ACTIVE8 PLANET

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Learning Cycle 1 & 2 Implementation Report

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1. ACTIVE8-PLANET CHALLENGES LC1

The first Learning Cycle (LC1) of Active8-Planet took place in September 2021 till July 2022 across the four partners. Below each partner's challenge for this LC is explained.

1.1 Vrije Universiteit Amsterdam

Healthy Healthcare Environment

Healthcare facilities should have the healthiest environments in the world. When we are faced with health issues, we can use all the help we can get. Healthcare professionals in The Netherlands are equipped with high tech equipment and educated insights to help their patients. Their patients however, might experience their care differently depending on the environment. For this reason, the healthcare organization we have partnered with would like to learn how their beautiful, old, low ceilinged, rented building is experienced by their patients.

The Active8-Planet 7+1 team from the VU and the healthcare facility at the research location

- **Method**

The students were introduced to the research location and brought into contact with the office manager. Through this collaboration they each performed qualitative ethnographic research through

participant observation and interviews on site. Each student formulated their own research question during this process. Though some topic overlap was used for collaboration between students, most work was done individually.

■ Implementation

Students were recruited from the two ethnographic masters, Cultural Organisation Management and Social and Cultural Anthropology. The Active8-Planet project was part of their master thesis. Each master provided relevant courses relating to the definition of research questions and thesis writing. One course from the COM master was on poster making and therefore the student from SCA also participated in this course to get guidance for making the final poster.

■ Results

The research findings were translated to three posters answering each students' research question regarding company culture, sustainability practices and the use of spaces. The posters were presented by the students at a company wide meeting. Since the common language at the research location was Dutch, the posters were made in Dutch to improve the connection. Due to confidentiality the posters were not made publicly available. They were shared directly with the architects of the new location for Adagio, who were also present during the presentation. After the presentation the posters were hung in the main room at Adagio, for them to further read the results and be reminded of the insights.

1.2 Hasselt University

Circular façade

A façade is the outside or all of the external faces of a building. Along with the roof, it is one of the most important elements of a building, since it acts as the primary barrier against external weather and climate elements. People link a façade with something that only adds to the aesthetic factor of a building structure but the potential of a façade in architecture is much more than that. Buildings are responsible for almost 40% of global carbon emissions and 50% of global material use. Façades can play a key role in the transformation to a sustainable built environment.

■ Method

1. Research circular- and modular building techniques via desk research and guest lectures.
2. Discuss possible opportunities through which building facades can actively facilitate the transition towards circular and sustainable construction practices.
3. Build and analyse prototypes.
4. Research possible business models through surveys and interviews.
5. Presentations.

Implementation

The challenge involves the development of a wooden facade panel, viewed through technical, ecological, social, and commercial lenses, with the aim of accelerating sustainable building construction. Drawing upon the prior research of the Active8-Planet 7+1 team, a series of brainstorming sessions culminated in the identification of prospective supplementary, sustainable, functionalities for a facade element.

The team decided to focus on:

- ➔ the facade for water collection/- purification
- ➔ the material use of a facade element
- ➔ the facade as a source of energy (solar, ..)
- ➔ the facade as an urban farm (green facade, biodiversity,..)

Results

- Active8-Planet 'hackathon' 17/2/2022
- design of 3 prototypes
- 5 student written theses
- 1 paper on circular business models
- project presentation to the company partner and at several conferences
- proposal for a business plan when brought to market

1.3 Halmstad University

Who will own your mobility experience in a circular economy?

There is an urgent, unequivocal need for climate action, and one important aspect where we need to make a change is mobility. From a sustainability perspective, shared and combined ownership is a reasonable direction, but it is not clear what the experience of ownership will look like. At the same time, we are more mobile than ever before, and the pandemic has taught us that many jobs can be performed from any location. Yet, as the world opens up more, it is also important to better understand how mobility can be made more sustainable so that we can harness the benefits of increasing mobility. Therefore, this challenge deals with ownership of mobility in a circular economy.

■ Method

The Halmstad team has used design research methods to explore the question of who will own mobility experiences in a circular economy. Part of design-oriented methods is to reframe the initial problem statement based on initial work done. The question has been reformulated once a year to the following, for LC1:

- LC1: How can we frame the planet as the user so that mobility companies consider the broader sustainability implications of their products and services?

■ Implementation

Each of the learning cycles has had implementation strategies suitable to the questions defined, which is a common characteristic of design research, as the problem definition, the design process and the solution are formed in parallel. For LC1 the Halmstad team used interviews and workshops with industry, and then game-making to create a card game concept that is designed to help mobility industry professionals to frame the planet as the user of mobility services.

■ Results

LC1 resulted in the card game "Tellus", a game where the planet is cast as the user of mobility. The game is designed to be played over the period of an industry project. During the game, industry practitioners split into teams, each team managing an anthropomorphized version of the planet named "Tellus". During each round, each team receives a question connected to broader sustainability implications related to mobility on the planet. The team decides between a few possible answers, and each answer is connected to hidden and sometimes surprising consequences for "Tellus". The game ends with the winner being the team with the fewest negative consequences on their "Tellus". The image below illustrates the game components for Tellus.

The Tellus game developed by the Active8-Planet students

1.4 University of Ljubljana

Mobility as a service

As we move towards a (more) sustainable future, we must not only question the "big picture" and current political and economic systems, but also rethink our daily practices and how we live our lives on a much more mundane and smaller scale. In a very literal sense, the way we live our daily lives is also related to how we move from one place to another, from our homes to the office, to the mall, to our friends' houses or to the airport. Especially in urban areas, the mobility flows created by our daily movements bring many challenges, from spatial issues to air quality. In general, people only use their own cars about five percent of the time, while for the remaining 95%, the vehicles are immobile. We believe it is time to challenge this and think of mobility not just in terms of cars, buses, trains, or planes, but in terms of services.

■ Method

The LC1 focused on gaining broad and contextual understanding of mobility, infrastructure and sustainability in urban spaces through anthropological perspective. Therefore we used the following methods:

- literature review and analysis of selected anthropological texts dealing with mobility
- lectures, presentations and discussions with relevant actors (sustainable mobility providers)
- design of research plan (research questions, key interlocutors, major themes, methodological approaches)
- ethnographic field research
- focus group
- design of the general key insights

Implementation

The project connected 7+1 team members as well as other collaborators (interlocutors and research participants, employees in the sector of sustainable mobility). The 7+1 team consisted of students from the University of Ljubljana, researchers and teachers from University of Ljubljana and IRI UL, and industry professionals. This constellation enabled the full implementation of the methods. The LC1 focused on wider understanding of sustainable mobility in Ljubljana and the students were given the support to design their own research subtopics and to identify the general key insights.

■ Results

- presentation at the Green and Fun Cities of the Future, ZRC SAZU, Ljubljana, May 17, 2022
- general key insights
- project presentation at the course Social and Cultural Anthropology, Faculty of Social Sciences, UL
- project presentation at the course Anthropology of Contemporary Slovenia, Department of Ethnology and Cultural Anthropology, UL
- project presentation at the Urban GoodCamp (UCAMP) project

2. ACTIVE8-PLANET CHALLENGES LC2

The second Learning Cycle (LC2) of Active8-Planet took place in September 2022 till July 2023 across the four partners. Below each partner's challenge for this LC is explained.

○ 2.1 Vrije Universiteit Amsterdam

Community Garden

With the Active8-Planet project at the VU we want to investigate the Community Garden concept in a qualitative way. For the time being there is no space for it on the VU campus. But in many other places in the city, and on other campuses, this concept has already been implemented and sometimes even researched. The concept is in line with many objectives from the VU, including setting up a living lab. Also, there is a neglected island next to the Botanical Garden without any development plans. Our clients are interested in the added value and preconditions of a Community Garden for a university campus. This is exactly what we will investigate with Active8-Planet.

■ Method

To tackle this diverse topic we used a three pronged approach.

1. Connecting the different stakeholders to create a support base for the plan through meetings and interviews. Using many public events to promote the plan and gain supporters.
2. Students research; two master students and 60+ bachelor students doing qualitative ethnographic research.
3. Writing a proposal for the VU board with the research results, support base and suggested execution clearly stated.

Implementation

The project was connected via the 7+1 team which consisted of VUA staff, researchers and students all motivated to realize the community garden on campus. It was also integrated into the Anthropology bachelor course Organisations & Anthropology, leading to 60+ bachelor students researching this topic and adding their insights to the proposal for the VU board.

Active8-Planet Event for the VUA team June 27th 2023

Results

- An event on June 27th where all student researchers presented their findings to a broad audience, including the company stakeholders.
- 15 student written policy papers on this topic
- 2 thesis synopsis to implement into the proposal
- 1 project proposal co-written by the Active8-Planet7+1 team to be presented to the VU board.

○ 2.2 Hasselt University

Urban Mining

Urban mining is the process in which valuable materials are extracted from discarded products and waste in urban environments. It involves the reuse of existing raw materials and materials already present in the built environment. Urban mining is crucial for a sustainable future because it helps reduce waste and preserve natural resources by reducing the need for new resource extraction and limiting environmental impacts. It can also have a significant impact on social justice because the extraction of raw materials often involves inhumane working conditions. Within ACTIVE8 planet, we are researching how to significantly accelerate the use of Urban mining principles in the construction industry.

■ Method

1. Understand the complexity and opportunities of Urban mining via desk research, site visits, best practices and masterclasses.
2. Identify the main roadblocks that hinder a quick implementation in the construction industry through surveys and interviews with various stakeholders.
3. Develop, propose and investigate solutions that can mitigate the identified roadblocks.

■ Implementation

The active8 planet team was split into two groups. One group focused on a digital platform for recycled building materials. This platform offers a value network, as a kind of forum to bring together different parties (sellers and buyers) of materials. The other group is mainly concerned with communication, ‘spreading the word’.

■ Results

- On 10/5/2023 the event titled 'Urban Mining Day' was organised by the Active8 Planet-team, during which they introduced the project to a diverse audience through a structured program comprising both theoretical and practical components. The theoretical segment involved an interactive debate between team members, key stakeholders and experts; while the practical aspect consisted of a workshop aimed at experiencing using the mined materials for new creations.
- Demonstration of a prototype for a digital platform dedicated to used building components, incorporating 3D scanning technology to streamline processes, reduce time and costs, and enhance visual representation.
- 3 student written thesis
- project presentation at several conferences.

2.3 Halmstad University

Who will own your mobility experience in a circular economy?

There is an urgent, unequivocal need for climate action, and one important aspect where we need to make a change is mobility. From a sustainability perspective, shared and combined ownership is a reasonable direction, but it is not clear what the experience of ownership will look like. At the same time, we are more mobile than ever before, and the pandemic has taught us that many jobs can be performed from any location. Yet, as the world opens up more, it is also important to better understand how mobility can be made more sustainable so that we can harness the benefits of increasing mobility. Therefore, this challenge deals with ownership of mobility in a circular economy.

Method

The Halmstad team has used design research methods to explore the question of who will own mobility experiences in a circular economy. Part of design-oriented methods is to reframe the initial problem statement based on initial work done. The question has been reformulated once a year to the following, for LC2 the final question was:

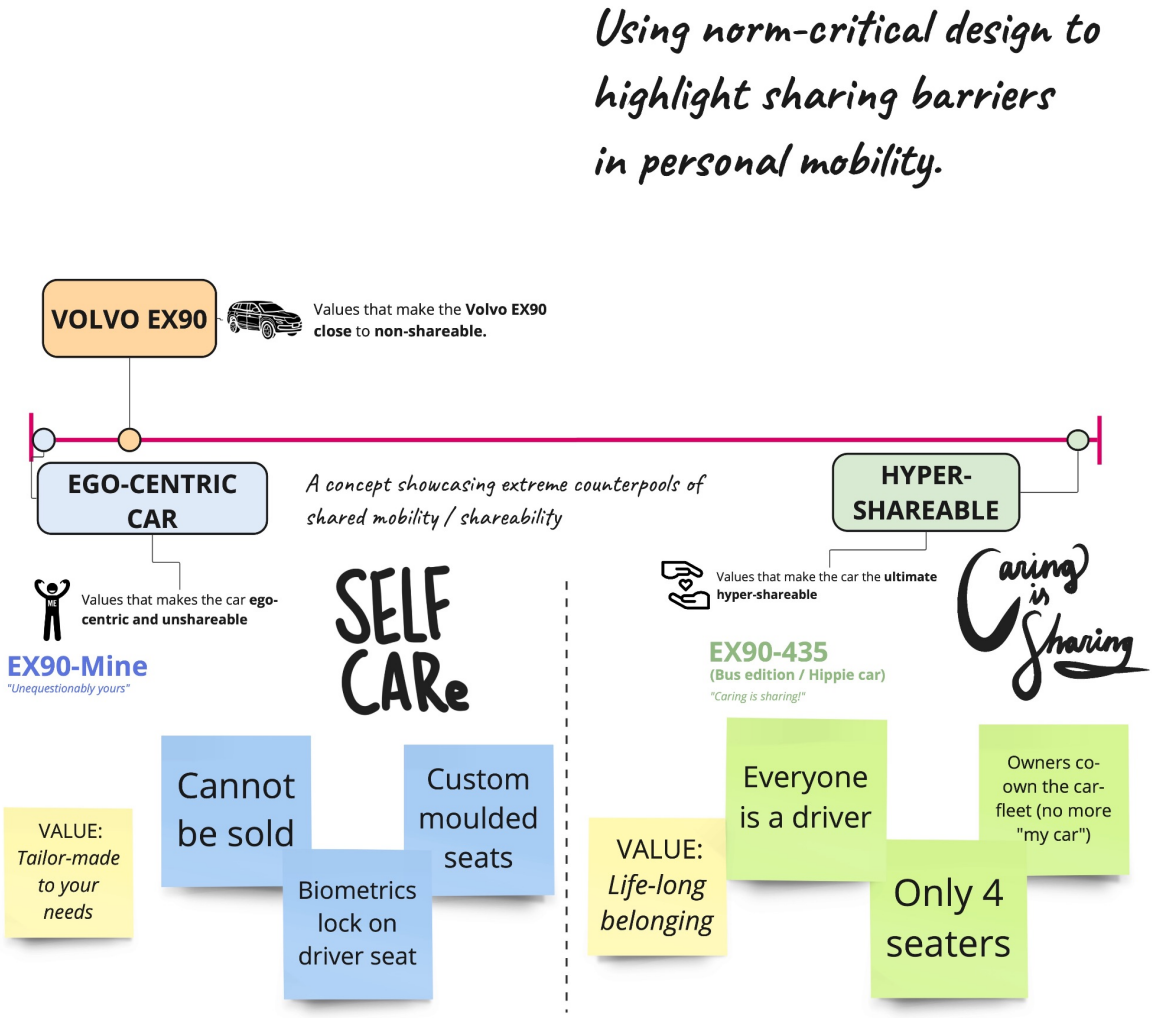
- How can norm-critical design be used to highlight sharing barriers in personal mobility?

Implementation

For LC2 the Halmstad team used norm-critical design along with user research methods to identify and explore sharing barriers in personal mobility. The team then developed a collection of concept car descriptions, each designed to speculate on a vehicle designed to address a specific mobility sharing attitude.

Results

LC2 resulted in a norm-critical design concept of a continuum between the most and least sharable personal vehicle possible.
The team examined the role of car manufacturers in designing cars that facilitate sharing. The figure below illustrates the shareable vehicle continuum that ranges from the fictional, unshareable EX90MINE car to the hyper-shareable EX90-435 (bus edition) car.



A figure to illustrate the shareable vehicle continuum made by the Active8-Planet team in Halmstad

Both LC1 and LC2 concepts illustrate possible ways to use design research methods to unpack sustainability challenges and engage students, industry and academics in knowledge production connected to complex, future-oriented problems.

○ 2.4 University of Ljubljana

Mobility as a service

As we move towards a (more) sustainable future, we must not only question the "big picture" and current political and economic systems, but also rethink our daily practices and how we live our lives on a much more mundane and smaller scale. In a very literal sense, the way we live our daily lives is also related to how we move from one place to another, from our homes to the office, to the mall, to our friends' houses or to the airport. Especially in urban areas, the mobility flows created by our daily movements bring many challenges, from spatial issues to air quality. In general, people only use their own cars about five percent of the time, while for the remaining 95%, the vehicles are immobile. We believe it is time to challenge this and think of mobility not just in terms of cars, buses, trains, or planes, but in terms of services.

■ Method

The Ljubljana team has used ethnographic research methods, deriving from anthropological research of mobility, infrastructure and sustainability as well as from applied anthropology. By focusing on the users and potential users of sustainable mobility in Ljubljana and their perspectives and views we aimed to understand their everyday practices in a culturally and socially contextual manner. In order to achieve it we used a series of methods:

- lectures, presentations and discussions with relevant actors (sustainable mobility providers)
- design of research plan (research questions, key interlocutors, major themes, methodological approaches)
- ethnographic field research
- analysis and synthesis of field notes, observations, interviews
- development of the "improvement suggestions" for the sustainable mobility providers
- specific key insights

The Active8-Planet 7+1 team from Ljubljana

■ Implementation

The project connected 7+1 team members as well as other collaborators (interlocutors and research participants, employees in the sector of sustainable mobility). The 7+1 team consisted of students from the University of Ljubljana, researchers and teachers from University of Ljubljana and IRI UL, and industry professionals. This constellation enabled the implementation of the methods. Since the LC2 was directed towards more specific ethnographic questions of sustainable mobility practices, the implementation followed the methods and approaches of LC1.

■ Results

- presentation of the “improvement suggestions” for the industry professionals
- specific key insights
- talk at the symposium Fun and Green Cities of the Future, ZRC SAZU, Ljubljana, 29 May 2023
- 1 BA thesis on sustainable mobility in Ljubljana
- implementation of selected pedagogical approaches of Active8 Planet in the course Methodology of Ethnology and Cultural Anthropology at the Department of Ethnology and Cultural Anthropology, UL

3. TEAM SETUP

Design

For all 7+1 teams we aimed to have a combination of academic staff, company representatives and students from different disciplines. Due to the pandemic we foresaw that international collaboration might be more limited. Creating diversity within each local team was therefore even more encouraged. Also see Appendix II for the Team Canvases, filled in in LC1 to prepare for the team formation.

Recruitment

Recruitment differed per HEI. But all HEI's recruited key staff members at the start of the project. During the project more staff members were recruited. In the case of Hasselt and VUA, for instance, a new staff member was hired to facilitate the project. At the VUA two supervisors were chosen to join the project at the start of each Master, since the Active8-Planet learning cycles coincided with students' Master thesis programme. The students were recruited through classes (online and offline), social media channels and one-on-one contact with staff members. Students were required to apply for the project by sending a motivation letter and CV to their HEI representative from Active8-Planet.

Constellations

Vrije Universiteit Amsterdam

LC1 Staff Support
Facilitator: Soesja van Wijgerden (VUA)
Coordinators: Ellen Bal (VUA) & Marrije Prins (VUA)
Ambassador: Michiel Verver (VUA)
LC1 7+1 team
Servant Leader; Giulia Sinatti (VUA)
Supervisor for students from Organisational science: Maud van Merriënboer (VUA)
Supervisor for students from Anthropology: Luisa Schneider (VUA)
Company representative #1: Koen Post (Huygen)
Company representative #2: Mariëtte Wit (Adagio)
Students from Anthropology: Asia Kislev
Students from Organizational science: Marianne Bablon, Jessie Tybout, Slany Costello
LC2 Staff Support
Facilitator: Soesja van Wijgerden (VUA)
Coordinators: Ellen Bal (VUA), Giulia Sinatti (VUA), Marrije Prins (VUA)
Ambassador: Michiel Verver (VUA), Baiba Pruse (VUA)
LC2 7+1 team
Servant Leader; Soesja van Wijgerden (VUA)
Supervisors for students from Anthropology: Ellen Bal (VUA), Thijs Schut (VUA), Wiebe de Jong (VUA) Maryse Cabo (VUA)
Company representative #1: Koen Post (Huygen)
Company representative #2: Jan van der Velde (FCO VUA)
Students: Ellie Thomas, Bibiana Cepeda, Saskia Stark-Ewing

■ Hasselt University

■ LC1 Staff Support

Facilitators: Evy Puelinckx (UH),Griet Verbeeck (UH), Jean Manca (UH), Tom Kuppens (UH),
Coordinators: Evy Puelinckx (UH),Griet Verbeeck (UH)

LC1 7+1 team

Servant Leader: Evy Puelinckx (UH)
Supervisor: Griet Verbeeck (UH)
Company representatives: Ana Tisov, (Huygen) Peter op 't Veld (Huygen), Bart Voortman (Webo)
Students from Architecture:Maxime Steensels, Luna Heleven
Students from Interior Architecture: Bram Peters
Students from Industrial engineering: Louise Labus, Ellen Van Genechten, Lisa Wevers
Students from Business management: Ellen Hannes, Ans Grauls, Tamara Houlmont

LC2 Staff Support

Facilitators: Evy Puelinckx (UH),Griet Verbeeck (UH), Jean Manca (UH), Tom Kuppens (UH),
Coordinators: Evy Puelinckx (UH),Griet Verbeeck (UH)

LC2 7+1 team

Servant Leader: Evy Puelinckx (UH)
Supervisor: Griet Verbeeck (UH)
Company representatives: Peter op 't Veld (Huygen), Bart Voortman (Webo)
Students from Architecture:Britt Vossen, Bart Waeben, Wintha Vandenabbeele
Students from Business & Information Systems Engineering: Dries Jarijch, Michelle Watteel, Khanh Ha Dao
Students from Physics : Myrthe Catteau, Ella Vandalfsen, Giel Hendriks
Students from Biology: Jill Monnissen

■ Halmstad University

■ LC1 Staff Support

Coordinators: Dimitrios Gkouskos (HU), Susanne Lindberg (HU)
Ambassadors: Vaike Fors (HU)

LC 1 7+1 team

Servant Leader: Dimitrios Gkouskos
Researchers/Teachers: Susanne Lindberg, Vaike Fors
Company representatives: Tanya Alvarez (VCC)(from 1 January 2022), Samuel Palm (VCC)(until 1 January 2022), Robert Broström (VCC)
Students from Informatics - digital design innovation: Elin Johnsson Ahlén, Linnea Ivetorn, Robin Johansson, Johan Lorentz

LC2 Staff Support

Coordinators: Dimitrios Gkouskos (HU), Susanne Lindberg (HU)
Ambassadors: Vaike Fors (HU)

LC2 7+1 team

Servant Leader: Dimitrios Gkouskos
Researchers/Teachers: Susanne Lindberg, Vaike Fors
Company representatives: Tanya Alvarez (VCC)(from 1 January 2022), Samuel Palm (VCC)(until 1 January 2022), Robert Broström (VCC)
Students from Informatics - digital design innovation: Alfvar Arvidsson, Sara Johansson, Amelia Voksepp, Rebecka Göransson

-
- **University of Ljubljana**

- **LC1 Staff Support**

Facilitators: Veronika Zavratnik (UL & IRI UL)
Coordinators: Veronika Zavratnik (UL & IRI UL), Gregor Cerinšek (IRI UL)
Ambassadors: Sara Arko (IRI UL), Tilen Šoštaršič (IRI UL), Dan Podjed (UL, ZRC SAZU)
LC1 7+1 team
Servant Leader: Veronika Zavratnik
Supervisor: Veronika Zavatnik
Company representatives: Robert Podlipnik, Benjavim Smrdelj, Matej Flštrovic
Students from University of Ljubljana, Faculty of arts, Department of ethnology and cultural anthropology: Polona Zabret, Tina Krašovic, Anuša Babuder, Manca Gorenc

- **LC2 Staff SupportFacilitators: Ana Svetel (UL & IRI UL)**

Coordinators: Veronika Zavratnik (UL & IRI UL), Gregor Cerinšek (IRI UL)
Ambassadors: Sara Arko (IRI UL), Tilen Šoštaršič (IRI UL), Dan Podjed (UL, ZRC SAZU)
LC2 7+1 team
Servant Leader: Ana Svetel
Supervisor: Ana Svetel, Veronika Zavatnik
Company representatives: Robert Podlipnik, Katarina Rovan, Irina Keckaroska Savčič
Students from University of Ljubljana: Polona Zabret, Pia Krampl, Neža Jakšić, Katarina Brezovar

4. R&D Process

Flexibility was key in this process. Each HEI was confronted with different challenges to facilitate each 7+1-team. The pandemic unfortunately restricted live meetings throughout the first Learning Cycle in different measures. The use of key tools such as Zoom, Miro and Google Drive proved essential. The servant leadership role developed during the project, to suit each team's needs. Some servant leaders were focussed on organizing meetings, others more on connecting external partners. Another key difference between the teams was that some students were working on the project extracurricular and others were using the project to write their thesis. However, in both cases, time management and prioritization of the project compared to other (academic) activities was challenging, for both students, company representatives as academic staff. Thankfully, the regular meetings proved to create the necessary structure to promote progress. Facilitating these, in combination with homework assignments, provided essential moments for all different stakeholders to come together and discuss the progress.

An example of the VUA meeting schedule for LC1 can be found in appendix I.

5. Reflections on Process

○ Online vs Offline

Due to the different pandemic measures throughout the duration of the project, but also throughout the different countries involved, we got to see many different strategies for on- and offline working. Though this process provided us with many learnings, see next chapter, it was not always conducive to experiment with these different shapes and forms on the go. Not knowing when measures would change and allow for different quality of meetings created a lot of unrest for the organizers. For other participants the uncertainty seemed to create a more hesitant and distant attitude towards the project.

For LC2 we decided to set up a reliable structure for LC2 meetings. One that gives both organizers and participants a clear perspective on what will happen and in which shape and form. We planned the international meetings already in the summer, before the start of the academic year. And made it clear whether they will be online, offline or hybrid. This improved the participation rate and the experience of clarity for participants.

○ Different HEI's Different Timings

The collaboration on an international level, and in some cases on a national level, was hindered by different timings. The timings of summer holidays, academic calendars, thesis courses, were not aligned. This created a discrepancy in the process of each 7+1 team. When some teams were not yet formed, others already were debating their research methods. Thankfully, this was not unexpected. In the regular WP4 Taskforce meetings, each HEI representative was able to share their status and support and reflect on the others' position.

For LC2 also for most local meetings, the date was set before the start of next academic year. Knowing the different timings from last year, we adopted the international schedule to accommodate the different phases of each team. We organized an earlier moment where the four 7+1 teams can meet, on December 1st to allow for more collaboration from that moment on. Though this meeting was well attended, it was not always clear what the next step would be. Leaving students to decide their own needs proved yet again a fruitless exercise, potentially due to the hybrid setup that did not allow for easy communication.

○ Engagement

Just as with sustainability, the Active8-Planet project was an added responsibility to already pressing needs for everyone involved. The work-pressure for academic staff and students is already high. Still, those involved were eager to step up to engage with this EU project and put in the extra time. A key aspect of this engagement was a common goal. Feeling like a team to combat these urgent issues, made people make Active8-Planet a priority. Offline informal meetings were the most productive to promote this team feeling and engagement.

Since the topic of the challenge and the mutual responsibility of the team is key to keep everyone engaged. For LC2 we focussed on having more informal moments to get to know each other, besides making sure the project meeting dates are known from the start and made obligatory. In the case of the VUA, we also changed the challenge topic to suit students' interests more and allow for more constructive collaboration within the 7+1 team. Both VUA (LC2) and Hasselt (LC1&2) broadened the recruitment target, allowing students from different disciplines to join the project based on interest in the topic. Though this promotes inclusivity and led to diverse teams, it also led to logistical challenges, read more about this in the next chapter.

5. Learnings from LC1 & LC2

○ Integration in the institutes

The aim of Active8-Planet as a three year project, is to experiment with educational innovation to integrate the successful elements in the institute. However, the different HEI's have different options for potential integration, making the international setup of Active8-Planet sometimes a distraction. Thankfully, there was also a lot to learn from the different HEI's approaches.

Halmstad's approach was especially well integrated. Instead of Active8-Planet being an extracurricular activity, it was part of one course. This facilitated a smooth recruitment of students, directly from within the course, a clear timeline and commitment. For Hasselt and VUA this was more of a challenge. Recruiting students connected to different courses, though providing additional diversity in knowledge, often created logistical challenges. Finding suitable moments to meet and deciding on timelines as a team, was time consuming and resulted in lack of time spent on productive collaboration. For Ljubljana the extracurricular approach was more successful. Their students were more eager to commit time to the project, creating a positive feedback loop of productivity.

○ International collaboration - purpose driven

One of the other main aims of Active8-Planet is international collaboration. In the WP4 taskforce there was added value to exchanging our experience from the different HEI's perspectives, as also mentioned in the previous paragraph. During the monthly meetings of the Servant Leaders of each HEI, we could gain insight and learn from each other's differences by sharing our experiences and brainstorming on solutions together.

When it comes to international collaboration from the students perspective, this was lacking. The international collaboration arena did not connect to the students. Three main reasons contributed to this:

1. Difference in engagement between student groups - this was due to the before mentioned integration of the project within each HEI. Also the timeline of the projects was very different for each HEI, making it harder to align students across HEI's at a certain moment in time.
2. Intangibility of the collaboration arena - the online environment, consisting of different social media platforms, while facilitating flexibility, did not give enough foundation for students to connect.
3. Lack of purpose - connecting international sounds like a good idea, but in each case there was no concrete purpose to the collaboration. Was it to exchange ideas on eachothers challenge? Or to connect socially with students from different countries? By leaving it up to

the students to decide what they wanted to get out of this, no true purpose was given throughout the collaboration which created a vacuum for motivation to participate.

■ HEI's & Partners - building a relationship

One of the key elements of Active8-Planet is the connection of a HEI to an external partner. In both LC's we've experienced challenges and successes with this. One thing that was clear throughout all the experiences from each HEI is how crucial this relationship is to create a valuable experience for all participants, in particular for the students. The following three elements were found to be essential, though it bears to notice that they all interconnect.

- Time - To build a good relationship you need to spend time together, make time to collaborate and not lose track of time. Halmstad and Volvo repeatedly awed the other HEI's with their successful collaboration. Over the past 10+ years they have been refining their collaboration and it shows. For the other HEI's it installed an understanding of the value of long term partnerships. Preferring one partner to invest time in and aim for long term success, over many short term partnerships.
- Trust - Trusting your partner is key in any relationship, and here as well. Even though you could argue it's 'merely' a business partnership, trust is needed for the collaboration to be successful. VUA experienced issues on this front when time invested and costs distributed between partners became a topic for content. Transparency and vulnerable communication were key to get past these difficulties and open up the way to collaboration.
- Teaching - Innovating education is not a quick fix, neither is it a clear product to exchange with a partner. For the relationship to be successful, all involved need to be aware of the importance of teaching. Teaching the students as a professional or as an academic has value. For the students, for society and for the teacher. Making this implicit value explicit facilitates beneficial collaboration.

● APPENDIX I

○ Activity 1: Active8 LC Kick Off

Goal: Get to know all team members and project goals
Preparation: none
Program:

- Get to know activities
  - *Custom materials required*
- Presentation Active8-Planet project; planning both semesters, focus on first activity.
  - *Beamer and laptop required*

- Discuss expectations everyone present and the role division

Challenge exploration activities

○ Activity 2: Alignment Initial Exploration Results

Goal: Whole team understands challenge context
Preparation: Students: make presentation of their work in challenge exploration
Program:

- Presentation students
  - *Beamer and laptop required*
- Discussion with the whole group;
  - What other contexts can we still explore?
  - What direction for research questions could we define?
  - How does this fit in the Active8 Matrix?

○ Activity 3: Workshop Challenge definition

Outcome: Team research question
Goal: Together with team members define an initial research question
Preparation: none
Program:

- Presentation; 'what is a (good) research question'
  - *Beamer and laptop required*
- Interactive co-creation to shape research question for each student
  - *Custom materials required*

Research activities

○ Activity 4: Alignment Initial Research

Goal: Students are aware of each others research progres
Preparation: Anthropology students prepare presentation initial research for (mainly) COM students
Program:

- Presentation Anthropology students
  - *Beamer and laptop required*
- Discussion; next steps

○ Activity 5: Workshop Researching a HealthCare Organization

Outcome: research strategy
Goal: Hands on tips & tricks on researching this organization
Preparation: COM students prepare presentation on their plan and insights in how to research this company
Program:

- Presentation COM students
  - *Beamer and laptop required*
- Co-creation workshop;
  - *Custom material required*
  - Thought experiments
    - How to implement these tips?
    - How to solve current struggles?
    - What strategy will give the best results?

Analyses activities

○ Activity 6: Alignment Initial Results

Goal: Whole team is aware of current status
Preparation: Each student makes a presentation of 10 minutes each of their research
Program:

- All students presents their research
- After each presentation there is time (15 min) for questions/discussion. Questions can also come from the presenter to the team.

Concept development

○ Activity 7: Workshop Co-creating Concept Design

Outcome: concept outline
Goal: Use the student's research to come up with a sustainable concept design that's useful for the company
Preparation: For each research/student a relevant group will be formed (and potentially, if external, invited) to focus on that specific topic during this session
Program:

- Co-creation session with all groups.
- Facilitation; guidance through (predefined) phases of creation.

○ Activity 8: Active8-Planet Final Event

End of May - Organized by ICNM

- **APPENDIX II**