



The COOL C2 Documentation

Result 3.6

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1. Introduction

The 21st century presents challenges like digitalization, migration, climate change, and social cohesion, demanding fresh learning approaches. Coping with these demands necessitates a shift in education from top-down to bottom-up, focusing on skills over subjects. Holistic spaces are crucial, emphasizing a transition from teacher-centric to learner-centric methods, demanding milieu-specific solutions. This shift is particularly vital for disadvantaged adult learners, as open learning surpasses formal education, offering lifelong engagement.

In the COOL project, disadvantaged learners explore open learning and development platforms, experimenting with innovative techniques like design thinking. Traditionally led by academics, these methods generate products benefiting society, especially marginalized groups. However, disadvantaged groups often encounter barriers to accessing open learning spaces. Despite this, they stand to gain significantly from these environments, distinct from formal institutions. Open learning fosters contextualized, collaborative learning, nurturing crucial civic, entrepreneurial, and digital skills. The COOL project acknowledges that open learning meets the specific needs of disadvantaged groups, marking a critical step towards inclusivity.

COOL is dedicated to empowering disadvantaged groups, aiming to activate and nurture key competences that transform them into social innovators.

One initiative within COOL is the C2 learning activity, a specialized pilot project based on the "open mobility learning" concept. This innovative approach operates through intercultural cooperation, presenting the opportunity for scalability among open learning providers and adult education organizations. These entities can host multinational participants from disadvantaged backgrounds, providing tailored learning and development opportunities.

This learning activity yielded several impactful outcomes:

- Participants gain key competences in an authentic European environment.
- Competences are formally validated within European systems.
- The KA1 community benefits from a valuable model for open mobility.
- The transferability of this model extends to "difficult" adult education target groups.
- Participants actively engage with and evaluate the open mobility space and methodology.
- The comprehensive approach is set to be widely disseminated during the upcoming final conference, ensuring its reach and impact on a broader scale.

The following documents the COOL Design Thinking Workshop that was carried out in June 2023 in Göttingen, Germany, in connection with the COOL multiplier event.

2. Course Overview

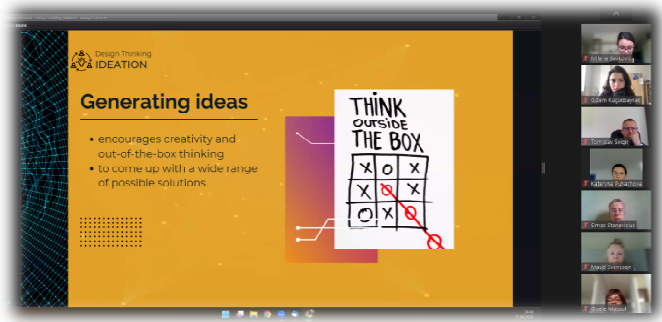
The C2 course is a key component within the broader framework of R3 - Planning and Delivering the COOL Training and CPD Programme. This course served as a natural progression from the C1 course, which was designed for adult education trainers and facilitators. In the C1 phase, these trainers applied what they had learnt by delivering training to the COOL project's primary target group of disadvantaged adult learners.

The C2 learning activity was designed specifically for this particular group of disadvantaged adult learners. The instructional design included four online sessions of four hours each, conducted monthly from February to March 2023. To complement this virtual engagement, a three-day training session was held in June 2023 in Göttingen, Germany, coinciding with the REVEAL15 conference.

The main objective of the C2 sessions was to empower disadvantaged learners by introducing them to tools and methodologies related to design thinking, a concept that was relatively unknown to the participants at the outset. The feedback received at the end of these sessions demonstrated the resounding success in achieving the intended learning outcomes.

The synergy between participants from different partner organisations reached its peak during an inspiring session dedicated to the application of the Design Thinking approach. Prior to the hands-on workshop, the initial stages of the Design Thinking process were carefully developed through online collaboration within European teams. These preparatory stages laid a solid foundation and established a common understanding and purpose among the participants.

As the participants gathered for the practical workshop in Göttingen, there was a palpable sense of anticipation and enthusiasm. The online groundwork transitioned seamlessly into a lively, real-time exploration of the creative landscape inherent in the Design Thinking methodology. The workshop provided fertile ground for participants to immerse themselves in the dynamic and iterative process of idea generation.



Drawing on their diverse backgrounds and perspectives, participants engaged in collaborative brainstorming sessions, each bringing a different perspective to the creative discourse. The design thinking process, characterised by empathy and user-centred solutions, fostered an environment in which innovation could flourish. This hands-on approach allowed participants to move beyond theoretical considerations and actively apply design thinking principles to real-world challenges.

The hands-on workshop became a cultural melting pot of creativity, encouraging participants to challenge assumptions, embrace ambiguity and iterate on their ideas. The collaborative energy fuelled the ideation process, resulting in a rich web of innovative concepts characterised by collective input and diverse insights. The impact of the C2 course is having a positive effect, as evidenced by the acquisition of new skills by the participants. Beyond the acquisition of skills, a shift in mindset is evident, providing learners with a versatile toolkit that can be applied across different domains. Participants emerge from these activities not only enriched, but also equipped with new skills ready for real-world application.



A particularly interesting aspect of the training in Göttingen was its integration into the REVEAL15 conference. This international conference brought together professionals and learners from different European countries and backgrounds. The synergies created within this diverse network offer significant opportunities for adult learners beyond the immediate scope of the COOL project.

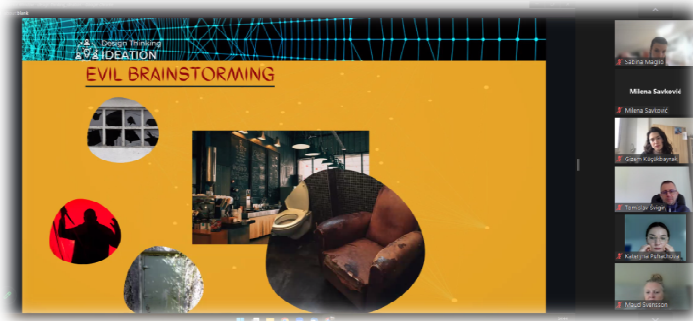
During the REVEAL15 conference, learners had the unique opportunity to explore an exhibition of prototypes from other European funded projects, many of which had used the design thinking approach. This exposure allowed them to realise the potential and versatility of their newly acquired knowledge, broadening their horizons and their understanding of real-world applications.

The combination of the training week and the REVEAL15 final conference proved to be a valuable opportunity for the learners. Not only did it enhance their skills, but it also provided a platform for networking, enabling them to connect with professionals and peers from across Europe. This in turn

extended the overall impact of the C2 course, reinforcing its importance in fostering not only skills but also a collaborative and interconnected learning community.

3. Blended Methodology

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The hands-on workshop became a cultural melting pot of creativity, encouraging participants to challenge assumptions, embrace ambiguity and iterate on their ideas. The collaborative energy fuelled the ideation process, resulting in a rich web of innovative concepts characterised by collective input and diverse insights. Guided by the principles of design thinking, the teams worked together to develop concrete, innovative ideas. The presence of the reveal team, on hand to answer questions and provide support, ensured a smooth and insightful exploration of the design process.

The workshop atmosphere was characterised by good group dynamics and fostered a sense of teamwork and collaboration. Participants engaged in fruitful dialogue and creatively prepared their pitches to effectively communicate their innovative solutions.

The subsequent final conference of the COOL project was the culmination of this collaborative effort. Here, the workshop participants had the opportunity to present their results to a European audience. The highlight of their work was marked by anticipation and excitement as each team pre-

sented their unique and powerful solutions. The final conference served not only as a platform for the exchange of innovative ideas, but also as a testament to the power of collaborative, cross-cultural efforts in the field of education.

4. Workshop programme

The workshop programme for the three days was as follows (the third day was dedicated to the conference incl. the presentations of prototypes):

Design Thinking for Sustainable Innovators

Programme

Tuesday, 13.06.23

11:00	Welcome and re-cap of online workshop
11:30	Prototype Session
13:00	Lunch
14:00	Prototype Session
16:15	Wrap-up and next step

Programme

Wednesday, 14.06.23

10:00	Welcome and Introduction
10:15	Prototype Session and Preparation for Presentation
13:00	Lunch
14:00	Set up of Prototype in reveal15 exhibition
15:00	Start of reveal 15 official programme



Following the presentations, attendees voted on the best proposal made by Mentimeter.

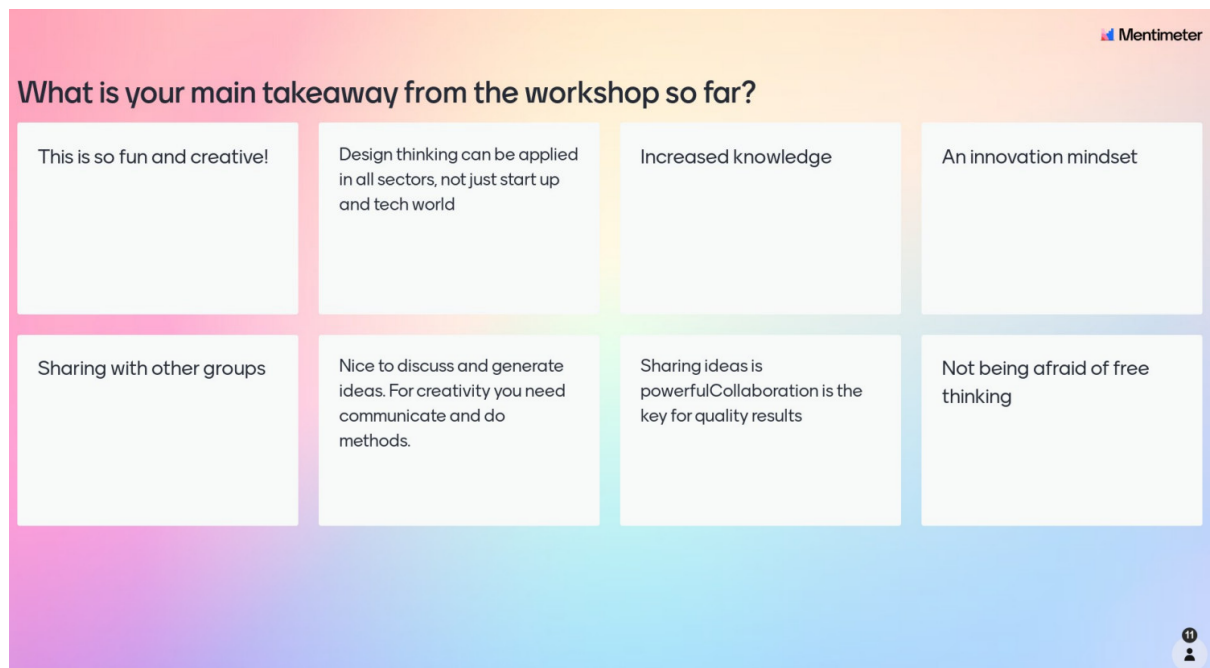


5. Profile of the Participants

The training initiative aimed to engage two disadvantaged learners per partner organization, specifically selected from the partners' local pilot projects. Proficiency in English was a prerequisite for participation. The chosen participants had previously demonstrated their capabilities through the "Open Learning Project," a venture they undertook with the guidance of Adult Education (AE) specialists. Their invitation was both an acknowledgment of their achievements and an incentive for creativity.

6. Feedback

The feedback from the participants was obtained via Mentimeter. The main results are presented below:



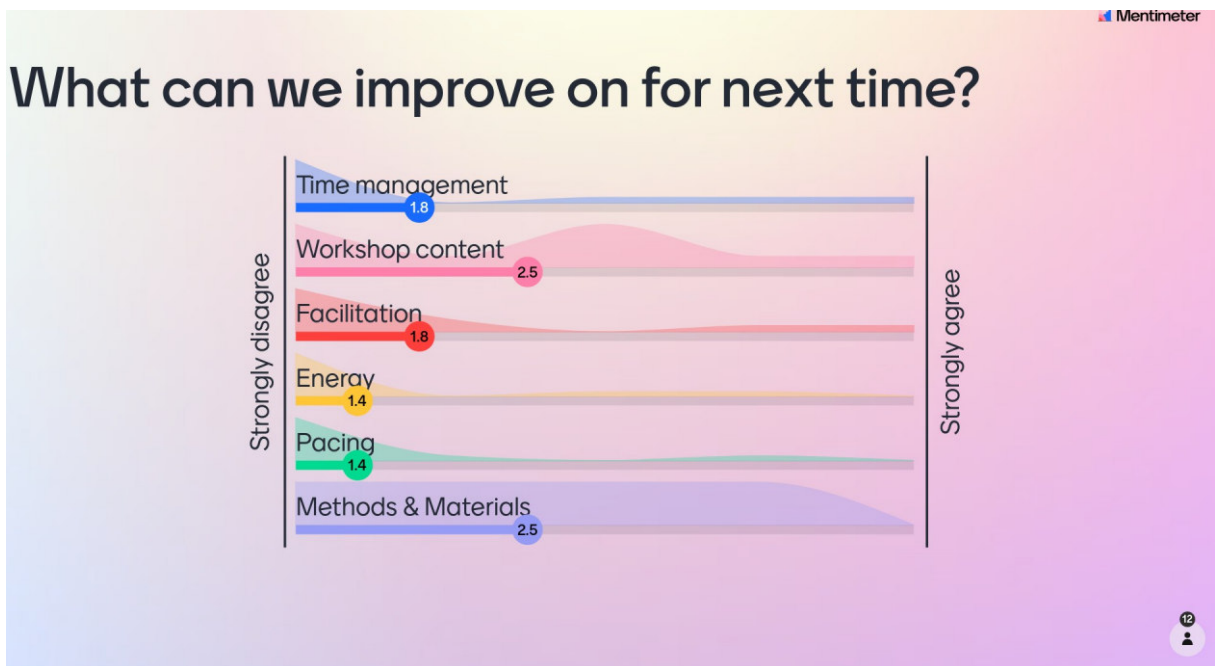
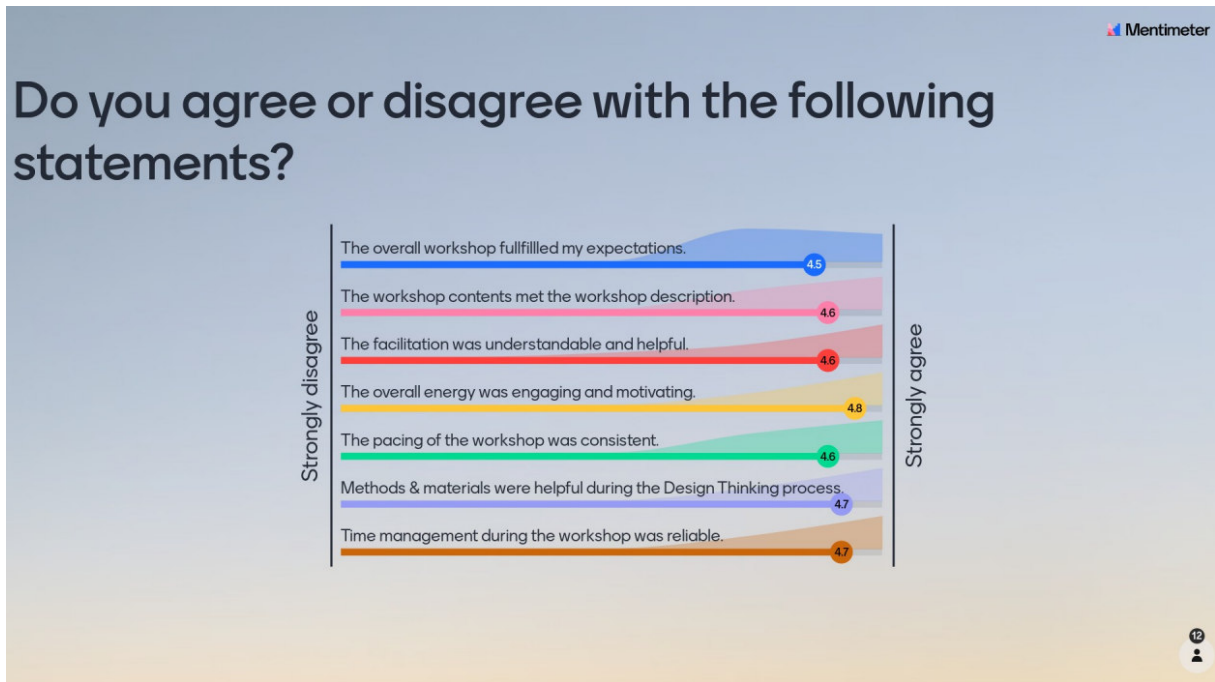
What is your main takeaway from the workshop so far?

- Meeting nice people
- different knowledge
- different ideas, different way of thinking and problem-solving, collaboration with different people from different context



Do you agree or disagree with the following statements?





7. Impact

The impact on adult learners, particularly those from disadvantaged groups who may find it difficult to engage with traditional formal learning formats, is multi-faceted and transformative:

- Increased curiosity, motivation and willingness: The learning experiences significantly increased learners' curiosity, motivation and willingness to engage in lifelong learning. This shift is crucial in promoting a continuous pursuit of knowledge and active participation in civic life.
- Contributing to society and the environment: Acquiring competences to become social innovators enables adult learners to make meaningful contributions to society and the environ-

ment. This transformative aspect positions them as agents of positive change in their communities.

- Demand-driven, learner-centred and meaningful learning: The learning journey was shaped by demand-driven, learner-centred approaches, ensuring that content is not only relevant but also tailored to individual needs. This learner-centred focus created a meaningful and impactful learning experience.
- Experience of online learning with interactive elements: The experience of online learning enriched with interactive elements provided a dynamic and engaging educational environment. This experience enhances digital literacy and opens new avenues for self-directed learning.
- Collaboration and shared experiences: The learning process emphasised collaboration and fostered an environment where adult learners can share experiences. This collaborative ethos contributed to a sense of community and shared learning.
- Assessment and validation of competences: The crucial element of assessment and validation of competences bridges the gap between informal, non-formal and formal learning systems. This recognition reinforces the value of diverse learning experiences and promotes a holistic view of individual capabilities.
- Visibility of competences and link to portfolios: The initiative not only makes the competences of adult learners visible, but also links them to meaningful portfolios. This linkage ensures that the skills acquired are not isolated, but are linked to ongoing social and professional projects, giving real-world context to their learning.
- Motivation to learn, create and reflect: Perhaps most importantly, the impact extends to revitalising the motivation of adult and disadvantaged learners to learn and create. Through these experiences, learners gain a deep understanding of their abilities, which promotes a positive shift in their perspectives on private, community and potentially even professional aspects of their lives.

Essentially, the impact on adult learners goes beyond the acquisition of skills; it encompasses a holistic transformation that empowers them to actively shape their personal, social and professional narratives.

8. Certificate of participation

CERTIFICATE
of attendance

This is to certify that

(insert your name)

participated in the course

**Design Thinking for Innovators:
The reveal15 Innovation Programme**

from the 13th to the 15th of June 2023

The course consisted of the following phases of the Design Thinking process:

- Team building, developing motto and context
- Developing the challenge
- Ideating (Creating ideas)
- Selecting, fine-tuning and modifying ideas
- Prototyping
- Presenting

Göttingen, 15.06.2023
Tim Scholze, Chairman

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9. Project Partners



BUPNET GmbH
Göttingen, Germany
www.bupnet.de



INSUP Formation
Bordeaux, France
<https://www.insup.org>



CESIE
Palermo, Italy
<https://cesie.org>



EINC
Kaunas, Lithuania
<http://www.einc.lt>



Caminos
Torre del Mar, Spain
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Folkuniversitetet
Uppsala, Sweden
<https://www.folkuniversitetet.se>



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Website

<https://cool.bupnet.eu>