DESIGN THINKING CONCEPT

How to create interactive digital economic courses in collaboration with students?!

LEUPHANA
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CONTENT

I. The Corona Pandemic and its effects on student life

II. Challenges for an interactive teaching and learning

III. What is the seminar about

IV. Introduction to the "Design Thinking Concept"

V. The process the students passed through

VI. Insights to the students seminar

VII. The Actionbound in action

VIII. Time for questions and discussion

I. UNIVERSITY IN A STATE OF EXCEPTION

University Building currently closed

- **<u>Since March 2020:</u>**

- No face to face courses
- No direct contact between lecturer and students
- No contact between students
- Limited access to the library
- No campus life!!!

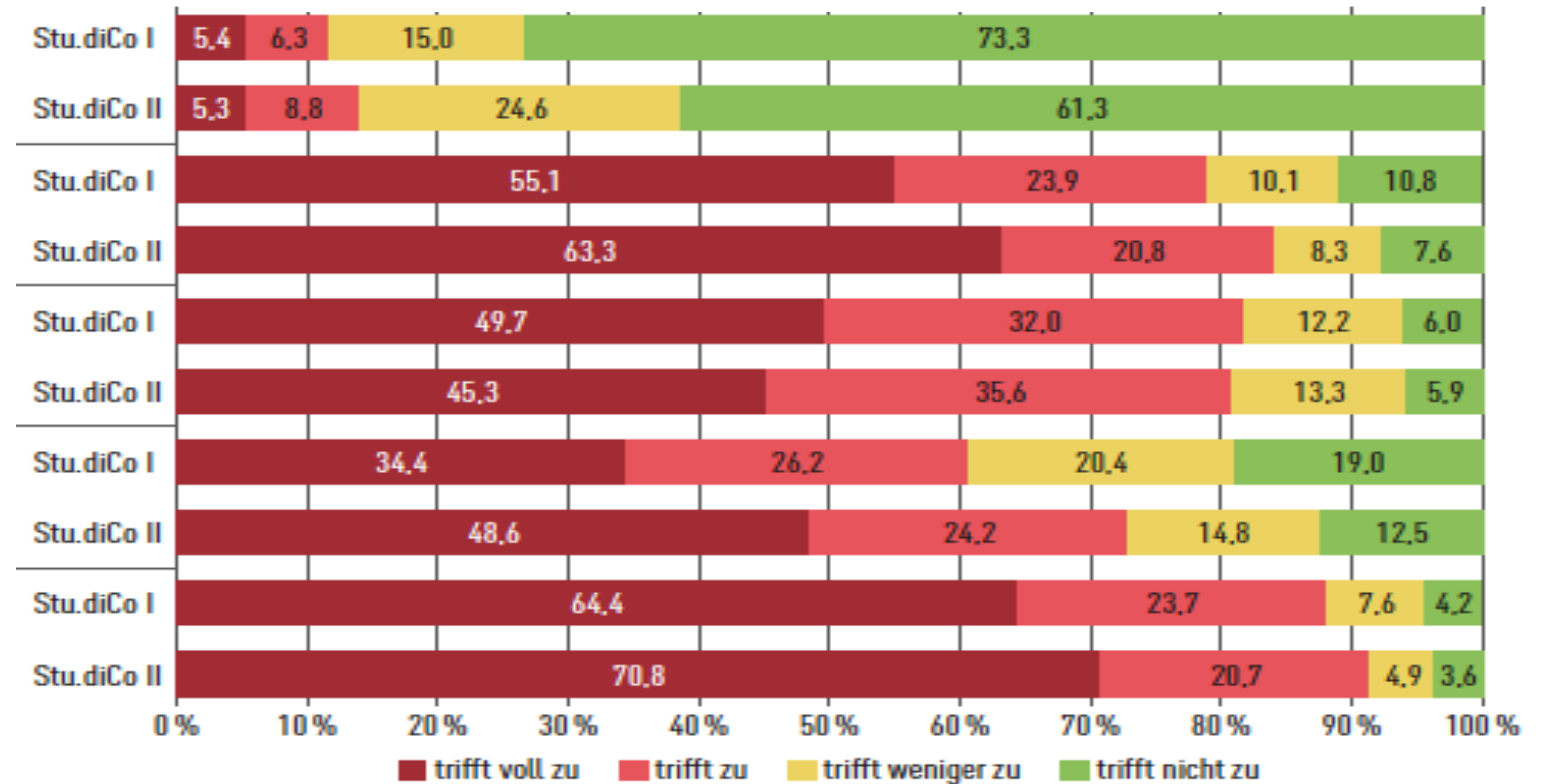# I. THE CORONA PANDEMIC AND ITS EFFECTS ON STUDENT LIFE

Shelters (empowerment rooms, prayer rooms, etc.)

Campus life

Exchange and advice in direct contact with the lecturers

Leisure event for students (university parties)

Corridor and campus talks with fellow students

How much are you missing the following aspects that a face-to-face study could offer

	trifft voll zu	trifft zu	trifft weniger zu	trifft nicht zu
Stu.diCo I	5,4	6,3	15,0	73,3
Stu.diCo II	5,3	8,8	24,6	61,3
Stu.diCo I	55,1	23,9	10,1	10,8
Stu.diCo II	63,3	20,8	8,3	7,6
Stu.diCo I	49,7	32,0	12,2	6,0
Stu.diCo II	45,3	35,6	13,3	5,9
Stu.diCo I	34,4	26,2	20,4	19,0
Stu.diCo II	48,6	24,2	14,8	12,5
Stu.diCo I	64,4	23,7	7,6	4,2
Stu.diCo II	70,8	20,7	4,9	3,6

I. THE CORONA PANDEMIC AND ITS EFFECTS ON STUDENT LIFE

- "Too much stress, too much "self-study", actually too much of everything except understanding and empathy. :)"

- "Study feels like School 2.0 and it's all about institutionalized "working through", as some lecturers cynically call it ... "

- "That completely destroys the fun, motivation and actual enthusiasm for the study."

- "It just makes you sad and angry not to be noticed in your needs and existence."

II. CHALLENGES FOR A INTERACTIVE TEACHING & LEARNING

Online courses should be designed so that...

- takes into account the current workload of the students.

- enable direct questions and feedback from lecturers.

- enable interactive and independent learning.

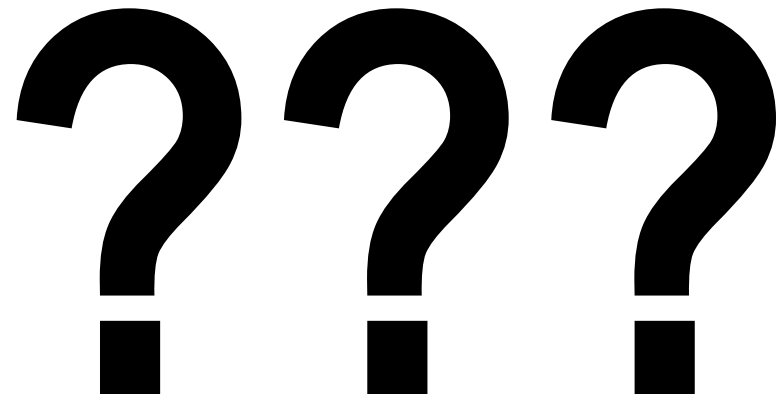- enable a variety of communication options between students.

III. WHAT IS THE SEMINAR ABOUT

Theory of vocational education

- Overview of different theoretical approaches (from classical theory like Kerschensteiner over emancipatory theory to key qualification)

- Teaching and innovation as one qualification goal

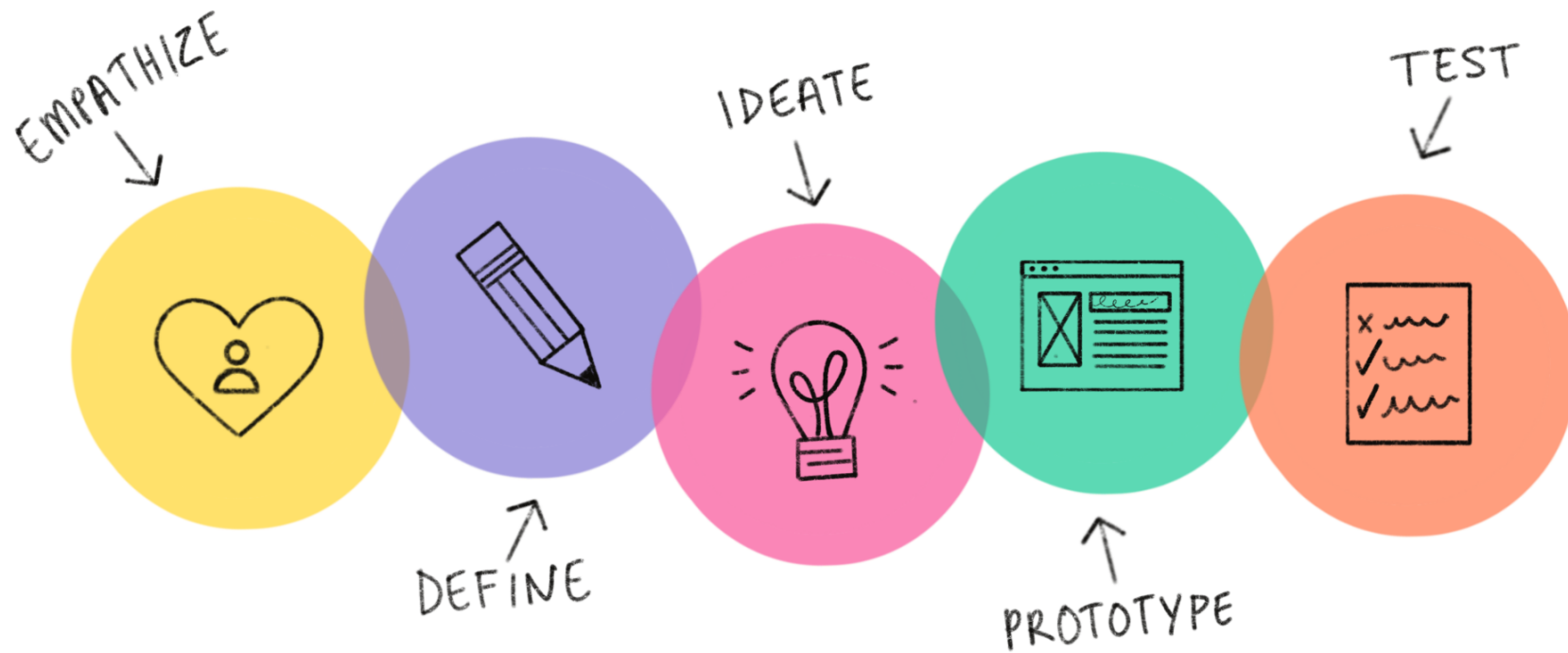- Content orientated on professional competence (self-, method, and social-skills)

???

I BEGIN WITH AN IDEA, AND THEN IT BECOMES SOMETHING ELSE.

PABLO PICASSO

IV. THE DESIGN THINKING PROCESS

EMPATHIZE

IDEATE

TEST

DEFINE

PROTOTYPE

V. THE PROCESS THE STUDENTS PASSED THROUGH

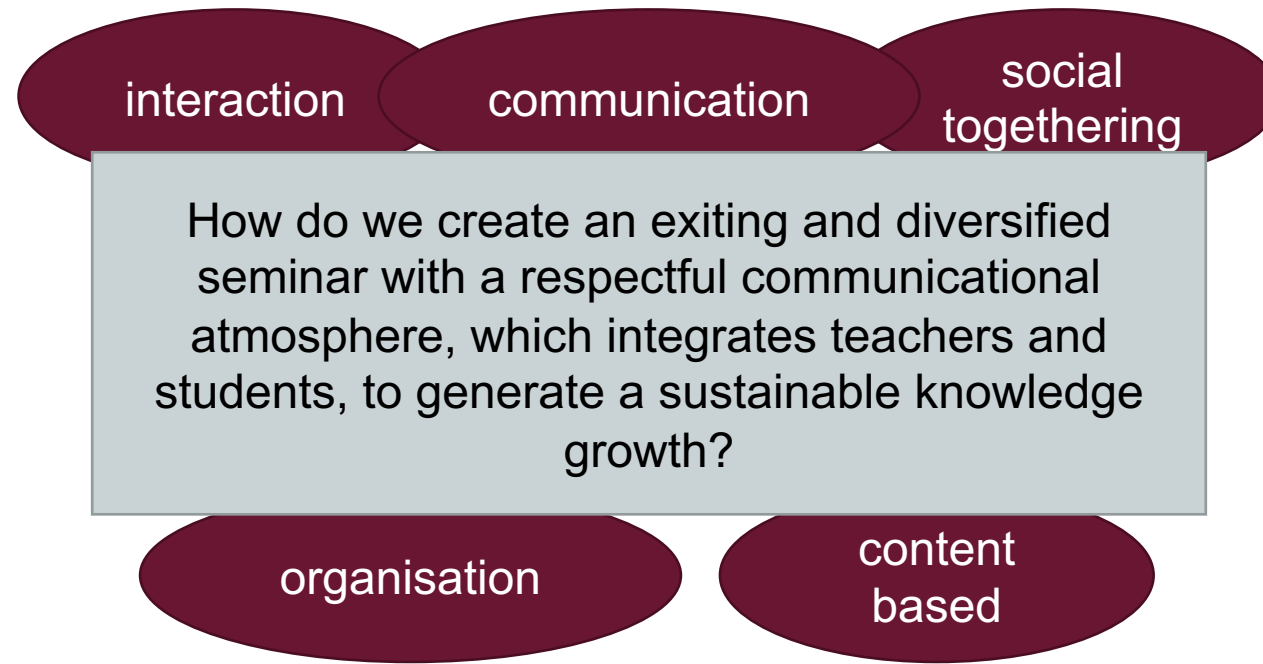The idea

The students generate their own seminar in the context of "Theory of vocational education"

But what is a "good" seminar about?

EMPATHIZE

V. THE PROCESS THE STUDENTS PASSED THROUGH

interaction

communication

social togethering

How do we create an exiting and diversified seminar with a respectful communicational atmosphere, which integrates teachers and students, to generate a sustainable knowledge growth?
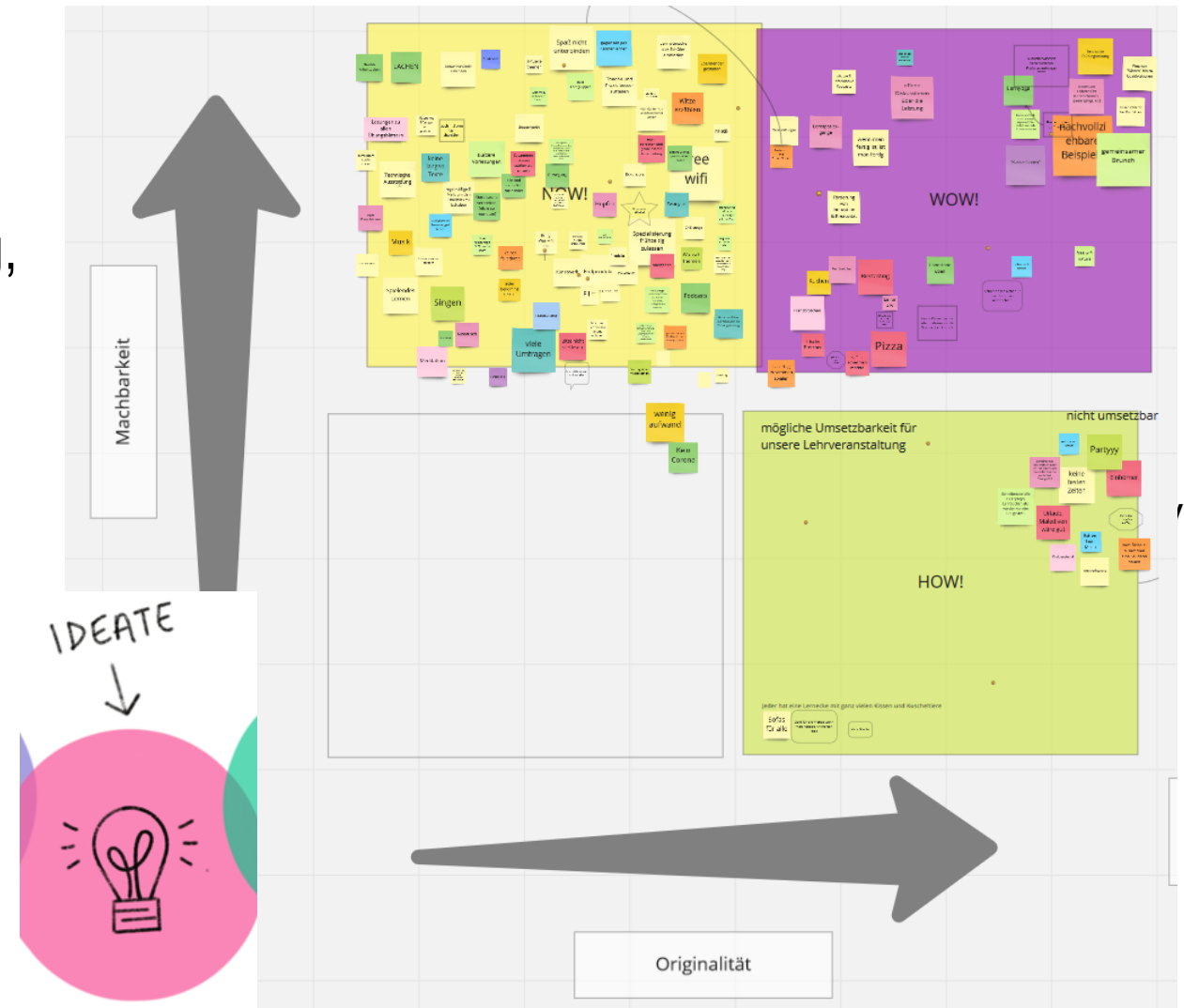
organisation

content based

DEFINE

V. THE PROCESS THE STUDENTS PASSED THROUGH

NOW!: Free digital advices, singing, filming, podcasts

HOW!: holidays, no fixed seminar times/schedule, unicorns

WOW!: part of the seminar assessment, walking and talking, outdoor activities, qualification rather than knowledge

VI. INSIGHTS TO THE STUDENTS SEMINAR

The students generated a digital paper chase with the app *Actionbound*.

They organised each other in 9 groups plus 1 Orga-group. Each group had a different topic they formulated by themselves.

Podcasts, Videos, PowerPoint presentation with sound, cloze, analogous game

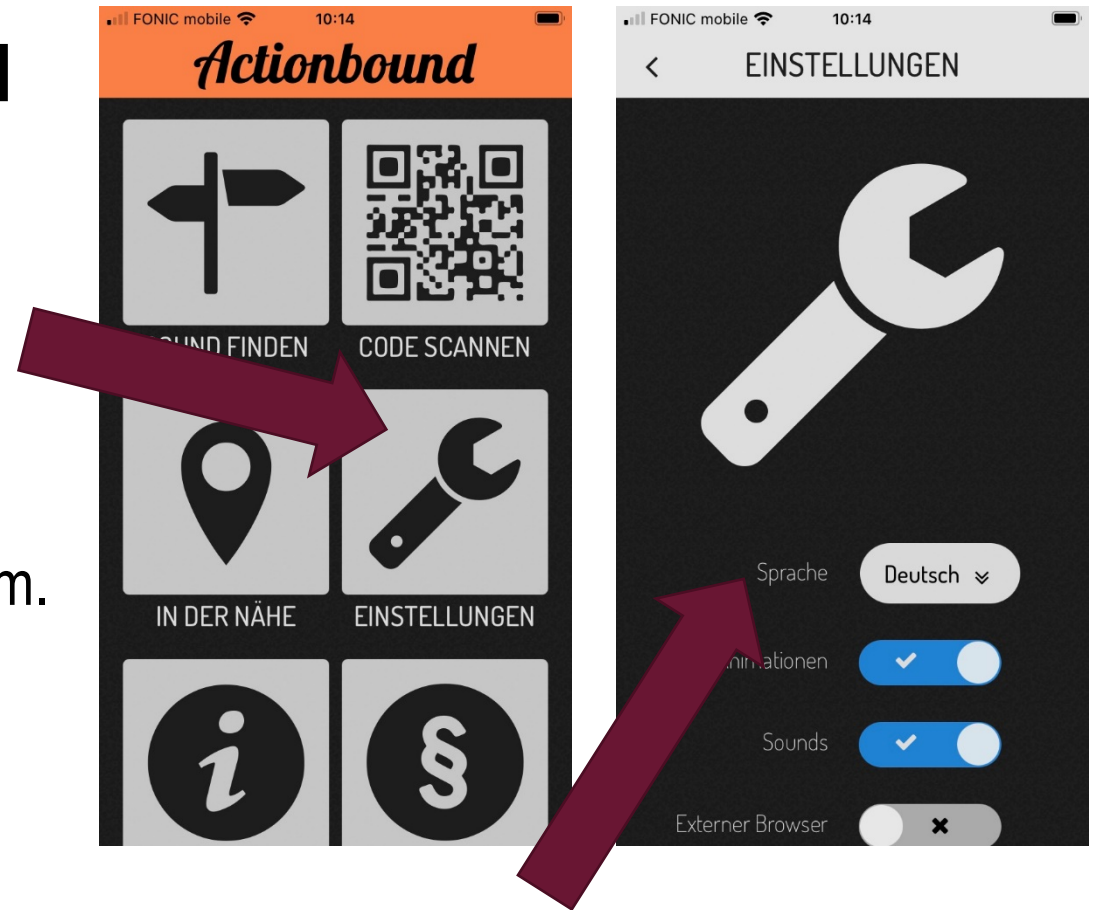All of us played the Actionbound on 7th July somewhen between 8 am to 5 pm.

VII. ACTIONBOUND IN ACTION

Let's try the Actionbound!

There are 2 different QR-codes hidden in this room.

Please form groups of 5 and one of you needs to download the Actionbound App.

VII. ACTIONBOUND IN ACTION

Scan this QR-Code to be part of the Actionbound.

VIII. COURSE EVALUATION

+   **–**

- the interaction with fellow students
- good learning atmosphere
- freedom
- interactivity
- goals
- high level of participation
- creativity
- respectful cooperation

- more structure
- more content
- better explanation to begin with
- more precise tasks

VIII. DISCUSSION

To what extent can we invest time for creativity and thereby loose time with respect to content?

Does the "Design Thinking Process" fulfil the created criteria for a good seminar?

Any other questions?

VIII. SOURCES

Besa, K.-S., Kochskämper, D., Lips, A., Schröer, W. & Thomas, S. *Stu.diCo II – Die Corona Pandemie aus der Perspektive von Studierenden – Erste Ergebnisse der bundesweiten Studie Stu.diCo II,* https://doi.org/10.18442/194.

Möller, J.. *Now-How-Wow Matrix*, https://jensmoeller.com/design-thinking-verstehen-und-umsetzen/.

Schallmo, D. R. A. (2018). *Jetzt Design Thinking anwenden*. Springer Gabler.

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