

DT.Uni output 5 coordinated by

the IPG DT.Uni Team

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1. DT.Uni Model

Search Portfolio

Tasks

Competences

Areas

Search Cancel

2. Portal, Database of 80-100 learning tasks <http://portal.ipg.pt/DtTasks/>

Target participants and study area(s)

- This works for all participants and study areas
- Suggested interdisciplinary areas, please specify which areas would work best together:
- Suggested participant profile(s). Please specify:
 - area(s) of study:
 - cycle of studies (eliminate what does not apply): 1st (BA/BSc) - 2nd (MSc/MA) - 3rd (PhD)
 - course subject:

This task involves learners in (no limit)... (please check carefully on a local level)

- collaborative engagement/group work/Participatory Learning and Action (PLA)
- design thinking
- interdisciplinary thinking
- cooperation with external stakeholders
(based on the four areas identified for Output 1)
- framing the question/wicked problem
- divergent/lateral thinking
- convergent thinking
- explorative work, collecting problem data (e.g. interviewing, brainstorming, etc.)
- creative critical thinking – reflection and feedforward– fail fast and culture of error
- systems/complexity thinking
- recognizing motivations and needs
- prototyping solutions
- other. Please specify:

Identification of group(s) involved in the process of generating the task

- students
- HEI teachers
- business sector from participating regions
- HEI Management Staff
- Other, please specify:

Creating the learning tasks

WEF's 21st century skills

Target competences – based on World Economic Forum skills at

<https://www.weforum.org/agenda/2016/03/21st-century-skills-future-jobs-students/>

FOUNDATIONAL SKILLS

- Literacy
- Numeracy
- Scientific literacy
- ICT literacy
- Financial literacy
- Cultural and civic literacy

COMPETENCES

- Critical Thinking/
Problem Solving
- Creativity
- Communication
- Collaboration

CHARACTER QUALITIES

- Curiosity
- Initiative
- Persistence/Grit
- Adaptability
- Leadership
- Social and Cultural Awareness

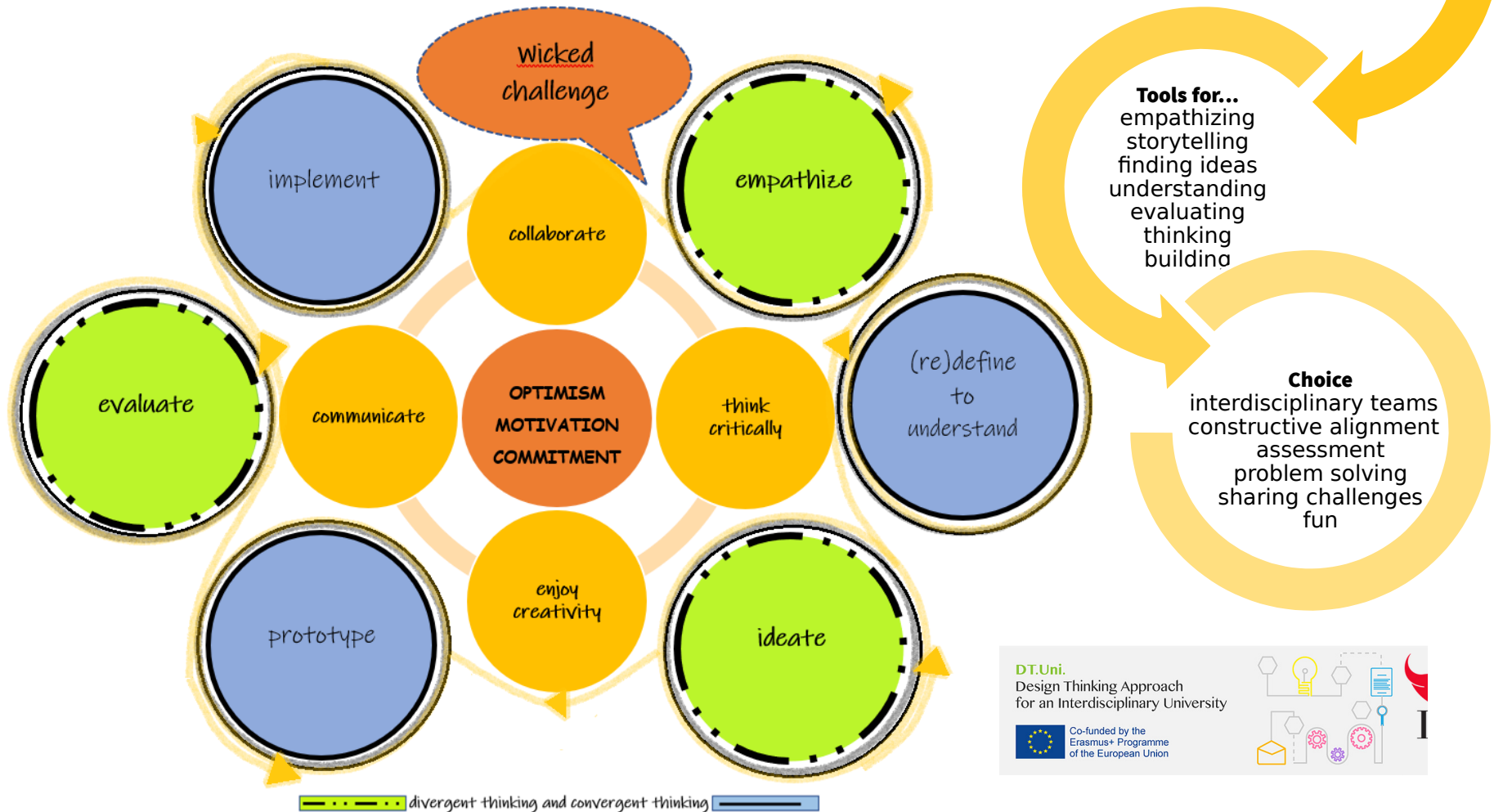
The influence of New Bloom's Taxonomy of Educational Objectives (1956/2000)



Source: Adapted from Davis and Arend (2013), Wiggins and McTighe (2005), Fink (2003), Anderson and Krathwohl, 2000, Krathwohl et al. (1973) Harrow (1972), Simpson (1972), Bloom (1956)

a new teaching/instructional model stimulating
 divergent, creative, and designerly thinking
 focused on "real life problems-based" tasks

ongoing iteration
 across design thinking phases



DT.Uni.
 Design Thinking Approach
 for an Interdisciplinary University



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