskilling programs and helping students find the most suitable internships.

The Talent Funnel is part of a broader commitment to **creating Zero Industry Academies** - open ecosystems where academia and industry work together to drive innovation and sustainability.

As a member of the E³UDRES² community, your involvement in the Talent Funnel allows you to share your expertise, develop innovative concepts, collaborate and learn, and contribute to regional advancement. Over the next four years, we aim to further develop the Talent Funnel, refining existing concepts and introducing new ones. We envision a future where the Talent Funnel is not just a program, but **a movement that drives innovation, fosters talent, and contributes to regional economic and social advancement.**

So, whether you're an early bird ready to dive in or a lagger still weighing the benefits, we invite you to join us on this exciting journey. Let's work together to make the E³UDRES² Talent Funnel a beacon of innovation and talent development.

In essence, the Talent Funnel is not just a program, but **a movement that drives innovation**, nurtures talent, and contributes to regional advancement. It's a platform that brings together diverse



UNLEASH YOUR POTENTIAL

Welcome to a world of endless possibilities and unparalleled learning experiences! We're excited to present our educational product, a menu card designed to help you boost your entrepreneurial and transnational skills. From iLivinglabs to the EuroTech Internship program, we offer a wide range of opportunities for you to explore, discover, and grow. Our goal is to provide you with the tools, knowledge, and support you need to make a real difference in the world. Whether you're interested in boosting (g)local innovation, exploring local challenges, or developing your problem-solving skills, we have something for everyone. Our programs are designed to foster collaboration, cross-disciplinary thinking, and hands-on learning.

The Power of the Talent Funnel

In the face of the green transition, the need for innovative solutions and new talents is more pressing than ever. The E³UDRES² Talent Funnel is designed to meet this need, providing a platform for the development of green entrepreneurial skills and the creation of sustainable solutions. But why is the Talent Funnel necessary for entrepreneurs, policymakers, new learning designers, and regions?

Let's delve into this.

For Entrepreneurs

The Talent Funnel provides access to a pool of young, innovative minds who can bring fresh perspectives and ideas to their businesses. The Talent Matching app ensures that the skills and knowledge of these talents align with the needs of the businesses, providing a seamless integration of new talents into the workforce.

For Policy Makers

The Talent Funnel aligns with the EU's Net Zero Industry Ambition and the commitment to achieving the Sustainable Development Goals (SDGs). By fostering the development of green entrepreneurial skills and sustainable solutions, the Talent Funnel supports policy makers in achieving these goals.

For New Learning Designers

The Talent Funnel offers a unique opportunity to shape the future of education. By integrating real-world experiences and industry-focused learning into the curriculum, new learning designers can create a learning experience that prepares students for the future and meets the needs of the industry.

For Regions

The Talent Funnel contributes to regional advancement by attracting investment and creating employment opportunities. The implementation of innovative solutions in regional businesses can spur economic growth, while the development of a highly skilled workforce meets the needs of the region.

A SYSTEMATIC APPROACH TO TALENT DEVELOPMENT

The E³UDRES² Talent Funnel is a systematic approach to talent development that integrates entrepreneurship, education, sustainability, and regional development. It's a model that recognizes the interconnectedness of these fields and leverages their synergies to drive sustainable growth.

The Talent Funnel is designed with a clear structure and purpose. Each stage of the funnel serves a specific function and contributes to the overall goal of nurturing green entrepreneurial skills and driving social innovation.

The Impact of the Talent Funnel

The Talent Funnel is also aligned with the products of education and entrepreneurship. It integrates practical work with academic theory, fostering the ability to apply knowledge in real-world settings and encouraging innovative problem-solving skills. It also provides a platform for entrepreneurship, giving students the opportunity to develop their ideas into viable businesses.

In addition, the Talent Funnel is **pioneering a new grading system for the Future University**. It integrates micro-research projects that work closely with students and entrepreneurs on their ideas and concepts. This innovative approach provides students with a hands-on learning experience and contributes to the development of practical skills.

The Talent Funnel is a **dynamic system that adapts to the needs of students, businesses**, and the wider community. It fosters a culture of collaboration and mutual learning, breaking down the traditional silos between academia and industry. The Talent Funnel also proves the power of its ideas by working closely with local entrepreneurs and policymakers to make a regional impact. It incorporates ideas into SME companies to make them more green-prove, contributing to the green transition and supporting the **EU's Net Zero Industry Ambition**.

In essence, the Talent Funnel is a well-thought-out, systematic approach to talent development. It's a model that brings together diverse stakeholders to work towards a common goal – a sustainable future. It's a model that is shaping the future of innovation and creating a new generation of green entrepreneurs.

The E³UDRES² Talent Funnel is a **catalyst for social innovation, well-being, and talent development in rural regions**. It fosters social innovation by encouraging students to co-innovate and co-create around wicked problems and moonshot ideas. The solutions developed through this process can address social challenges and contribute to the well-being of rural communities.

By focusing on green entrepreneurial skills and sustainability, the Talent Funnel **contributes to the well-being of rural regions**. It promotes a green lifestyle and encourages the development of sustainable solutions that enhance the quality of life.

The Talent Funnel nurtures talent development by providing students with a wide range of skills and experiences. It **prepares students for the future and meets the needs of the industry**, contributing to the development of a highly skilled workforce in rural regions.

Imaging, Dream & GoGoGO

Imagine a world where the next big thing could happen at any moment. Where a regional hospital in Belgium, ZOL, could be the birthplace of an innovative healthcare solution that revolutionizes patient care. Where a creative innovation house like Ars Electronica could collaborate with ZOL to enhance the efficiency of healthcare services.

Picture a world where JAGA, the climate designers, could foster the development of innovative climate solutions that transform our living environment. Where Corda, the incubators, could be the launching pad for a new business that started as a moonshot idea in the Talent Funnel.

Envision a world where the Stad Leuven Municipality could become a model for sustainable urban living, thanks to the innovative solutions developed through the Talent Funnel.

Now, imagine the avalanche of purpose-driven innovation that could be sparked by Tomorrowland, the entertainment company with worldwide leverage and millions of 20-30-something youngsters. With their sustainable concept of Love Tomorrow, they could inspire a new generation of green entrepreneurs and contribute to a sustainable future.

Mental & Social: The Foundation

The initial stages of the Talent Funnel, Awareness and Engagement, form the "Mental & Social" layer. **This layer is the bedrock of the Talent Funnel**, setting the stage for the transformative journey that lies ahead. It's about creating a mental shift, fostering an understanding of the importance of green entrepreneurial skills, and building a social community that is engaged and committed to the process of learning and innovation.

Awareness: This stage is about sparking interest and curiosity. It's about making students and regional stakeholders aware of the opportunities and possibilities that lie in new learning design and green entrepreneurship. The Talent App and Appetizers are key tools in this stage, providing short online learning snacks that whet the appetite for more. But it's not just about imparting knowledge; it's about igniting a spark, a desire to learn more and to be part of the green transition.

Engagement: This stage is about deepening the connection and commitment. The International Engagement Circus plays a crucial role here, creating crossovers between industries, between entrepreneurship and social society, and between education, research, and entrepreneurship. It's about building a community, a network of like-minded individuals who are committed to driving sustainable change. It's about fostering a culture of collaboration and co-creation, where everyone's voice is heard, and everyone's contribution is valued.

Material & Doing: The Transformation

The subsequent stages of the Talent Funnel, Smart Courses and Impact, form the "Material & Doing" layer. **This layer is about putting ideas into action and making a tangible impact.** It's about co-innovating and co-creating around wicked problems and moonshot ideas, and translating these into viable solutions.

Smart Courses: This stage is about deepening knowledge and skills. It includes the hackathons, i Livinglabs, Bootcamps, and internships. Here, students work closely with local entrepreneurs and policymakers to co-innovate and co-create, turning ideas into innovative solutions. But it's not just about learning; it's about doing. It's about applying knowledge in real-world settings, testing ideas, and learning from failures. It's about fostering an entrepreneurial mindset, where innovation is not just encouraged but celebrated.

Impact: This stage is about making a difference. The moonshot ideas and concepts developed in the previous stages are translated into Minimum Viable Products (MVPs) in a shared pre-incubation program. This is where research, valorization, and prototyping take center stage. The goal is to create lifelong alumni who can continuously upskill and reskill through our universities. But it's not just about creating products; it's about creating impact. It's about making a tangible difference in the world, contributing to the green transition, and driving sustainable growth.

The Talent Funnel is more than just a program. It's a systematic approach to talent development that integrates entrepreneurship, education, sustainability, and regional development. It's a model that recognizes the interconnectedness of these fields and leverages their synergies to drive sustainable growth. It's a journey of transformation that starts with a mental shift and social engagement and culminates in material action and impactful transformation.

THE MECHANICS OF THE TALENT FUNNEL

The E³UDRES² Talent Funnel is a dynamic and comprehensive program designed to foster innovation, collaboration, and talent development. It's a unique initiative that not only equips individuals with the necessary skills and knowledge but also instills a sense of purpose and commitment to driving sustainable change.

The Talent Funnel operates in four distinct stages: Awareness, Engagement, Smart Courses, and Impact. Each stage serves a specific purpose and contributes to the overall goal of nurturing green entrepreneurial skills and driving social innovation.

DRIVING INNOVATION & NURTURING TALENT

Through the Talent Funnel, we aim to create a transformative impact in three key areas: Collective Impact, Sustainable Growth, and Empowered Learners. Here's how we're making a difference:

- **Collective Impact:** By working together to address regional challenges, we can achieve more meaningful and widespread change.
- **Sustainable Growth:** Through a purpose-driven, circular approach, we foster growth and prosperity that is sustainable and inclusive.
- **Empowered Learners:** By moving away from linear learning systems, we enable our students to take an active role in their education and contribute directly to regional innovation.

	● Appertizers	International Engagement Circus	Talent App	Hackathon	iLivinglabs	● Bootcamp	Internship	● Spin-off
Goal	Understanding your own motivation, Introduction to Green-social-entrepreneurship #unlimited mindset	Long-term transnational network for entrepreneurs, researchers and students.	Matching & Talent sharing	Exploring local challenges and finding the first wicked solutions	Boosting (g)local innovation and transnational co-working	Make' week turning ideas from iLivinglabs into MPVs	Exchange program of EU students between different sectors and countries	Where students prototype the future
How	Short interactive digital learning snacks such as vodcast and podcast including live sessions with (social) entrepreneurs, artists and experts	The Engagement Circus stimulates a deep connection between learners, lectors and entrepreneurs and public institutions. It focuses on talent scouting, matching, and growth mindset.	The Talent App matches students, entrepreneurs and based on their profile & career goals. It offers learning modules, internships, research possibility, and jobs.	36-hour pressure cooker ideation event with student teams from nine different countries working together cross-disciplinarily with their challenge owner and mentors.	Design thinking labs in which student teams from nine countries and educational entrepreneurs work together with regional stakeholders on life-cases in a hybrid new learning model.	5 days of intensive hands-on process to develop ideas into prototypes that focuses on creative innovation and problem solving thinking.	The EuroTech Internship program is designed to give international students hands-on experience in the local industry by working on real projects and learn from experienced professionals.	UnBox provides a supportive environment for students to refine their ideas and prepare for an incubation program. It encourages collaboration, creativity, and innovation.
	Flexible Menu: Empowering Learners			Challenge owner involvement		Collective Impact		

We offer a 'menu' of micro-learning snacks, allowing students to choose the best fit for their learning ambitions, educational career, or curriculum needs. Whether it's to fill a learning gap, earn ECTS, or simply to satisfy a curiosity, students can customize their learning journey to best suit their goals. This customer-centric approach ensures that every student finds the best fit for their learning gap and ambition. We're not just teaching; we're fostering the innovators of tomorrow.

At the heart of the Talent Funnel, we're transforming regional challenges into opportunities for meaningful, widespread change. This isn't a sprint; it's a marathon, requiring the full commitment of our challenge owners and regional stakeholders. Together, we're creating SDG-proof innovations with a lasting impact. By involving challenge owners in all aspects of the Talent Funnel, we're transforming ideas into services and products that meet real-world needs. We're not just growing; we're growing together, and we're growing for the future.

We're not just addressing challenges for a short period; we're committed to a long-term engagement that fosters lasting change. By maintaining this engagement, we can ensure that our solutions are not just innovative, but also sustainable and impactful. Our approach is about more than just education; it's about creating a community of innovators who are committed to making a difference. Together, we're not just solving challenges; we're shaping the future.