



Open
Minds

OPEN MINDS FACILITATOR GUIDE

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Open Minds Facilitator Guide

Introduction

This is a supporting document to the [Open Minds](#) curriculum with the purpose of supporting you as a facilitator during this course. This Facilitator Guide is for the two preparatory sessions that lead up to the Creative Innovation Lab (CIL).

The Open Minds course aims to introduce the concept of [Radical Inclusion](#) in the design process. The main aim of the course is to provide young people with an understanding and awareness of radical inclusion (limitations, existing solutions, standards, etc.) and to develop skills in co-design methodologies to facilitate radical inclusion through design, prototyping, cross-domain innovation and collaboration.

It's important for you as a facilitator to help guide the participants through the process and connect the dots between the material provided so they are as prepared as possible to execute their work.

The Facilitator Guide for each Session is divided into:

- Things you should keep in mind [**To Know:** 🧠]
- Things you should tell the students [**To Say:** 🗣️]
- Tasks you should assign [**To Do:** !]
- Helpful suggestions [**Idea:** 💡]
- Materials you need on hand [**Resource:** 🧰]

Resources

🧰 **The Curriculum** can be found here: [Open Minds Curriculum Descriptor](#)

🧰 The **video material** can be found here: [Open Minds](#)

🧰 The **Open Minds cards** can be found here. You could also use the physical printed cards, of course - one deck per group: <https://mtflabs.net/openminds/cards/>

Make sure that you have all of these things prepared and to hand, and that you are familiar with each of them before the first session starts.

Outcomes

By the end of this course, successful participants will be able to:

- Identify and define real, accessible solutions that take radical inclusion into account from the beginning, or as a fundamental design feature of retrofits.
- Create hypotheses and propose novel designs that address disabling environments



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- Work collaboratively in diverse and interdisciplinary groups
- Demonstrate a better understanding of how to cooperate with people with different abilities, needs and backgrounds collaboratively, rather than merely through consultation.
- Conduct independent and group practice-based research and complete an online learning diary
- Create, iterate and present prototypes of their designs

Each participant will receive a [Youthpass](#) in recognition of successful completion of the course.

Timeline

As delivered in the Erasmus+ funded **Open Minds** project, the first two sessions are three hours long, and aim to prepare the participants for the week-long **Creative Innovation Labs** (CIL) that form the focal point of the hands-on, collaborative design process.

The sessions should each be separated by several weeks (or at least a week), enabling the students to engage in self-directed and independent group research activities that they can report back on and develop into practical prototypes and designs within their groups.

Schedule

Session 1: Radical Inclusion: Brainstorming and Research

After the session, the participants should be prepared to undertake independent practice-based research with their groups and access and contribute to an individual online learning diary.

Session 2: Assumption Testing and Design Development

After the session, the groups will further develop their paper (or digital) designs collaboratively and specify their material needs for prototyping in the Creative Innovation Labs.

Creative Innovation Labs: Prototyping, iterating and demonstration

Participants will work together during the Creative Innovation Labs to realise their design in prototype form using the Open Minds prototyping toolkit. They will also participate in presentations, inspirational talks, performances, field trips and other activities.



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Session 1: Radical Inclusion: Brainstorming and Research

Introduction

This session aims to:

- introduce the course to the participants
- sort participants into groups
- give the participants all the tools they need to start the process and open their minds to think in new ways

Your role as a facilitator is to:

- guide them through this session
- lead the discussion and ensure a respectful and inclusive environment
- form participants into groups
- help them connect the dots between the international video presentations
- introduce the Open Minds card methodology
- introduce the online learning diary
- set the group research independent learning task

Welcome the participants

Introduce yourself

Explain the timeline for the course

Explain the agenda for the day

Explain the expectations you have of the participants during this course

! Icebreaker 1: Activity for the whole contingent together. You may have icebreaker activities that you have used in the past and work well for you. We have a suggestion for an icebreaker idea you can use below.

 **Icebreaker idea:** Get the participants to gather at one end of the room or the other depending on whether they consider themselves more creative or more technical in orientation. Some participants will want to stand in the middle. This can be a third category. When you come to divide the participants into their working groups, each group can contain members of all three self-identified categories.

! Split the participants into diverse groups of four or five members, ensuring a mix of people who are unfamiliar to each other, and have different backgrounds or expertise.

Once they are in their groups..

! Do another icebreaker. For instance, you could use the **Two Truths and a Lie** icebreaker activity. *Each participant has to say two things about themselves that are true about their skills and one skill that is false but can still be believable. Then the participants write it down so they can remember. The participants try to find out which one is the lie. This activity will encourage participants to know each other and integrate.*

Video 1: Intro to Radical Inclusion

🧠 Here is where we will start to introduce some key concepts to the participants by playing videos on different topics that have been recorded by members of the Open Minds consortium.

🗣️ Introduce the video. Explain that what the participants will see is a conversation about Radical Inclusion by members of the Finnish partner organisation, ACCAC (Accessible Arts and Culture).

! While watching the video, participants should write down three things that they hadn't thought of before or that they thought was interesting in the discussion.

! Play: **What is Radical Inclusion? (18m 05s)** [Video by ACCAC](#)

! Give each group two minutes to feed back to the room the ideas and points that they wrote down during the video that they think were the most important.

Introduction to the cards and their purpose

🧠 As part of this course, we will be using the Open Minds Cards to create stories about individuals in a range of environments that will be used to prompt discussions and activities throughout the course. These cards are designed to help participants explore the experiences of people with different disabilities and the impact that design can have on their lives. As a facilitator, you should keep in mind that familiarity with certain terms will differ among participants and in different contexts.

🧠 Please note that these cards are intended to be used in a respectful and inclusive manner. It is important to ensure that all participants feel comfortable with the use of the cards, and that discussions and activities are conducted in a way that is sensitive to everyone.

🗣️ There are 3 different types of cards in the deck. First introduce the **Person** cards.

A Person card describes a person and gives you a little insight into their character and their life. We use this as the starting point to create a story or scenario.

For example:

- Isaiah is a 29 year-old activist who enjoys jigsaw puzzles and cookery. He is amiable, competitive and anxious
- Georgina is an 18 year-old non-binary volunteer worker. They are fair-minded, spontaneous and a bit naive
- Loke is a 62 year-old warehouse manager. He is patient and fair but can be sarcastic

! Ask the groups to create a story about a character that they have drawn from their deck. Spend five minutes as a group coming up with more about the person and what their life is like. After the five minutes, each group should briefly describe a day in the life of their person.

🗣️ Next, introduce the **Condition** cards.

The Condition card assigns a condition to the character.

For example:

- ...and uses a wheelchair
- ...and is deaf
- ...and recently had a family member pass away

It is important to note that disability is not a personal attribute, but rather a consequence of the interaction between a person and their environment. People who experience disabilities are not "less able" than those who do not, but instead experience limitations in certain situations due to the design of their environment. Also keep in mind that conditions may not be permanent and could change over time.

! Ask the participants in their groups to spend five minutes researching the condition and what it means. They should attempt to write down as many facts about the condition as they can in that time. For instance, is it a medical diagnosis? What are the symptoms? Once the five minutes is up, groups should share their card, and report on the three things that they thought were the most interesting or surprising facts they encountered.

🗣️ Next, introduce the **Disabling Environment** cards.

The Disabling Environment card describes a place, an activity or an object.

For example:

- Bus
- Web
- Farm

Remember that in design, the thing that you can change and adapt is the environment, the way it is constructed and the objects and technologies within it. The creation of a product or service is unlikely to change a person's character, nor any facts about their physical or

mental condition. But it is possible to design an environment in such a way that it means that the person is not disadvantaged, excluded or disabled by that environment.

! Ask the participants in their groups to visualise (or draw) the disabling environment. Describe or show its features and how people might behave in that space. Have the groups present their environments to the room.

Video 2: Intro to Research

🧠 Introduce the video. Tell the participants that they will be using the cards to develop a hypothesis that their project will address. For this reason, we will now briefly discuss the process of research. This second video is a short introduction to the research process and the core principles of research methodology. The video is presented by Croatian partner organisation, FABLAB Zagreb.

! While watching the video, participants should make a mental note of something that they hadn't thought of before or that they thought was interesting in the video.

! Play: **Intro to Research (4m 30s)** [Video by FABLAB](#)

! Give each group a minute to feed back to the room the ideas and points that they thought of during the video that they considered of interest.

Hypothesis creation

🧠 The participants will use the cards to create a hypothesis that will guide them through their project and prototype.

🧠 Tell the participants that they will develop a hypothesis, but they will also have to challenge, disprove or alter that hypothesis as an important aspect of this process.

Video 3: Using the Cards for Hypothesis Creation

! Play: **Maia explains the use of the cards for hypothesis creation** [Video by MTF Labs](#)

Warm-up exercise with the cards

🧠 Before jumping right into the main hypothesis building activity, the participants should practice with the cards, forming hypotheses and getting their creativity flowing.

🧠 Remind the participants that they are not yet designing solutions, but imagining what the problems might be and coming up with a useful way to describe that.

! **Rapid Fire Hypothesis:** Have each group draw three random cards each. Set a timer for 5 minutes and have them come up with a hypothesis for those cards, write it down and then

draw 3 more cards. The group who has the most hypothesis at the end of the 5 minutes wins.

🧠 Once participants are comfortable creating hypotheses, they can formulate one specific hypothesis that the group will then use for the remainder of the project. This final hypothesis will then be researched, tested, developed and refined - and only then can a potential solution be sketched out and prototyped.

! Introduce the **Empathy Map** and discuss with the participants.

Empathy Map

🧠 Tell the participants that they will use the Empathy Map as a way of thinking more deeply about the three cards they will have, so that their hypothesis will be more considered than the ones that they came up with in their earlier Rapid Fire session.

! Have the participants draw their final three cards, discuss in their groups with relation to the Empathy Map, and collaboratively develop a hypothesis that they will research and develop.

Introduction to practice-based research

🧠 Participants will work collaboratively in the time between Session 1 and Session 2. They will need an introduction to practice-based research as a way of learning by doing.

Overview of the phases - including going out and working in the field, coming together at a week-long Creative Innovation Lab to build things together. Prototyping as a way of thinking out loud together.

Video 4: Practice-Based Research

🧠 Introduce the video. Tell the participants that they will be going out and exploring their hypothesis through research in the field. They will test their hypothesis in the real world with input from relevant third parties and sources. They will gather their research and use the digital assets that they create through that research process as the basis of their design prototyping. The video is presented by Portuguese partner INESC-TEC.

! Play: **Intro to Practice-Based Research (5m 54s)** Video by INESC-TEC

Video 5: Digital Assets

🧠 Introduce the video. Tell the participants that their practice-based research requires the creation of digital assets and a research diary that accompanies them. The digital assets will



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be the raw intellectual material that will form the basis of the designs that participants will start to work on in Session 2.

! Play: **Intro to Digital Assets (4m 59s)** Video by MTF Labs

Introduction to Independent Task

💡 Explain to the participants that they will be expected to work together in their groups between now and the next booked session. They will:

- collect digital assets as a team, and

individually create a learning diary where they reflect upon what they have discovered through this process.

Let them know that you will be reviewing the learning diaries with them in the next session and discussing these with them.

📁 Share a Google Drive link with participants. This is where they should upload their digital assets.

💡 Tell the participants that they need to create a folder for their group within the Google Drive (you can give the groups names, or number them) and use the following naming convention for the files they save in that folder:

YYMMDD - Name of file

Where the date shown is the date that the file was created.

💡 Remind participants of the time, date and location for the next Session and send them on their way.

💡 Share a QR code and link for the Feedback on this session.

END OF SESSION 1

Session 2: Assumption Testing and Design Development

Welcome Back!

 **This session aims to guide participants to:**

- review digital assets and hypotheses
- reinforce research basis for design ideas
- test assumptions and refine project ideas
- undertake design development and paper prototyping
- prepare for the Creative Innovation Labs

 **Your role as a facilitator is to:**

- guide them through this session
- lead the discussion and ensure a respectful and inclusive environment
- direct research activities
- review learning diaries
- facilitate the brainstorming and development of group prototype ideas
- explain the Creative Innovation Labs

-  Welcome the participants
-  Re-introduce yourself
-  Review the parameters of the Creative Innovation Labs that we will be working towards
-  Explain the agenda for the day

Video 6: Design Principles

 Introduce the video. Tell the participants that what they are working towards is a clear idea of how they might develop a working prototype for a product or tool that addresses accessibility and inclusion.

! Play: Intro to Design Principles (6m 25s) Video by POLIS

 Explain to participants that the research they have done, and the materials they have collected form the basis of the designing prototyping that they will undertake. However, first they need to brainstorm possible solutions and test their assumptions. Remind them that the collation of research doesn't stop once participants move on to the prototyping stage of



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the project. There can always be new ideas, questions or perspectives that can help guide a successful design solution in progress.

! Ask all participants to quickly review their learning diaries and pull out one important or surprising element that they wish to share with the group. Go around the room and ask them to present that observation or idea.

Challenging assumptions

🧠 It is important that each group has an opportunity to present their initial ideas and research to the rest of the participants, as this will promote collaboration and foster new perspectives. It is also important that you create a supportive and inclusive environment for these presentations. Encourage participants to listen actively and respectfully to each other, and to be open to new perspectives and ideas. By creating a positive and inclusive environment, we can ensure that each group feels comfortable and supported as they present their initial ideas and research.

🗣️ Explain to the participants that they will now hear from each other group about the digital assets they collected. Ask them to note down what they think are the key underlying assumptions reflected in that asset collection and research.

! Review the digital assets with each group. Go through the Google Drive folder and open each group's assets. Each group will be asked to present and explain the assets they collected, the hypothesis they developed and what they think they learned from the process of digital asset collection. Allocate 5 minutes per group maximum.

! Peer feedback session in which participants reflect on the assumptions that they have observed reflected in the research of other groups. Participants are asked to challenge those assumptions and refine their conclusions based on that feedback.

🗣️ Remind the participants that the design solutions they will come up with are not intended to 'FIX' the people, but address the problem of the disabling environment.

! Show website and discuss the social model of disability vs the medical model of disability: <https://epicassist.org/the-biggest-barrier-for-people-with-disability/>

💡 The website above contains a 10 minute YouTube video of a TED Talk called 'I Am Not Your Inspiration, Thank You Very Much'. If you feel there is time, it might be a good idea to show this video at this point.

Introduction to the Toolkit

🧠 At this point, the participants should be introduced to the Open Minds Toolkit - a development platform that they will have the opportunity to use to build a working

prototype of whatever idea they come up with. Tom Fox will explain in a video what the Toolkit is, what its affordances might be and how it might be integrated into a project idea.

! Play video: **Tom Fox introduces the Open Minds Toolkit (12m 45s)**

🧠 Tom will explain how the programming platform can be accessible to people who have not learned programming. This course is designed to be accessible and inclusive of people from all backgrounds and experiences. Tom will also mention the range of possibilities for sensors that could be added to the Toolkit.

Brainstorming

💡 Discuss effective brainstorming techniques. Participants will already be familiar with brainstorming, but it is a good idea to remind them of how to maximise the benefits of the process.

Brainstorming is a powerful technique for generating a **large number of ideas** in a short amount of time. Remind participants that in order to have ONE good idea, it is usually necessary to have TEN ideas.

Here are some guidelines

- Generate as many ideas as possible, without censoring. This means that even seemingly outrageous or unrealistic ideas should be included in the list. The goal of brainstorming is to generate a large pool of ideas from which the best ideas can be selected.
- Build on the Ideas of Others. This means that when someone shares an idea, other participants should listen carefully and look for ways to expand on that idea or make it better.
- Defer Judgement. This means that no one should criticise or dismiss an idea, no matter how unusual or impractical it may seem. Instead, all ideas should be recorded and evaluated later on.
- Stay Focused. While it is important to generate a large pool of ideas, all of the ideas generated should be related to the challenge.

! Participants can now start brainstorming potential design solutions to their hypothesis findings. Allow 20 minutes for this activity. Participants are encouraged to consider the affordances of the Open Minds Toolkit in the brainstorming process.



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Choose an idea

🧠 Here, the groups are invited to debate amongst themselves to select an idea that they feel they can work on to collectively develop. It is your role as facilitator to move between the groups, provide additional insight and advice, and to ensure that group decisions are collective and not the individual decision of one dominant group member.

🗣️ Tell the participants that they will be asked to evaluate the ideas they have developed and decide upon the one that they want to work on. Let them know that often, the best ideas will be a combination of aspects that were contributed in the brainstorming session. The ideas are not mutually exclusive but can be combined to make something that is effective and helpful.

! Groups are to decide upon the best idea and the worst idea that they have come up with in the brainstorming. They are to present a 3 to 5-minute presentation:

- Which cards did they base their research on?
- What is their hypothesis?
- What assumptions have they noticed / discarded?
- What idea they have come up with that could help?
- What idea they have come up with that would not help - or could make it worse?

Participants are given **10 minutes** to prepare their presentation.

Presentation of prototype idea

! Groups are to deliver their presentations. The others will be asked to listen, take notes and come up with a question about the idea. The point of the feedback is not to criticise, but to identify potential flaws or avenues for improvement. Each group should support each other group to make their project as good as it can possibly be.

! You (the facilitator) should also provide additional feedback and comment, as well as helpful suggestions that the groups may not have thought of - or other research that they may wish to do in this area.

Updating the learning diary

! Allocate 10 minutes for each participant to update their learning diary with notes from today's session including:

- Feedback they have received
- Ideas they have generated
- Things that they have learnt

💡 Remind the students that the learning diaries are not handed in or assessed. They are simply to support their own learning.

Paper prototyping and additional research

! For the rest of this session, the groups should be designing on paper / laptop / tablet their prototype. They should refer to their digital assets, and should be encouraged to include them or refer to them in their work. As they sketch their prototypes, they will identify additional things that they will need to research before they can build the finished product.

Independent Task

💡 Explain to the participants that between now and the Creative Innovation Labs (9-14 October) they will discuss their groups the additional things they might need to have access to during the Labs. This might include specific sensors if not already included in the Toolkit. These should be communicated to the facilitator by the group by Wednesday 4th October at the latest.

💡 Remind participants of the time, date and location for the Creative Innovation Labs, congratulate them on a productive session, and send them on their way.

Provide a link to Session 2 evaluation

END OF SESSION 2

Example CIL Programme (Umeå)

Monday - 9 Oct - Venue: Testhuset, Brogatan 15

10:00 Silent walk

Meet at the **Hotell Gamla Fängelset** at 9:45.

Local Umeå participants can join us there or meet at Testhuset at 10:30.

We will leave from Gamla Fängelset and slowly walk along the Umeå river to the venue as a group, but *in silence* - no phones, no talking. Just paying attention to the environment, then arriving together as a group at *Testhuset*.

NOTE: The walk is 1.9km and will take almost half an hour at an easy pace and so may not be suitable for all participants.

10:30 Introduction & Coffee

Discussion of the silent walk. Observations of the environment, accessibility and inclusion.

Introduction to the cards again, the toolkits, the philosophy of the project and the people (Maia, Tim, Dubber, etc).

Nigel Cross, writing in 1972, pointed out then that: "professional designers in every field have failed in their assumed responsibility to predict and to design-out the adverse effects of their projects. These harmful side effects can no longer be tolerated and regarded as inevitable if we are to survive the future....There is certainly a need for new approaches to design if we are to arrest the escalating problems of the man-made world and citizen participation in decision making could possibly provide a necessary reorientation.

11:00 Satellite connection via ZOOM - ALL

Introduction to each satellite

CIL facilitators discuss plans for the week, present to all participants

12:00 Lunch

Local presentations of group work to date

Discussion of projects, ambitions and plans for the week

12:45 Group Presentations

Hi, this is our group, this is what we have been working on so far. Or: Hi, I'm not part of a group yet.



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13:30 International Talk 1: Thomas Degn, Professor at Umeå Institute of Design (UID) at Umeå University

Live presentations to all CILs

Presented at Umeå via Zoom

Thomas Degn - Umeå Institute of Design <https://www.umu.se/personal/thomas-degn/>

14:00 Coffee break

14:30 Introduction to the Toolkit and Prototyping

Technology workshop and prototyping

Refer to Github documentation and tutorial links

Local technology tutors lead the discussion

Tin, Tim, William and other tech leaders introduce the sensors and discuss with the groups the ways in which they can connect and develop their technologies.

Groups start working on their prototype

15:45 Day review

Discuss the ideas and progress

Talk about potential problems that could be solved before tomorrow

16:00 Labs end. Return to hotel

Tuesday - 10 Oct - Venue: Testhuset, Brogatan 15

10:00 Update / Review & Coffee

Energiser / Icebreaker

Group brainstorming and peer feedback

10:45 Local presentation

Anna Olofsson

Karin Björk

11:00 INTERNATIONAL TALK ON ZOOM

Jamie Williams - Spectrum First

11:30 Idea feedback

Peer feedback

12:00 Lunch

12:45 Prototyping

13:30 International Talk 2: ACCAC - Kirsi

Live presentations at all CILs

Presented at one of the Labs or via Zoom

Key international presentations can be streamed to all participants

14:00 Coffee

14:30 Prototyping

15:45 Wrap Up and knowledge/inventory check

What do groups need to have in order to advance their projects?

What do groups need to know in order to advance their projects?

Do the participants want to change the schedule?

16:00 Labs end. Return to hotel

17:00 Orangeriet

We will gather to play pool, shuffleboard and boules

Dinner provided in the private dining area at 18:00

Dinner and Games evening supported by **Umeå Kommun**

<https://orangerietumea.se/>

Wednesday - 11 Oct - Venue: Testhuset, Brogatan 15

10:00 Update / Review & Coffee

Energiser / Icebreaker

Signing attendance forms

Group brainstorming and peer feedback

Announcement

For your information, Culture Moves Europe: new cultural mobility opportunities for artists Today, the EU's largest cultural mobility scheme, called 'Culture Moves Europe',



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opens a new call for individual mobility. It is aimed at artists and cultural professionals who are at least 18 years old, legally resident in one of the 40 countries of the Creative Europe programme and active in the following sectors: performing arts, visual arts, music, cultural heritage, architecture, design and fashion design, and literature. Application is open from today until 31 May 2023. The scheme offers mobility grants contributing to the travel and subsistence costs that may be completed with additional financial support to promote more diverse participation of people who are facing obstacles to international mobility. Increased financial support is offered to those who travel green, are parents of young children or require a visa. Artists with disabilities are particularly encouraged to apply, as Culture Moves Europe offers them special support to cover additional costs that may arise from disability to enable them to participate in projects across borders. Commissioner for Innovation, Research, Culture, Education and Youth, Iliana Ivanova, said: "Culture Moves Europe supports the mobility of all artists, including those with disabilities, by helping them to overcome obstacles to the internationalisation of their careers. This contributes to the opening of aesthetics and the diversity of the cultural landscape. Culture Moves Europe has a role to play as a driver of a cultural change." Since its launch a year ago, Culture Moves Europe has already supported more than 1,800 grantees who choose to collaborate with their international partners in another Creative Europe country ranging from Norway to Tunisia and from Portugal to Armenia, to implement their cultural projects. Applicants who were not selected in the first round of calls are welcome to apply again. More information can be found on a dedicated website.

10:30 Prototyping

Hands-on prototyping to advance the projects

12:00 Lunch

12:45 Prototyping

13:30 International Talk 3: Milla Lindh from Deaf Blind Association

Live presentations at all CILs

Milla Lindh is a visual artist with hearing and visual impairments who works as an organisational director for the Finnish Association of the Deafblind which oversees the rights of the hearing and visually impaired people in Finland

14:00 Coffee

14:30 International Talk 4: Tom Fox

Iteration of projects - how to develop your work

15:00 Prototyping and Iteration

15:45 Midway evaluation



Evaluation form about the labs so far

16:00 Labs end. Return to hotel

Thursday - 12 Oct - Venue: Testhuset, Brogatan 15

10:00 Update / Review & Coffee

Announce Culture Moves Europe

Remember amazing things

Signing attendance forms

Group brainstorming and peer feedback

10:30 Prototyping

Hands-on prototyping to advance the projects

NOTE: At 11:00 MTF will be having a meeting with MUCF.

“Tirana Day of activism”

Multiplier Event stream - reach more people on YouTube

12:00 Lunch

12:45 Prototyping

13:30 International Talk 5: Markku Turunen, Professor at Tampere University: TACCU

Live presentations at all CILs

Markku Turunen, Professor of Interactive Technology / Founding member of TACCU
Tampere Accessibility Unit Novel Digital Solutions for Accessibility

TACCU – Tampere Accessibility Unit is a multidisciplinary unit of Tampere University that carries out research and education related to accessibility and actively cooperates with stakeholders. Accessibility is an increasingly visible part of our society, and the industry also offers plenty of new employment opportunities for which education did not exist before. Hence, we educate future accessibility professionals who strive to create an equal, accessible world

14:00 Coffee & Prototyping

15:45 Wrap Up and knowledge/inventory check

What do groups need to have in order to advance their projects?



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What do groups need to know in order to advance their projects?

16:00 Labs end. Return to hotel

19:30 - 21:00 Reception at the Governor's Mansion

Cold plates with soft drinks, beer and wine

Friday - 13 Oct - Venue: Architecture Faculty Open Theatre

10:00 Update / Review & Coffee

Energiser / Icebreaker

Signing attendance forms

Group brainstorming and peer feedback

10:30 Local presentation

Kasimir Suter Winter - Running a design agency in Umeå: challenges and opportunities!

11:00 Prototyping

Hands-on prototyping to advance the projects

12:00 Lunch

12:45 Prototyping

14:00 Coffee

14:30 Prototyping

15:45 Wrap Up and knowledge/inventory check

What do groups need to have in order to advance their projects?

What do groups need to know in order to advance their projects?

16:00 Labs end. Return to hotel

Saturday - 14 Oct - Venue: Architecture Faculty Auditorium

10:00 Arrive at Venue / Coffee

10:30 Introductions & Multiplier Event Kickoff

Introduction by Cornelia Redeker, Faculty of Architecture, Umeå University



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Keynote: Michela Magas

Michela Magas bridges design and technology, academic research and industry. She is Principal Investigator and Chair of the Industry Commons Foundation, advisor to the European Commission and the G7 leaders, Member of President von der Leyen's High Level Round Table for the New European Bauhaus, and member of the Advisory Board of CERN IdeaSquare (ISAB-G). Michela is the Founder of Stockholm-based MTF Labs and has over the past 10 years been conducting technology experiments with its global community of 8000 contributors from the arts and sciences. In 2017 she was awarded European Woman Innovator of the Year.

Presentation of individual projects locally

Presentation of satellites via Zoom

Five minutes per satellite

12:30 Multiplier Event discussion

12:50 Wrap up - online

Final evaluation QR code on screen for participants

13:00 Networking and discussion locally