



# CIM – Publications – Translations

## Deliverable 8.4 Compendium

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## About this Collection

The CIM partners published experience reports in their native language to share the CIM project and the lessons learnt with their local communities. These reports are available on the CIM website. Together with selected testimonials.

The document on hand provides the translated experience reports.

## 1. UDE

### 1.1. Beginning of the journey

The first group still started in the classroom, which was divided in such a way that theory parts alternated with Design Thinking workshops.

The students were informed about the course and started with an introductory questionnaire in which they reflected on their competences in terms of innovation and creativity.

There were a lot of questions and actually it came out that nobody had really thought about the CIM concept and the importance of these competences. The interest was aroused.

Now teams were formed to think about in which institutions they should implement their learning project. In the first Design Thinking workshop, very different challenges and organisations came together, for example online academies or an ERASMUS Welcome Package.

### 1.2. On the way: the CIM modules

- - Agreement on a case and an example institution
- - Brainstorming innovative offers and services
- - Selection of project ideas according to criteria catalogues
- - Market research
- - Persona Canvas
- - Presentation and feedback in the group
- - Essay and self-assessment
- - Validation and certification
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### 1.3. Essay by a student -A travelogue

Looking at our collaboration as a whole, I can say that I am very satisfied with the end result of our project. Overall, the period of the seminar was also marked by the Covid pandemic, which fundamentally changed the collaboration that had taken place with fellow students in the previous course of study. In this context, I was initially concerned about dealing with a large project and developing basic ideas without physical meetings, as well as about working on the project. In contrast, the online collaboration developed well and ultimately brought some advantages. For example, we were able to meet more often in shorter online meetings between seminar dates and pause, for example, when we reached a point where we needed to reflect on certain issues or were



at an impasse. This might have been different if we had to physically meet for each meeting and were more bound by time constraints. In the course of the seminar, I especially came to appreciate the various online tools for collaborative project development. This way, the collaboration could take place in a targeted way and results could be visualised well in the intermediate stages for understanding. During the project development, I noticed on the one hand, as already reported above, that it was initially difficult to agree on ideas in a larger group. On the other hand, we could also see in comparison with other groups that constructive suggestions and the critical view of other group members might have done us good at one point or another in order to gain new perspectives in more difficult project phases. Overall, it would have been desirable to finish developing the idea with all four starting group members.

The departure of two group members also revealed an aspect that could be improved for further such processes. For example, the first idea of developing a distance learning university and locating the project in the field of vocational education and training was originally a compromise of the ideas of all group members. After the two team members left, this idea no longer necessarily corresponded to the wishes of the remaining group members. For a short time, we had the feeling that we were representing an idea that we did not fully support. However, with the reshaping of the project into its final form, the interests of the two group members were finally taken into account again.

In the process of project development, I found it difficult at some points, especially in phases of great uncertainty, not to let this catch up with me and to look constructively ahead. Like many other seminar participants, it would probably have been good for me personally to be able to draw on previous knowledge from the field of Design Thinking methodology, so that I could better recognise at which point in the development process we were currently standing and that uncertainties are nothing unusual in certain phases of project development.

This way, some doubts would probably not have been so pronounced, which occurred more often when we had lost focus on what exactly we were working towards.

What I found very motivating in the process was the fact that parallel to the seminar, the lecturer frequently referred to various competitions and presentation opportunities for such student projects.

Another seminar group, for example, took part in a presentation with a project from the previous semester and had the opportunity to develop and present their project beyond the seminar. This supported the motivation in that I got the feeling that the development of the project was not "in vain", but was very well demonstrated that it was not a purely theoretical construct that we were developing, but that this theoretical context was very close to the real practice of the educational science field. Here, the motivation to work on the project was increased.

So in the end, I was happy with the development of the project, because thematically the developed project would also be an enrichment of the offer landscape for me personally and not only had to work on a very theoretical construct. I found it invigorating that practical questions were often the focus of the development. In the course of the project I found out several times that in the end I would have liked to be a participant or lecturer in this programme myself.

If we look at my personal development with and through the project in addition to the development of the project, some developments can be noted. As already described, I initially had no overview of how a project implementation from idea development to project presentation takes place in the concept of design thinking and which areas have to be considered. Through the input of fellow



students and the lecturer, I had the opportunity to learn new skills here that can also be helpful in project development beyond the seminar. Devoting myself to the development of an educational programme in such detail helped me to broaden my view of the aspects of conception and implementation that I had not previously focused on in this form. The implementation and assertion of my own ideas in the initial group process also strengthened my assertiveness skills so that I could introduce my own ideas and have them flow into the final implementation of the project.

In particular, competences in the area of lateral thinking were required in the creative development and elaboration of ideas, which I was able to further develop decisively in the course of the seminar. Thinking creatively "laterally" in this way and coming up with new, innovative solutions and concretising the rough project sketches in an iterative process until the final presentation helped me personally.

On the personal level of cooperation, we were able to rely on and trust each other well when it came to meeting deadlines or preparing certain things for a meeting or the general division of tasks. Communication was smooth and uncomplicated. If deadlines or research work could not be met, we informed each other so that we could act spontaneously and work out alternatives.

Due to the fact that our group consisted of only two people for most of the work, I was not able to acquire any great additional competencies in the area of the dynamics of team processes, since it was partner work and group-like structures were accordingly only rudimentary.

I think that I was also able to increase my tolerance of ambiguity through the seminar. For me, as described, it was the first time I had heard of the Design Thinking method and accordingly I had never worked with it before. I found the method of brainwriting via the Miro Boards very helpful in developing new ideas or specifying already existing thoughts. The persona canvas also helped me to better empathise with the target groups of our project.

I can very well imagine using these methods in future projects.





## 2. DIE – German Institute for Adult Education

### 2.1. Starting point / Setting the scene:

The DIE is a research institute in the field of education. Besides research it is also developing useful resources and concepts for adult education practitioners – taking into account the research state of the art to ensure a high quality and effectiveness of the product. We do offer internships for students but we do not offer training programmes for interns in the stricter sense. Rather interns are working in different DIE projects or units to help the respective DIE staff in their work. So the starting point was not the typical scenario needed for the implementation of the CIM approach.

### 2.2. Start of the journey

Thinking about alternative solution we came across the “Art working group” at the DIE: The DIE building is located in the grounds of the National Ministry of Education, a few kilometres outside the city centre, which can only be entered by appointment and by presenting an ID card. There are several interesting modern works of art (sculptures) scattered around the grounds, but due to the aforementioned access restrictions, these are essentially only noted by the staff of the institutions on the premises. A small number of DIE colleagues interested in art had recently joined together informally in a working group to discuss the artworks and ways of communicating them to a wider audience. This informal project was transformed into a CIM learning project. We choose this way because indeed there were very pronounced points of overlap and connection between the Art Working Group and the CIM project’s aims and approach. The art group had the intention to develop or conceive something new (an innovative approach to art education), but at the beginning - due to its informal origin - it had rather vague ideas about what it wanted to work towards and how. The Design Thinking approach lent itself here to support the project in a structured way that encouraged creativity and to promote the corresponding competences for innovation development among the participants. We therefore approached the group and proposed to implement the DT approach with them – both as a learning occasion for the group members and as resource which could support their aims in a structured manner. With the consent of the group the process started in June 2020.

### 2.3. Milestones

- Presenting CIM to the art working group, gaining their interest and consent to engage in the DT approach, Introduction of DT approach, principles and tools
- Practicing DT techniques in the working groups (definition of design challenge, work with persona methods, brainstorming and idea generation)
- Reflection and Feedback

### 2.4. On the way

The Design Thinking approach was applied over a series of sessions of the working group. Originally it was intended to pursue this process until the phase of developing prototypes of innovative information formats. This could unfortunately not be realised. Given that the work group was an informal one – colleagues were active in this group outside their regular working hours and motivated only by their own interest in the topic – it was a not easy always to find dates for follow-up sessions that would suit many group members. Some activities that had been planned for to take part on the premises of the



ministry/the DIE – in direct confrontation with the art works - had to be suspended due to the again rising pandemic.

The group defined and agreed upon a concrete design challenge to give a clearer direction to their own work (“How could we inform about art on the site?”). They engaged in a structured reflection on potential target groups, in brainstorming activities to generate a wealth of ideas and in discussion on valuing and prioritising these ideas further, and in gathering additional information on the art works as a basis for the development of prototypes (which could eventually not be finalised within the period planned).





### 3. Blinc eG

#### 3.1. Starting point / Setting the scene:

blinc is a cooperative working in the field of innovation & sustainable human and societal development. It focuses on the promotion of human learning processes in organisations, businesses and all educational sectors (Adult, Higher and Vocational Education, Youth and School Education) with a focus on informal learning and competence development.

Founded in 2005 our cooperative has developed over 50 European L&D projects, mostly funded by European programmes like ERASMUS+, AMIF, LIFE, INTERREG and H2020.

Our home base is Göttingen in Germany but our members work also from other places in Germany, Italy, the UK and Bulgaria.

We develop innovative solutions to complex challenges and offer new instruments and tools as well as innovative formats for collaboration and development.

#### 3.2. Start of the journey

We are always looking for new inputs and impulses for new projects and initiatives with like-minded persons and institutions.

For us, the CIM project provides a great opportunity to liaise with institutions, especially from the Higher Education sector since we are constantly looking for young experts with a lot of commitment who are thrilled to work for Europe and projects in the fields of human education, sustainable development and digital literacy.

We had the pleasure to welcome 6 interns over a period of 1,5 years at our premises, or to be more correct – in the framework of our organisation because, due to Corona, the internships were mainly carried out in online collaboration.

What, on first view, seemed to be a big disadvantage turned out to be a big opportunity for us since in this period we had to shift to distance learning and developing anyway. Hence our interns could smoothly participate in all our activities in the framework of our European projects.

The interns were all coming from the University Duisburg-Essen, from the Master of Adult Education and were trained in design thinking methodology and had already carried out their own prototype developments.

This turned out to be a good move since they all were ready to take off into innovative projects in our organisation.

#### 3.3. Milestones

We involved all of interns in the projects that they were interested in:

- They all participated in and contributed to a project in which blinc started to take on board a sustainable management approach.
- 2 persons worked in a project on ERASMUS KA1 actions, which was so successful that they developed their master theses about it
- 1 person works on digitalisation
- 1 in a cultural heritage project and
- 1 person in a circular economy project



We regularly carried out design thinking workshops, starting from the common vision of our company and developing ideas to tackle societal challenges which seem to be attractive for Learning and Development projects.

We also targeted internal innovations like the improvement of controlling and monitoring systems or the development of learning apps for specific purposes.

The teams refined their ideas, contacted specific clients for market research purposes and developed concepts and prototypes.

### 3.4. On the way

For us, the CIM programme was extremely successful and we will definitely carry on with our collaboration and actively look for fitting candidates. Even though the collaboration in the team was entirely transferred to online mode, the communication and joint developments was successful and efficient. We reckon that to some extent the online phase is even an advantage because meetings were more efficient and had to be better structured anyway. The interns had a thoroughly positive effect since the other team members were curious and grateful for support.

By chance we also had real challenges in the internship phase: for instance, the design and organisation of a several online seminars and conferences for external projects and clients. Here, the innovation and creativity of the interns was an asset and we really benefitted from the good ideas that were brought in.

Du to the good preparation we encountered hardly no difficulties in the collaboration.

The highlight of the internships was certainly the trip to Thessaloniki in which we involved a group of students as collaborators – who organised a few design thinking workshops as events for transnational project partners. They did extremely well in this European community and there was any negative feed-back despite the young facilitators – not even from the professors.

Another highlight was the joint online workshop organised by the IPL from Portugal in which some interns collaborated in transnational teams on science communication.

### 3.5. On arrival

Talking about “Spotting Ideas and Opportunities”. We organised the validation of the competences as a final festival event and this turned out to be an entirely positive experience.

Especially in the transnational events, all participating students developed a lot of self-confidence and learnt to understand their potentials and seriously reflected on their strengths and points to improve.

To conclude: For us the project was one of the best experiences in our long European project history. We found 5 new collaborators and happily offered them jobs in our enterprise. During the whole process we could follow their competence developments and we consider the whole programme as one of the very few examples for sustainable recruiting of future staff members. We would immediately recommend it to other enterprises as well.



What will you take home and transfer into your practice

- 3.6. How did your travel mates like it (the colleagues in the European teams, at home, the students, other stakeholders)
- 3.7. Please provide testimonials





## 4. Q21

At Q21 we focus on qualification, teaching and learning solutions in innovative thematic and methodological areas. More specifically, Q21 is a specialist agency for the development, supervision and IT support of European projects. We develop web-based learning systems in state-of-the-art IT technologies and offer services and development projects that enable "agile" and interdisciplinary software development.

With the advance of large open source projects (Moodle), we changed our strategy and focused on customising support and project-specific learning management systems based on Moodle (and later Mahara).

For projects and customers, we offer complete solutions (hosting, maintenance, technical, graphic and didactic design, learner management and control) in this area.

Innovations are always important and necessary, especially in the context of IT technologies and the related support and services. One has to be able to understand new standards and related trends in order to adapt one's systems and related services or to develop appropriate actions.

This makes it a constant challenge to be innovative and to recognise current technologies as well as pioneers in the field and to assess the extent to which something can or cannot establish itself on the market. This fine line between recognising innovative approaches and rather critical developments in the field must be constantly taken into account.

Therefore, the perspective and associated cooperation with students and interns is important for us, as they mainly follow or are subject to the broad trends and make it easier to recognise the associated needs.

The cooperation within Europe in educational projects is, as already mentioned, one of our central goals and at the same time an important source to identify trends and needs within digital education. Underlying of this is the possibility of an international exchange on new digital learning solutions based on the specific needs and environments of learners and also the providers of learning opportunities.

The CIM project involved in particular experts from higher education, enterprises and education providers as partners, who in turn work closely with their respective learners - students, trainees, interns. This broad expertise of the partnership is a perfect breeding ground for creativity and innovation, so to speak.

For Q21, participation in the CIM Project was and is a very good opportunity to further develop its own expertise and at the same time open up new networks.

Furthermore, the CIM Project offered our own interns the opportunity to gain new experience, but also to exchange experiences and to actively participate.

### Milestones

As one of the key elements for Q21 and our Interns was the integration of the Design Thinking approach into our working environment. The aspects of teamwork and approaching a challenge from different perspectives and with different methods were one of the clear winning elements.

Even though we were not able to attend the workshop in Palermo in December 2019, we were still able to go through the different steps of the Design Thinking (DT) approach using the previous online meetings as preparation for the main workshop week and the additional online meetings that focused on the implementation of DT.

For example, using Miro as a collaboration tool was a new experience for us, while the software itself was already familiar to us. But bringing in this perspective provided additional benefits and more flexibility.



During the implementation of the CIM approach within the internship there were successful steps and less successful parts. While the general curiosity of the interns with the team were always on a high level, certain part like the introduction on certain software tools were taking more time than expected within in creative processes which lead to certain insecurities – on both sides.

But these experiences were necessary on behalf of Q21 explaining “try software part” and having expectation on developing content in a short time on behalf of the interns.

Nevertheless, the collaboration was always a process of high engagement with regards to the DT approach.

Even though the Design Thinking cycle could not be fully completed with the creation of a functional prototype, the approach was successfully implemented. But not only the DT was a gain for Q21 and the interns.

In particular, raising awareness of new methods and techniques for problem solving had a great impact on the interns. This includes the concepts of self-reflection and self-assessment.

Here are some statements about the learning project:

"Being able to choose my own learning project and having the privilege to develop it at my own pace was a fantastic experience. The design thinking approach will definitely be a key element for me to solve problems and work in a team. Especially the second part, working in a team (Q21 and the other intern) has given me a whole new perspective in certain areas of work."

"For me, the design thinking approach was a completely new thing and normally I was used to a linear process of a project development. I feel much more confident now to use new methods and different steps for upcoming challenges."

Based on the content that the two interns were able to create and develop on our platforms moodle and Mahara, and their underlying reflections, it can be stated by Q21 that through the CIM approach, the interns can be brought much closer to the problem and the related experience gained has become much greater for both of them compared to previous internships. In addition, the team itself has also been able to develop further because the exchange and creativity have been significantly improved.





## 5. Joker / Trendhuis

### 5.1. Starting point / Setting the scene:

Trendhuis is a company who is active in the fields of (trend) research, concepts, strategies and communication, all with a sustainable touch. We have various contacts with companies working with the theme of sustainability. This way we could match participants in the course to a sustainable enterprise for the internship.

For us, innovation and sustainability go hand in hand because you need new ways of work to change old habits and to become more sustainable and futureproof. It is always an enrichment for us if we can adopt new creative and innovative approaches.

### 5.2. Start of the journey

By working in a European team, we get inspired by how things work in other European countries and we can share best-practices with each other. We have several years of experience in working in European teams and we think it is a real enrichment to our professional development. The international meeting in Palermo was also a great experience to meet the whole team and learn about the innovative approach. Our enthusiasm from this meeting made it easy to convince the team at home to participate in CIM.

### 5.3. Milestones

The course felt as a great achievement for us because there were 20 participants who really appreciated what we provided and the approach we used. The internships were also a success story, even more when we heard some participants got a job after their internship.

### 5.4. On the way

To adopt the CIM approach in our sustainability course was a great way to try new ways of learning and teaching. At the beginning it was a bit difficult to have all participants (especially the older ones) contributing in sharing what they learned, especially at the 'measuring results' part. However, we were able to solve this by adding an extra course about measuring with some practical exercises. During the course sessions, it was very interesting to see the participants grow and expanding their knowledge about sustainability and creative / innovative methods.

### 5.5. On arrival

Testimonials of participants:

*"I thought I was only going to learn about the environment and had never seen sustainability in a broader perspective"*

*"I was delighted with the systematic and varied methods provided by the trainers: they made it easy to understand the SDG-FIT that prioritises the step-by-step development, integration, realization and measurement of sustainability."*



*“The didactic methods and resources used were more than adequate. I really appreciated the combination of theory, practical cases and assignments. As a plus, I experienced that most teachers had a lot of practical experience and were able to make us experience and find solutions for difficult cases. Especially the design thinking methodology facilitated the learning process.”*



## 6. SSSA

Our pilot participants were students of the Master in Human Rights and Conflict Management of the Sant'Anna School of Advanced Studies in Pisa, Italy and interns of Smart Revolution Ltd, a consultancy company based in Massa, Italy. The Master is designed to be field oriented, however, it follows the traditional way of teaching (frontal lesson followed by individual or group assignment). The internship is designed as a learning project, it is based on a competence-oriented learning approach and it foresees an assessment of competence development. Both the Master and the internship require a good amount of creativity and innovation since students and interns are continuously requested to contribute to project ideas and development.

Creativity and innovation are “given for granted” in the University and they are not tackled in any particular way. Smart Revolution already uses some techniques and tools such as Miro and brainstorming. Smart Revolution, as a business entity, needs to offer innovative solutions and ideas to its clients, at the same time University needs to keep up with the changing labour market since it shall prepare its students to it.

Students and interns were all coming from different parts of the world and this variety of backgrounds and experiences definitely brought an added value to the group works during the design thinking workshop, the first milestone of the pilot project. None of the participants had previous knowledge of design thinking, but all groups were able to present very valuable and creative prototype ideas on their Miro boards.

The workshop inaugurated the practical phase: the Project Cycle Management module for the Master students and the development of concrete project proposals for the interns. Also, self-learning material on Design Thinking, specifically in connection to Project Management was available online for the whole period.

The practical phase was key to help participants becoming aware of their new creativity and innovation management competences, and this was particularly clear for those who undertook an internship. At the end several participants did an assessment of the competence development along the LEVEL5 methodology and received a LEVEL5 certificate.

The lesson to bring home is that it is fundamental to engage the management team, for instance the coordination team of the Master, in order to truly embed the concept into the programme.



## 7. CNR

The participants of the pilot were 2 research assistants and one financial manager of the Institute for Educational Technology of the National Research Council of Italy. All the participants had limited pre-knowledge on project management techniques, none of them had pre-knowledge on Design Thinking approaches. It is interesting to highlight that they had also different background and they work on project development curating different aspects. The creativity and innovation competences developed within the CIM project are relevant for all the participants, in their everyday job tasks.

The pilot activities supported by the learning project description has given the opportunity to acquire more familiarity with competence-oriented learning and validation approach.

Creativity and innovation are two aspects that are crucial in the development of project especially focused on research topics. This is valid for all the phases of the project development from the design, to the preparation and implementation. Moreover, creativity and innovation are not restricted to a specific topic or a specific area of the project development. This is the reason why they are relevant competences that must be acquired.

The CIM project has also provided the possibility to learn new online collaboration tools. In this period, in which collaboration online is not more a choice but a specific need, the possibility to use these tools in a practical context has constituted an added value for the pilot participants. The possibility to work in collaboration with participants from the Scuola Sant'Anna has also increased the possibility to interact with a larger group thus fostering creativity and innovation in the development of the pilot activity.

The second phase of the pilot was fundamental since it has brought, what the participants learnt, into practice. This is a fundamental step to develop creativity and innovation management competences, and to internalise these competences into the working process of our institution. A cascade effect on the other components of the team is expected.

After the self-assessment process, all participants received the LEVEL5 certificate on the Project Management competence according to the LEVEL5 methodology.

Our experience with the activities undertaken in the framework of the CIM project was definitively more than positive. We would emphasize the great opportunity provided by the project in developing new competences that are crucial for all the workers in different fields, that are also relevant in the development of projects focused on research topics.



## 8. CESIE

The CIM learning programme is implemented at CESIE, a non-profit organisation active in the education and training sector. The CIM learning programme has been integrated into the internship in Project Management at CESIE which is characterized by learning by doing approach and which gives the opportunity to our interns to work on a variety of different tasks to experience many areas of our work as European project managers.

The target group of the CIM learning programme are interns at CESIE. They are university and postgraduate students from Italy and abroad who are required to do an internship within their study curriculum. The internship has a length of 400 to 800 hours. They can also be interns in the framework of European and national training programmes such as: European Voluntary Service, Erasmus+ Traineeship, Youth Guarantee, Civil Service, VET mobility, etc.

The educational background of the interns may vary, e.g., European studies, international relations, languages, political sciences, education. The CIM learning programme was delivered with three interns who already started their internship period at CESIE. Together with the interns are working members of the staff, project managers with experience in applying Design Thinking techniques and members of the HR office.

The aim of the CIM learning programme is to complement and enrich the basic traineeship experience at CESIE, focused on Project Management, with learning activities aimed at developing specifically Creativity and Innovation skills of the interns and the staff. At the end of the learning programme, the interns will have acquired a set of transversal CIM competences in line with the most recent job market requests that will therefore increase their opportunities for employment.

The interns involved in the CIM program are CESIE interns that in their day by day duties support the project managers of the office in a mix of different types of activities which includes project writing (from the reading and analysis of calls for proposals to the finalization and submission of an application form, in compliance with provisions of each specific call), management of activities at local / international level (research, group welcoming, training, networking, etc.), general management of daily activities of the organisation.

All these activities already contribute to develop part of the CIM competences:

- Project design
- Project management and implementation
- Team work

Through the specific CIM learning programme they will have the possibility to reinforce the above-mentioned skills and develop also one more competence:

- Design Thinking

The main resources of the CIM learning programme included:

- CESIE staff with expertise in Design Thinking, HR staff
- Design Thinking manual, presentations
- Online platform MIRO, Skype, Google Drive shared folder



CESIE actively involves youth in projects' development and implementation. Thus, we provide trainings on project development and search for innovation potential after trainees' arrival to CESIE.

These trainings are based on F2F meetings and reflection sessions.

Our challenges were linked to COVID-19's pandemic. We were fostered to innovative training phases and engagement practices based on digitalisation tools. Moreover, we were looking for solutions how to keep the level of some aspects at high level, for example:

- How to manage distractions and time management
- Staying motivated.
- Spur in-person interaction, etc.
- To empower trainees to innovate, etc.
- Please check our story (in brief) here 😊:
- Design Thinking and smart working: creativity and innovation at work (ENG)
- <https://cesie.org/en/higher-education-and-research/design-thinking-and-smart-working-creativity-and-innovation-at-work/>
- Design Thinking e smart working: creatività e innovazione nel lavoro (ITA)
- <https://cesie.org/ricerca/design-thinking-smart-working-creativita-innovazione-lavoro/>



## 9. Vilnius University and LPK

The Creativity and Innovation Management (CIM) project aimed at developing innovative teaching and learning approaches and including them in high education institutions (HE) and entrepreneurial practice.

We expected CIM project to equip the attending students with competence to bring about creativity and innovation in several different domains: (1) To foster the perception of (entrepreneurial) opportunities; (2) To teach methods for generating innovative ideas of solving encountered problems; (3) To stimulate skills to evaluate the creative ideas regarding the usefulness, desirability, feasibility, legality, ethical-moral aspects etc.; (4) To support the implementation of new ideas. To achieve these goals, an innovative, self-directed learning approach at the interface of higher education and business was employed.

To facilitate such outcomes, we concentrated to set up a holistic, needs-driven and competence oriented open learning environment and to promote and validate critical competencies at the interface of academic education and learning in practice business contexts. It included creating an open learning environment and a validation system for the development of CIM-competences of students in mobility/traineeships and Continuing Professional Development (CPD) of employees in parallel.

In Faculty of Economics and Business Administration (EVAF) at Vilnius University (VU) we started the CIM project with the prepared CIM learning pattern that served as the primary teaching and guiding tool for the students who were involved. It was expected that the students would individualize these learning patterns to their own different contexts and practical situations wherein they would be developed. Therefore, each student was supposed to substantiate this pattern in his/her project description.

The CIM learning pattern included several aspects: projects description summary, target group, themes (content area), learning objectives, methods/activities and expected outputs/results/impact descriptions. Being included with short descriptions, all these parts constituted the whole project planning pattern. Two times during the internship and at the end, the students were expected to fill up the progress report form to track their knowledge and experience progress.

We selected 14 students, who started their internship at the beginning of February 2020 and were keen to implement it in different way according to CIM project. Because the internship is obligatory (has a value of 15 ECTS credits) and all process including the report and defense of the internship is thoroughly described by the EVAF rules, we received the consent from the administration of the faculty for implementation of internship according to CIM project requirements.

The CIM project in EVAF was kicked off with the design thinking seminars for the involved students. The first seminar took place at the EVAF at the beginning of March. Being concentrated on the design thinking pattern, it covered the topics as follows: creating a joint vision, empathizing, ideating, refining ideas, prototyping and testing. After the students were introduced to theoretical concepts, they were split in the small groups and provided with a possibility to take a workshop to help them to implement design thinking methodology by fulfilling practical tasks. The presentation of this seminar is attached hereto as an annex.

The information about these seminars was published on the website of EVAF VU (it is available at this internet link: <https://www.evaf.vu.lt/apie-fakulteta/naujienos/2407-kurybiska-ir-inovatyvi-praktika-pagal-cim-projekta-naudojant-dizaino-mastysenos-metoda>). In these seminars, a lecturer Ona Marija Vysniauskaite, assoc. prof. Laimute Urbsiene and dr. Arunas Burinskas served as the mentors for the students involved. After the seminar, the students were asked to create small teams in their internship organizations, to share the knowledge about the design thinking method with their colleges and collaborate while implementing internship project.

Two times, in April and May, students drafted short reports about their progress, presented it during the seminar and discussed problems with their colleagues and mentors. Having approvals of internship



organizations involved, all these projects were being started at these organizations and our students led the teams of their teammates. Though all these projects were very different, at the core, they all followed the design thinking pattern and involved creativity and innovation concepts according to the CIM project framework.

At the middle of May of 2020, after the students had concluded their projects and finished their reports, they presented them via the MS Teams publicly. Also, they filled up online questionnaire and the form for knowledge and experience progress evaluation. It revealed that all students experienced an increase in the knowledge, attitudes and skills of the application of the design thinking methodology and significantly improved creativity.

The CIM project in EVAF followed the valorization strategy - the comprehensive validation system to assess and evidence learning outcomes in combination with the continuing professional development approach (the core product of the CIM-project).

It consisted of three elements:

- A standardized validation procedure with description and pre-formatted instruments, based on the LEVEL5 approach,
- A holistic learning system, the CIM learning system for students and persons in motilities and internships,
- An open learning space provided on THE cim e-Portfolio system.

All the students concluded their projects successfully and received the certificates that confirmed their attendance the CIM project together with their undergraduate studies diplomas. The feedback from the students about such internship was very positive. They stressed that it was not only interesting and challenging, but also very useful for future career. Several students got employment proposal form their internship institution.



## 10.AUTH

### 10.1. Starting point / Setting the scene

For many in the world of education, the months of May and June represent the end of the academic year and the start of tourism's high season in Greece. Thus, from the perspective of the tourism industry as the academic year wanes, new tourism educational opportunities begin to wax. Educational tourism is one of the fastest-growing areas of travel and tourism in Greece and one that is too often overlooked by tourism professionals and marketers. For example, many meetings and conventions have either an educational component to them or serve their members by being educational instruments. Often educational tourism is called by other names, such as career enhancement, job development or self-actualization experiences. Educational tourism then comes in a wide variety of formats, yet despite the differences, all forms of educational tourism have a number of points in common. Among these are the idea that travel is as much about self-improvement as it is about relaxation, that learning can be fun, and that learning is for people of all ages.

### 10.2. Start of the journey

Within the 'Creativity and Innovation Management Project' ([www.cim-project.eu](http://www.cim-project.eu)), AUTH developed a PG course that focuses entirely on creativity and innovation in adult and continuing education programme design, implementation and assessment. The course includes an internship mobility unit that is organised in collaboration with a company from the tourism industry (TraceYourEcho, <https://www.traceyoureco.gr/el/>), and focuses on the development of innovative educational tourism programmes. The premise behind the promotion of this idea in the CIM context –with particular reference to its relevance with the Greek socio-economic and cultural context– was that educational tourism offers a major advantage. It does not need to be weather dependent, it does not need special geography and usually, and most of the needed infrastructure is already in place. Educational tourism also comes in a great variety of formats; places seeking to enhance their educational tourism product however have to first consider who their market is and what they have to teach others that is special or unique. Educational tourism therefore is a way to use better existing facilities, especially during off-seasons, and increase interpersonal understanding through unique and creative travel experiences.

### 10.3. Milestones

#### **1. Applying the learning that was acquired from the targeted seminars**

Due to the COVID-19 outbreak and the restriction measures that were taken by the Greek State, the benefits of the participants' immediate mobility to their internship, altered to developing real-time online participation in targeted activities that aim to turning creative ideas into action. In addition and with the collaboration of the mentor from TraceYourEcho, participants join in small group practical problem solving and creative thinking activities, group feedback and review.

#### **2. Organising directed training design focusing on educational tourism**

With the collaboration of the mentor from TraceYourEcho, AUTH participants participate in hands-on educational and training programme design.

#### **3. Taking advantage of educational tourism products**

The opportunities for using educational tourism in CIM-pilot are created through student exchange programmes, educational activities in museums, and educational excursions and trips. However, the most popular form of educational tourism implementation is the educational excursion which provides opportunities for the development of pupils' observation and research skills, and broadens pupils'



experience, as well as develops a scientific approach to the world and a responsible attitude to the environment, nature and life.

#### 10.4. On the way

- What were the most valuable experiences, the best moments
  - Organising directed training design focusing on educational tourism.
  - Taking advantage of existing educational tourism providers and products.
- What was difficult
  - *Developing tourism educational inventory*
  - *Finding locals to teach others*
  - *Reaching conference planners*
  - *Treating the people appropriately*
  - *Establishing local and regional tourism study groups*

#### 10.5. On arrival

- What will you take home and transfer into your practice
  - *Apply into practice theoretical concepts, frameworks and models to cases, illustrations and examples.*
  - *Form a team and understand the challenges inherent to its management.*
  - *Design, organise and assess adult education and training courses that support creative and innovative thinking.*
  - *Strategically adapt and apply project management approaches within the specific context of action*



## 11.CATRO

### 11.1. The Journey

Fresh from the training in Palermo, our group of trainers set out to discover how to best bring about the benefits of the design thinking methodology to university students. Our team consisted of two company trainers, one PhD student teaching a course at the Faculty of Economics and Business Administration (FEBA) at the University of Sofia, and an NGO representative. Our different backgrounds turned out to be complimentary, as everyone had something to contribute to the team effort.

In our efforts to reach out to the students, we found a willing partner in the Faculty leadership, and especially the Career Centre at the Faculty. Together we set out to identify the best environment for developing the creativity and innovation competences of students. Initially, we considered graduate students undergoing internships at companies. However, we decided these internships are hardly the most suitable environment for innovating, as they usually involve learning a lot about the basics of the functioning of the company.

Instead, we chose to focus on students attending a course in Business projects in an international environment. As part of the course, those students underwent an internship at the Career Centre of FEBA, where they fulfilled various tasks, including organising a Career fair at the faculty. There were a total of 16 students, divided in four teams, each with a different scope of responsibilities. One of us became a mentor of each team.

Because of COVID-19, the university transferred all its activities online, and that applied to our project as well. Instead of a live launch session, we made a video lecture, followed by some presentations, which were uploaded on the university Moodle. We finally met the students in a joint Zoom session, where we were introduced by the professors and discussed the expectations.

Each team organised their work independently. Some preferred to stick to Zoom, while others chose different platforms. Some used more advanced digital cooperation tools, while others preferred to have one person write notes in a shared word file. However, all teams structured their work process in the same way – first, every team member defined their personal expectations, then they tried to jointly define the problem they were trying to solve. They did this by defining who their target users, what their needs, as well as feelings and thoughts are. Using these insights, the teams came back to their original challenge and redefined it. Then they performed independent further research on the users' needs and available offers. On a next meeting, ideas were defined and evaluated, and an action plan created.

Working online had its own set of challenges. Students were shy to show their faces, and initially not all of them were active. As work moved to small groups and the mentors became familiar, the group warmed up and started generating fresh ideas.

Team Career Fair sought to prepare sketches for the distribution and prices of the stands of the companies in FEBA on the day of the Career Fair; a poster containing basic information about the fair, including the benefits for the students; flyers with the distribution of companies to facilitate students and achieve greater publicity of the fair; and to facilitate the organisation of the face-to-face fair. Team Communication focused on creating content in two directions: provoking the interest of the students, and proving the usefulness of the Career fair. Team Content set out to create visual content to raise awareness of the event. They aimed to create a more professional look at the Career Fair by building trust in companies and students, including an animated video for social networks, showing the benefits for the students. Team Event masters focused on the creation of an Instagram page, its gradual filling with relevant content and the gradual recruitment of followers by creating new and interesting content regularly and stimulating the activity of these followers.



After the joint workshops, the teams began their work independently – the ones who had defined tasks with an online focus managed to get further, while the face-to-face Career fair had to be postponed. Near the end of the year, students did a self-reflection on how their competences changed over the course of the activities. It turned out many of them had considerable difficulties initially to structure their work, coordinate with their team, as well as to communicate with other teams and external actors. All these areas showed considerable improvement, and most participants found the experience stimulated their personal and professional growth.

Some of the recommendations students made were incorporated in the next run of the program, which included more than 35 students. With many more participants, it proved possible to enlarge the scope of activities, involving many more aspects of faculty life.

## 11.2. Testimonials

Name: V.V.	Team Content
What did I expect to happen during the project?	<ul style="list-style-type: none"> <li>I expected to gain new knowledge in the specific field</li> </ul>
What difficulties did I encounter?	<ul style="list-style-type: none"> <li>Blurring and misunderstanding of responsibilities</li> </ul>
How did I overcome them?	<ul style="list-style-type: none"> <li>By discussing and collectively solving the problem.</li> </ul>
Which was the hardest for me?	<ul style="list-style-type: none"> <li>Reaching consensus</li> </ul>
What was most useful to me?	<ul style="list-style-type: none"> <li>The experience I gained working on this project.</li> </ul>
What would I do differently?	<ul style="list-style-type: none"> <li>I would take a deeper approach to things.</li> </ul>

Name: M.L.	Team Event Masters
What did I expect to happen during the project?	N/A
What difficulties did I encounter?	<ul style="list-style-type: none"> <li>The coordination between the teams and with the professors, which is why we often repeated the same things several times and it was often not known who exactly should do what.</li> </ul>
How did I overcome them?	<ul style="list-style-type: none"> <li>When we got together we discussed all the problems, documented everything and decided that each team will have a person in charge through whom things will be coordinated between the teams to facilitate and clear the communication. We also made a drive with all the necessary documents, including a calendar where to distribute the tasks.</li> </ul>
Which was the hardest for me?	<ul style="list-style-type: none"> <li>Coordination with people. I wasn't sure which was the right and accepted way.</li> </ul>
What was most useful to me?	<ul style="list-style-type: none"> <li>To learn that the Design Thinking method exists and to have the opportunity to actually apply it and see how it works and see for myself if it is effective for groups and for myself.</li> </ul>
What would I do differently?	<ul style="list-style-type: none"> <li>Now that I have learned all this, I would coordinate things better from the beginning to save repetition,</li> </ul>



	waste of time and additional strain and nervousness of the participants so that the work could be more optimized and efficient.
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Name: V.M.	Team Career Fair
What did I expect to happen during the project?	<ul style="list-style-type: none"> <li>To develop personally and professionally; to get a clearer idea of the business and our points of contact with it.</li> </ul>
What difficulties did I encounter?	<ul style="list-style-type: none"> <li>For me, well-connected teamwork was a difficulty.</li> </ul>
How did I overcome them?	<ul style="list-style-type: none"> <li>Responsible to others and motivated to succeed.</li> </ul>
Which was the hardest for me?	<ul style="list-style-type: none"> <li>The most difficult thing for me at times was to be creative and most useful for the team.</li> </ul>
What was most useful to me?	<ul style="list-style-type: none"> <li>Online lectures and interviews with mentors, as they helped me gain new knowledge to help me in my further work and to have a different, more useful approach.</li> </ul>
What would I do differently?	<ul style="list-style-type: none"> <li>I would optimize my time more and be more efficient for myself and the team.</li> </ul>

Name: N.Y.	Team Content
What did I expect to happen during the project?	<ul style="list-style-type: none"> <li>To be something new for me and to learn to apply it, regardless of its nature.</li> </ul>
What difficulties did I encounter?	<ul style="list-style-type: none"> <li>New opportunities opened up for me, I learned many things like how to develop ideas, be creative, analyze</li> </ul>
How did I overcome them?	<ul style="list-style-type: none"> <li>With teamwork, ambition and most importantly to be motivated. (Motivation)</li> </ul>
Which was the hardest for me?	<ul style="list-style-type: none"> <li>Contact with people has developed the most here. Also to think more deeply.</li> </ul>
What was most useful to me?	<ul style="list-style-type: none"> <li>You have to learn from everything and learn to apply it.</li> </ul>
What would I do differently?	<ul style="list-style-type: none"> <li>Encourage more people to organize events such as the career forum</li> </ul>

Name: I.A.	Team Communication
What did I expect to happen during the project?	<ul style="list-style-type: none"> <li>I expected to create more initiatives, to set more clear tasks for the teams to be performed and to present more the way of working in a real environment. I wanted it to be difficult for me and to face more conflicts, misunderstandings and difficulties.</li> </ul>



<p>What difficulties did I encounter?</p>	<ul style="list-style-type: none"> <li>• Misunderstandings between team members, as well as lack of hearings by my colleagues regarding collective decision-making to participate in a project.</li> </ul>
<p>How did I overcome them?</p>	<ul style="list-style-type: none"> <li>• By communicating with each other, as well as generating ideas in order to be accessible to all of us / creative and to be liked by all of us. I realized that it is very important to discuss every single decision, especially the misunderstandings and to look for a compromise solution for everyone, as well as to listen to all members of one team.</li> </ul>
<p>Which was the hardest for me?</p>	<ul style="list-style-type: none"> <li>• Successful communication with people who listen only to themselves and no one else's opinion is important to them except their own, as well as ideas / solutions to a task.</li> </ul>
<p>What was most useful to me?</p>	<ul style="list-style-type: none"> <li>• The most useful thing for me was definitely that I learned to be more determined, more responsible and more enterprising. Things that are key in my opinion for getting out of my comfort zone, as well as for effective cooperation and teamwork.</li> </ul>
<p>What would I do differently?</p>	<ul style="list-style-type: none"> <li>• I would look for more organization and I would consult more to other people's opinion, even to people who are not familiar with a project but are only spectators in it. I would seek more feedback and accept criticism from others.</li> </ul>



## 12. dieBerater

### 12.1. Starting point / Setting the scene:

dieBerater is an adult education company, so the typical setting for testing the CIM approach is not given due to the fact, that we are not involved in higher education and dieBerater does not develop higher education approaches and modules. but there is a connections to universities, since we regularly offer student internships, mainly in the field of media productions.

For testing the CIM approach die Berater® had two interns in the department for media competences. Innovations and creative solutions were very important issues in this department – interns are always an enrichment for our work since they come from outside and they were encouraged to bring in their own ideas and to think out of the box in developing new approaches.

### 12.2. Start of the journey

Being part of a European team is always a benefit since, you can learn from each other and the collaboration between different partners is inspiring. Maybe we could have used the chance to give more room to project partners to bring in innovative approaches. But in the end, especially the triaing in Palermo was a benefit for our project work and it was not difficult to convince our trainers to be on board with CIM.

### 12.3. Milestones

- Give space for innovation and learning from the beginning of a project
- Brainstorming and Input
- Planning and calculation of time for feedback and validation opportunities
- Presentation and Feedback

### 12.4. On the way

Testing the CIM approach in the context of the work in the media department had a positive effect on both – the students working as interns but also on the whole media team. Using creative thinking methods and applying the design thinking approach had a motivational impact on the whole team. For the two students it was encouraging to see their own competence developments over the duration of their projects. They could not only develop their creativity potential but also their competences in project management and problem solving. Despite the pandemic situation, which made it difficult in the first months to keep up the communication with the interns, it was not always easy to integrate the training and mentoring process for CIM in the daily business of the media department. The workload for the team is very high and interns are not mainly employed for their learning and personal development, but for the relief of the media staff and so they also had to fulfil concrete tasks. Sometime the time schedule was very tight to find room for the assessment procedures and feedback loops.

### 12.5. On arrival

This is what our two students say in the end:



*“Today I can say that I was confronted with far more different work assignments than I thought. Together with my team and also independently, I have designed, planned and implemented a wide variety of projects. I also had the opportunity to get to know work outside of my field. By gathering these experiences in the different fields of activity I am now versatile and approach projects more confidently than before.”*

*“I have learnt many new things on how to start a project and how to approach difficulties for example setting a schedule and planning team meetings. During my internship I was able to realise my ideas and work independently. I was also possible to try out new programmes and learnt many new things. I could always go to my work colleagues to get information.”*

Trainer:

*“I have the feeling that our interns extremely benefitted from working with CIM and including the validation approach. Using the design thinking approach was fun for the whole team and it led us to more innovative ideas – we could not use and implement all of them, but it was a good way to think more out of the box in the phase of the project planning and development. For the personal development of the students the competence validation process was useful, since they received regular feedback, which supported them in their development.”*



## 13.DCU

### 13.1. Starting point / Setting the scene:

In the beginning I struggled with how we could use the DT approach in our programme and with our learners. I think in the end that we found a good vehicle in our placement year which satisfied the broad project aims and would be useful and relevant for our learners. The placement experience is a very challenging but rewarding one for our students and the more and varied approaches we can offer them the better that experience will be. I also think that it's important that students are equipped with and knowledgeable about creative approaches in whatever field of work they find themselves in. Tomorrow's students face an ever-growing range of opportunities and challenges that will require innovative thinking and HEIs should be involved in devising ways to develop their knowledge, skills and attitudes in these areas.

#### **Creativity and innovation**

Creativity and innovation are key elements in the strategic vision of the University and these concepts are dealt with in a range of modules and programmes across the Universities faculties in both the content of the course material and in the way it is delivered and assessed.

#### **Teaching/learning approaches**

The university has a very active Teaching Enhancement Unit which constantly engages with staff and learners to train and develop staff to take innovative approaches to their teaching and learning. The ongoing pandemic has further refined and focused that work and considerable energy and resources have been devoted to developing, new, hybrid and blended approaches to teaching and learning. University staff are engaged in a range of research projects over the last year to reflect on how these new approaches can be adapted in future programme design and delivery

- *What are the challenges in your context in regard to C&I*

#### **Why is it necessary to be innovative**

The complex and interdependent world that we live in presents challenges and opportunities that traditional ways of thinking are poorly suited to dealing with. Innovation and creativity are vital if we are to address today's major concerns but it can be difficult to get people to re-engineer or re-imagine their thinking.



### 13.2. Start of the journey

Being able to tap into a range of experiences and expertise is really important and enriching. The use of a cross disciplinary approach and bringing together the worlds of business and HEIs was also an interesting and rewarding experience in terms of this project. In broader terms, I think the mixture of experiences, knowledge and cultural variety and exchange are also strong features of pan European projects and is something that should continue to be supported. The development of relationships across Europe through project collaboration such as we found in this project can lead to an enhanced and strengthened European identity which is particularly necessary in these times.

Knowledge and experience of programme design and implementation. Long term interest in creativity as a concept particularly in relation to the arts but limited understanding of how C and I could be included in education and training contexts. Curiosity and interest in learning about new approaches.

Through face to face training programmes which were great and through the regular online meetings which were also a really good aspect of the project

By recognising and identifying colleagues who are curious and committed commitment to trying new approaches.

### 13.3. Milestones

The training workshop in Palermo was a very intense but rewarding experience which covered a huge amount of material but definitely served to enthuse and encourage us on the journey.

#### On the way

- *What were the most valuable experiences, the best moments*

The workshop in Palermo and the DT workshop we held in Dublin were the best parts of the experience.

- *What was difficult and*

The difficulty that our students faced due to the uncertainty created by the covid pandemic had a negative impact on their general experience and meant that they could not fully implement the DT principles they had learned in the workshop.

### 13.4. On arrival

- *What will you take home and transfer into your practice*

I really enjoyed learning about Design Thinking and I will be using it in the future as a practitioner and as a programme manager/team-member.

- *How did your travel mates like it (the colleagues in the European teams, at home, the students, other stakeholders)*

I think overall that the Irish team and the students were well disposed to this way of working and enjoyed the experience. I also think that the project team was excellent in how it managed to steer



this sometimes complex and detailed project throughout the lifetime of the project but particularly in how it reacted to the unique circumstances that we found ourselves in over the last year.

### 13.5. Team member testimonial:

*“I really enjoyed the collaborative aspect of the project particularly the engagement with the students. I have a long-standing practical and research interest in communities of practice as an empowering methodology in teacher education and I found that the design thinking process leant itself to the development of a vibrant and effective community of practice involving lecturers and students. I will also bring the design thinking approach to other aspects of my practice in the future, I think it's a great way to enhance collaboration and develop strong team practices”.*





## 14.IPdL

It was a cold February day in Essen, Germany. For a guy coming from the south, where minus one is already too cold, arriving in the CIM kick off meeting was a cool experience. The weak morning sun shining, but the walk to the University Campus was long. I remember it was difficult to find the meeting room, but the CIM people were very friendly. It was nice to reconnect with old friends and start to build new connections. I presented myself as a Professor that must teach Physics to students that love Biology, so learning how to apply creativity and innovation to my work with the students would be very interesting and needed. Also presented a side project, a summer course on creativity and heritage, held in Peniche, Portugal since 2014. I remember showing a short film where some of the people in the room were dancing traditional Portuguese tunes, it was fun. It was also very interesting to walk the streets of Essen and meet at the Unperfect House. I liked very much the concept and even had a chance to play some guitar and hear Dulcinea singing a Fado at the end of the night.

Meeting and in a European team give me always the sense of diversity, even facing similar problems the environment is different and there are always details that you can learn and bring back home. Developing a project with European friends and looking at the work packages and timeline it always exiting and brings a sense of contributing to the European dream of working together for a greater future.

CIM team kept in contact during 2019 spring and summer desk research, questionnaires and interviews were made to get a glimpse of the state of the art in Creativity and Innovation Management in Europe higher education and companies. Design thinking methodologies emerged in several points and in September we had the first CIM design thinking workshop in Thessaloniki, Greece, within the Reveal conference. Me, Fernanda, Dulcinea and Marta interacted quite well with students from the Innopreneurship master. Me and Fernanda talked about an Innovative change of a family winery into a small hotel, and we got a my-VITA award, before the Portuguese team creative rhythmic session.

Learning about Design thinking within the CIM project was a preparation for the next milestone in the journey, the December Palermo Design Thinking Workshop. I team up with Suzana, Stoyan, Ona and Erol and we prepared an ONG project named "Routes 4 Innovation", inspired in the old pilgrimages, to develop Innovation. Video presentations were prepared on the spot and nice improvisation theatre sketches were used to communicate the idea. It was one of the highest points in this CIM journey. I also remember the creative zoo project and a moving library that would take free Wi-Fi signal to remote areas. Very innovative and appealing concepts.

Then a virus started his journey from the East, it did care about the weather or the people and spread all over Europe. It was the starting of confinement times, and my journey started to be only virtual.

I still had a change to make a presential ideation session with my master students in Politécnico de Leiria, Portugal. Generating ideas for a Science Communication challenge where they had to make a short film explaining a biosensor related scientific paper to a general audience. The following sessions were all at distance, and even the film presentation was in the zoom platform. Nevertheless, it was good pilot experience. Four very different films were presented in the following May, with some very creative ideas.

The following CIM milestone was the Erasmus Days participation, in October 2020 where I had a good introduction to the use of the MIRO platform, a really good tool for the distance interaction with students.

The 2020 December CIM REVEAL conference was also a project milestone. I had a chance to prepare a film about the pilot with my students, that was presented at the exhibition, and the possibility to facilitate the ideating session about higher education. It was a very good experience. I also have to mention the social time with Nick, the storyteller and the resume that he made in a story fashion way



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at the final workshop. The sand drawing story. A nice colour was also added to the conference resume by the drawings from Tania, so very inspiring and visual. Drawings and stories, ancient ways to communicate brought together in a Creative and innovation online conference, an old and new way to communicate, even at distance.

The journey is not ending. In March 2021, a new group of Master students had a similar science communication challenge, but they were helped by a European wide Ideation session. Benefiting from the CIM contacts, Soumia students from Essen were invited to team up with my class and students from the RUN European University, building international and multidisciplinary groups that generated ideas for the short films to be presented next April. At the end of the session main keywords used to describe the process was: Fun, Creative and Productive. And the story keeps on rolling, building creative and innovative projects with Design Thinking approaches.

