

LAPASSION

Latin America Practices and Soft Skills for
an Innovation Oriented Network.



LAPASSION TOOLKIT



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About LAPASSION

LAPASSION (Latin-America Practices and Soft Skills for an Innovation Oriented Network) is a project from the program Erasmus+ Capacity Building. It involves partners from Portugal, Finland, Spain, Brazil, Uruguay and Chile. LAPASSION consortium has as motivation to create a unique solution to address different problems affecting youth in HEI, helping students to obtain a better training in terms of innovation, soft skills, and internationalization.

■ Overview

LAPASSION is an exchange project, where students meet on 10-week missions to develop soft skills in innovation projects involving partnerships with companies. The missions took place in Latin American partners, and the students moved to a city where they carried out the mission.

■ Goals

Projects oriented for developing soft skills (teamwork, leadership, conflict management, negotiation, etc).

Projects developed by multidisciplinary and multicultural student teams, presented by partners, and resulting in innovative ideas to create new prototypes, products or services.

Milestones



**Planning and
selection**



**Preparation and
training**



Launch



Evaluation





Selection



- Publicize widely the program to students
- Post a call with program objectives, rules and selection criteria with defined deadlines
- Execute the selection
- Post the results and orientations

Suggested criterias:

- Academic performance coefficient
- English test or comprovation
- Participation in other projects
- Interview in english



01 WEEK - IMMERSION (March)

	2	3	4	5	6	7	8
08:00	Reception and Institutes presentation	Design Thinking Workshop			Immersion in the Amazon Forest - Tumbira's reserve	Immersion in the Amazon Forest - Tumbira's	free day
09:00							
10:00							
11:00							
12:00							
13:00							
14:00	activities schedule presentation,	get-to-know-each-other dynamic	Team time	Lecture on Manaus, its geography, history and environmental policies.	Immersion in the Amazon Forest - Tumbira's reserve	free time	free day
15:00	tutors and challenges						
16:00	presentation, teams division						
17:00	Lecture: overall perspective on the challenges theme.						
18:00							

Planning

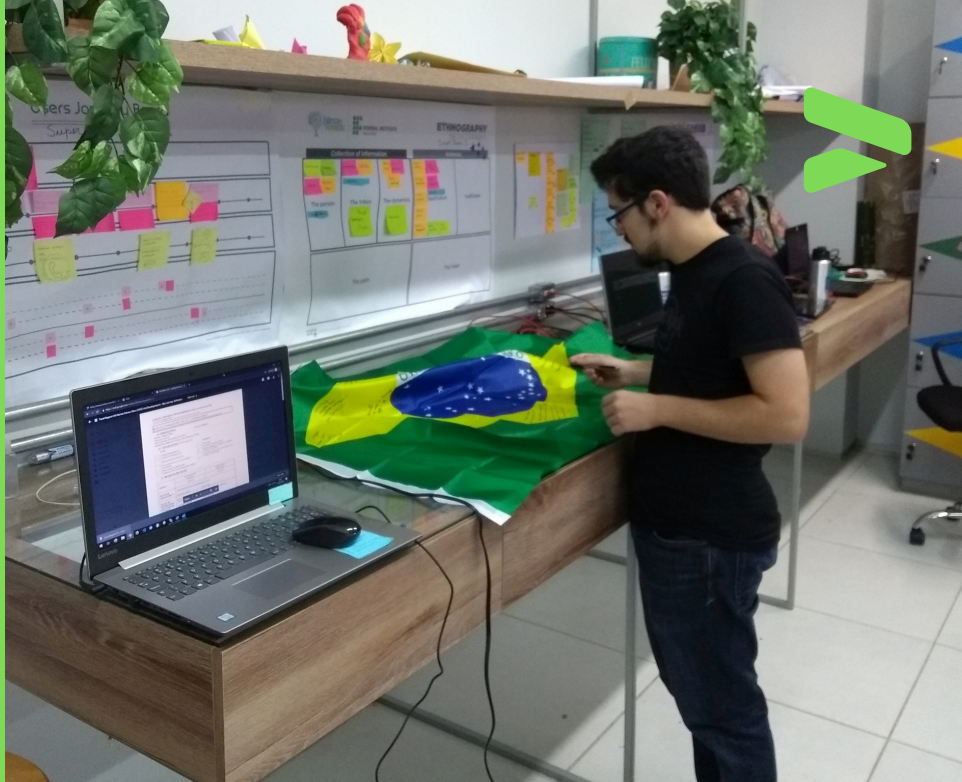


- Schedule the ten weeks mission with all coaches team participation (as the first week illustration)
- Plan the methodology training and a team building activity to the beginning
- Insert some cultural and free days
- Don't forget about the weekly group assessment meeting and the final presentation in tenth week (Demo Day)

You can see a complete example of planning at <https://lapassionmanaus.wordpress.com/schedule>

Preparation

Now is the moment to prepare the workspace, including materials and equipment, and define the partnerships with counterparts, who will present the real world challenges to teams.



■ Workspace

- Enough space for the number of teams
- Computer and internet equipment
- Thermal environmental comfort
- Easy access during the ten weeks of the project
- Innovative layout, furniture and colors
- If possible, a coffee space

■ Counterparts

- Define the main theme of the mission
- Invite companies, NGOs, public institutions, that are close to the theme
- Discuss previously with counterparts about the challenges
- Important to clear to counterparts that the main goal is to develop the soft skills

Training: Methodology



Is very important to prepare coaches and students to use the methods. We used Project Based Learning (PBL) concepts, a pedagogical way to develop Soft Skills, and Design Thinking (DT), a successful method to think and develop innovative solutions in an organized and concrete way.



Image courtesy of emergingedtech.com

Coaches training must be done before the start of the mission. For student training, at least an overview in the first week of the mission and specific steps according to the mission's development.

PBL Reference:

Dumitrache, A., & Gheorghe, M. (2018). Project-based learning. Practical steps in completing a learning assignment. ELearning & software for education, 1, 95-100.

DT Reference:

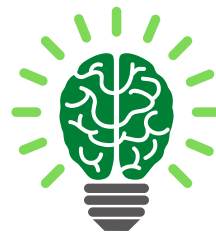
Brown, T. & Katz, B. (2019). Change by design : how design thinking transforms organizations and inspires innovation. New York : HarperBusiness, 2019

Design Thinking Steps

IMMERSION

Initial understanding. **Perception** of the problem and the needs to be satisfied, based on preliminary and in-depth research.

STEP
01



STEP
02

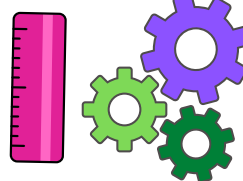
ANALYSIS AND SYNTHESIS

Using the information collected in the immersion, it's time to analyze and synthesize them for a better problem understanding.

IDEATION

Choose the most viable, desirable and practicable ideas to solve the problem raised. Here, **creativity** and respect for different opinions must prevail.

STEP
03



STEP
04

PROTOTYPING

Time to choose the best idea to solve the problem and bring it to real life. Build and test a model or prototype that **physically represents** the proposed solution to the problem.

PROTOTYPE EVALUATION*

Proof of functioning of the prototype with an interested counterpart, through the validation of the proposed idea.

STEP
05



(*) Step 05 adapted to LAPASSION Project

Elaboration: Emanuelle Chagas and José Queiroz-Neto



Training: Coaching

As a coach, forget teaching.
You need to be patient.

Coach's role is to

- Challenge - and keep the student's and team's learning goals as a starting point and focus on project goals
- Believe - believe more that students do
- Guide and lead the process
- Suggest tools
- Demand and encourage whenever needed – trust your intuition
- Concentrate on strengths and successes and make them visible
- Be present and available
- Create flow

Coaching is more about

- Listening than talking
- Reflecting and reviewing than assessing
- Summarizing than lecturing
- Asking questions and offering alternatives than giving answers
- Giving feedback than giving grades

Alternative tools to use

- Learning contract
- Dialogue
- Toolboxes for
- Ideation and boosting creativity
- Reflecting and feedback
- Crystallizing
- Understanding the whole system behind the problem



Launch the Mission



Teams working



Coaches working

Final result (DemoDay)

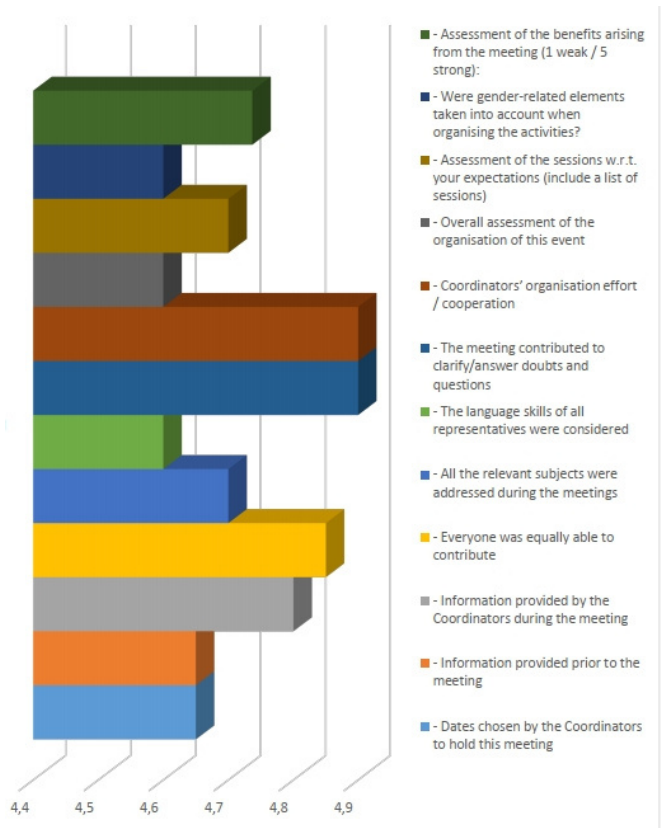




Evaluation

Check the process

- Show to students how important is participate in evaluation process
- Prepare your questions. We suggest to use SCEQ – Student Course Experience Questionnaire;
- Apply the questionnaire. We suggest to use the online tool CATME – Comprehensive Assessment for Team-Member Effectiveness
- Plot the graphs and analyze the results





LATIN AMERICA PRACTICES AND SOFT SKILLS FOR

LAPASSION

■ ■ ■ ■ ■ AN INNOVATION ORIENTED NETWORK



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

Participating institutions

- Instituto Politécnico do Porto (IPP, Portugal) - COORDINATOR
- Tampere University of Applied Sciences (TAMK, Finland)
- Universidad de Vigo (UVIGO, Spain)
- Universidad de Salamanca (USAL, Spain)
- Instituto Federal do Amazonas (IFAM, Brazil)
- Instituto Federal do Maranhão (IFMA, Brazil)
- Instituto Federal de Goiás (IFG, Brazil)
- Instituto Federal do Triângulo Mineiro (IFTM, Brazil)
- Instituto Federal Sul Riograndense (IFSUL, Brazil)
- Universidad de La República Uruguay (UDELAR, Uruguay)
- Universidad Tecnológica del Uruguay (UTEC, Uruguay)
- Pontificia Universidad Católica de Chile (PUCC, Chile)
- Instituto Profesional de la Fundación DUOC (Chile)
- Associação Empresarial de Portugal, Câmara de Comércio e Indústria (AEP, Portugal)
- Conselho dos Reitores dos Institutos Federais (CONIF, Brazil).

<https://lapassionproject.eu>