

# Daily summary – Date 19.03.2014 / Ann

The timetable on Wednesday was according to the revised work plan of yesterday evening.

We went with the bus from the hotel to the university.

There, Burak told everybody some practical information about the free Wi-Fi and the tour on Saturday.

1. Mieke Van den Eynde gave a lecture and an introduction to the de Bono theory and the Six Thinking Hats. The Six Thinking Hats are used to describe a tool for group discussion and individual thinking. "Six Thinking Hats" and the associated idea parallel thinking provide a means for groups to plan thinking processes in a detailed and cohesive way, and in doing so to think together more effectively.

- White: facts
- Red: feelings and emotions
- Yellow: positive ways of looking at the facts
- Black: negative ways of looking at the facts
- Green: creative thinking
- Blue: leader of the group, structure the input

The Six Thinking Hats are used to discuss the visit of yesterday in the small groups of four again.

2. After the coffee break Nicolai explains the next mode in the process (*We're still in the ideate mode, but after "flaring", the students are going to "focus" more.*) to the students. In this mode they're going to write an ad about the school problems as an focus-exercise. The students are trying, through using the ad writing, to find their specific point of view. The students have to make a choice between the three different players in the school (students, teachers and managers) which player/user they are going to write the ad for. And next they have to define the particular need for this user.

After 40 minutes the students read aloud the texts they've written to one another.

The students have been focussing on their specific need, and can go further on in the process.

They're going to ideate again, and found a lot of new ideas for their need, and they do this in a couple of minutes. The rest of the time in the morning, the students move between flaring and focussing, ending up with

a wide solution space – both a large quantity of ideas and diversity among those ideas. From this vast depository of ideas they can start building prototypes.

### 3. LUNCH

4. In the afternoon Michael gave the students an introduction about Maria Montessori and her education methods. He shows them a ... cube and he tells them about the prototype-mode. In this phase of the process the students are going to develop a prototype ( a physical metaphor) for their specific need. All students go back to their own small groups and work on their prototypes.

After a while the students present their progress for the others. And tomorrow they will work further on their prototypes.