COURSE BROCHURE | ERASMUS+ TRAINING

Design Thinking for the Greater Good

Use human-centred design thinking to understand educational challenges, generate creative ideas, prototype practical solutions and plan meaningful social impact.

LOCATION	LANGUAGE	FORMAT	DURATION	COURSE FEE	OID
Porto	English	On-site	6 days	€480	E10201112

€480 per participant for 6 days in Porto, Portugal. Check current editions, fee and inclusions before booking.

Course description

Design thinking is a human-centred approach to understanding complex challenges and developing solutions with the people affected by them. In education, it can help teachers, school leaders and project teams move beyond assumptions, explore real needs and create practical responses that improve learning, participation and community life.

Participants will work through the design-thinking cycle: empathising with stakeholders, defining a meaningful challenge, generating and selecting ideas, building low-fidelity prototypes, gathering feedback and refining a solution. Attention will be given to inclusion, feasibility, available resources and the difference between a creative idea and a useful response.

Through a collaborative project, participants will develop a prototype and an implementation plan for an educational or social challenge from their own context, while exchanging perspectives with European peers.

Who the course is for

For educators

Teachers, VET professionals, school leaders, project coordinators and education professionals interested in creative problem-solving and educational or social innovation. The course is particularly relevant for participants who want to understand stakeholder needs, facilitate collaborative ideation and develop testable solutions for classrooms, schools or communities.

At a glance

Course level: Basic to Intermediate Professional Literacy

Prerequisites: No formal prerequisites. Participants should bring an educational or community challenge they would like to explore.

Working language: English. Please **contact the team** if you are unsure about the course level or working language.

CURRICULUM FOCUS

Human-Centred Design / Creative Problem-Solving & Prototyping / Educational & Social Innovation

View the course, current editions and fees

02 / LEARNING OBJECTIVES

Learning outcomes

The following learning outcomes describe the course's intended direction. The trainer adapts activities, examples and participant work to the group's goals, experience and learning needs.

01 **Human-Centred Design Process** - Explain and apply the main design-thinking stages to an educational or social challenge.

02 **Empathy & Stakeholder Inquiry** - Gather and interpret perspectives, experiences and needs through appropriate observation, questioning, listening or stakeholder-mapping activities.

03 **Problem Framing & Insight Synthesis** - Distinguish symptoms from underlying needs, synthesise findings and formulate a focused human-centred design challenge.

04 **Divergent Ideation & Creative Confidence** - Use collaborative ideation techniques to generate varied possibilities while suspending premature judgement and encouraging creative participation.

05 **Concept Selection & Value Proposition** - Compare ideas using relevant criteria and articulate how a selected concept responds to stakeholder needs and intended educational or social value.

06 **Prototyping, Testing & Iteration** - Develop a low-fidelity prototype, test assumptions through structured user or peer feedback, and refine the concept using evidence from the findings.

07 **Educational or Social Innovation Planning** - Develop a realistic implementation plan that considers responsibilities, resources, inclusion, risks and indicators of meaningful impact.

08 **European Peer Exchange & Institutional Transfer** - Compare innovation practices with European peers and identify design-thinking approaches that can be adapted to participants' own institutions or communities.

Transfer to practice and intended impact

The programme supports participants in connecting the course learning with their own professional context. Participants consider how relevant approaches, activities or tools could be adapted to their learners, priorities and institutional settings.

1. **Identify a relevant professional need:**
   Consider which learner need, classroom challenge or institutional priority the course learning could help address.
2. **Adapt the approach to your setting:**
   Select the activities, tools or approaches that can realistically be incorporated into your own professional context.
3. **Decide what progress would look like:**
   Consider how changes in practice, learner engagement, learning outcomes or another relevant result could be recognised.

03 / COURSE PROGRAMME | DAYS 1-3

Learning Activities & Training Schedule

SUNDAY / DAY 1

Flexible self-preparation followed by an in person European exchange session, **at 18h30.**

MONDAY - FRIDAY / DAYS 2-6

08:30 - 13h30

5h of training per day · 30h total

This is a typical timetable, subject to the provider's discretion.

DAY 1

Cross-Cultural Exchange, European Educational Context & Course Orientation

- Pre-Session work: Self Preparation to reflect and share your institution's context, cultural background & completion of the Cultural Quiz.
- Welcome, networking and cultural exchange between participants and Erasmus+ team.
- Icebreaking activities and sharing of European core values.
- Open space for participants to share ideas and discuss current challenges in the Education sector; collaborative opportunity to exchange future goals.
- Course briefing and planning.

DAY 2

Human-Centred Design & Challenge Discovery

- Explore design-thinking principles, empathy and experimentation in educational and social innovation.
- Select a meaningful challenge connected to a classroom, institution or community.
- Map stakeholders, existing knowledge and assumptions to plan an empathy inquiry.
- Create an initial challenge statement for investigation (course project).

DAY 3

Empathy Research & Problem Definition

- Practise interviews, observation and persona-based inquiry using realistic scenarios.
- Organise findings, distinguishing evidence from assumptions.
- Identify stakeholder needs, motivations, barriers and contextual constraints.
- Synthesise insights into a clear problem statement and focused "How might we…?" design question.

04 / COURSE PROGRAMME | DAYS 4-6

Learning Activities & Training Schedule

DAY 4

Ideation & Concept Selection

- Generate creative solutions using divergent-thinking and brainstorming techniques.
- Facilitate inclusive ideation, encouraging balanced participation and psychological safety.
- Combine and evaluate ideas using desirability, feasibility and potential impact criteria.
- Develop a value proposition and initial concept sketch for the selected solution.

DAY 5

Rapid Prototyping & User Feedback

- Develop a low-fidelity prototype, storyboard, service journey or educational activity model.
- Prepare focused questions to assess assumptions, usability and relevance.
- Gather structured user or peer feedback, identifying strengths, limitations and unintended effects.
- Refine the prototype using evidence and insights from the feedback.

DAY 6

Implementation, Impact & Transfer

- Develop an implementation roadmap covering responsibilities, resources, timing and support.
- Define practical indicators to monitor participation, usefulness and intended impact.
- Present the prototype and explain key design decisions using clear visual communication.
- Use peer feedback to refine feasibility and transfer.
- Complete course reflection, evaluation and Certification.

ADAPTABLE TRAINING

This programme is a planned framework. Specific activities, sequence, exercises and timings may be adapted by the trainer or provider to each group/edition.

COURSE RECORDS

Daily summary and attendance sheets record the schedule and a short account of each day's work, validated by the trainer and signed by the participants.

Edition-specific evidence: Learning Together maintains signed daily training and attendance records. This brochure describes the course framework; additional verification can be based on the records of the particular edition.

05 / LEARNING APPROACH & METHODOLOGY

Learning Together Methodology

Learning Together courses combine guided input supported by presentations and multimedia resources with practical experimentation, creative workshops, case-based learning and hands-on tools. Participants connect the learning to their own professional situations and progressively develop an applied outcome, which may take the form of a presentation, project, session plan, action idea, reflection or another relevant output.

Peer / trainer feedback supports refinement throughout the process, while European exchange encourages participants to compare practices, perspectives and approaches across different educational contexts.

Methods applied in this programme

Empathy Inquiry & Problem Framing

Participants use stakeholder mapping, listening, observation and activities to understand needs, challenge assumptions and formulate meaningful design questions.

Collaborative Ideation & Concept Development

Structured divergent and convergent techniques support inclusive idea generation, concept comparison and clear articulation of educational or social value.

Rapid Prototyping, Testing & Iteration

Participants create low-fidelity prototypes, gather focused feedback, identify limitations and improve their proposals before planning implementation.

Collaborative learning, peer exchange and reflection

Participants work with European colleagues, compare professional contexts, exchange approaches and reflect on how the learning can be transferred to their own institutions.

> ### Illustrative example: Designing a Creative Solution to Improve Student Participation
>
> Imagine a group of teachers exploring how to increase student participation in school activities. Using design thinking, they could examine students' needs, generate creative ideas and develop a practical initiative that encourages greater involvement. Through collaborative brainstorming, sketching and strategic analysis, the teachers could shape a proposal that responds to an identified challenge while considering available resources and potential benefits. This example illustrates a possible educational application of human-centred innovation.

An adaptable learning experience

Learning Together courses are delivered by trainers with relevant professional & pedagogical experience, **who are fluent English speakers**. The trainer may vary by edition, adapting the activities to the group's professional context and learning goals.

Meet our trainers and explore our approach

06 / PRACTICAL INFORMATION & SUPPORT

Everything you need for your training

A clear overview of your course resources, included services, documentation and next steps.

Your course materials and participant work

Participants receive access to course materials, including slides, presentations, worksheets and exercises made available for the sessions, through a dedicated online folder.

Depending on the activities, groups may also develop action plans or presentations. The output varies with the programme, trainer and group.

Materials to bring: None

Course package

Includes training sessions, digital materials, practical resources, administration and course-week support, welcome kit, coffee breaks and course documentation. Cultural activities and an orientation session **depend on the edition selected** (flights, accommodation & other personal arrangements are not covered).

Check fees and inclusions for your selected course.

Documents & certification

We issue Certificate of Attendance, invoice and support agreed Erasmus+ mobility documents, including Europass Mobility records. Certificate issuance follows the attendance conditions.

Send any additional school forms to our team in advance. Explore document guidance.

Provider & quality

Learning Together operates through registered organisations in every country where services are provided, each with its own Erasmus+ Organisation ID (OID). Our programmes combine clearly defined learning outcomes, participatory methodologies and practical activities, with participant evaluation & feedback at the end of the training.

FROM INTEREST TO A CONFIRMED BOOKING

01
Pre-enrol
Share your course & preferred dates. Pre-enrolment is non-binding; wait for written confirmation before making non-refundable travel bookings.

02
Confirm your place
Our team will confirm availability by email. Complete final enrolment and billing details to secure your place.

03
Plan your travel
Once your booking is confirmed, you can plan your travel. Before travelling, check materials required, timetable and activities in your selected edition.

YOUR NEXT STEP

Ready to plan your course?

Check the current dates, duration, fee and edition status on the course page, then start your pre-enrolment or contact us!

View course & editions ↗ | Pre-enrol ↗

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