LATIN AMERICA PRACTICES AND SOFT SKILLS FOR

LAPASSION

AN INNOVATION ORIENTED NETWORK

Erasmus+

This project is funded by the European Union.
LAPASSION DEVELOPMENT

LATIN AMERICA PRACTICES AND SOFT SKILLS FOR
LAPASSION

AN INNOVATION ORIENTED NETWORK

LAPASSION@Chile
April-June, 2018
39 Students

Portugal:
- Politechnic of Porto

Spain:
- University of Vigo
- University of Salamanca

Finland:
- Tampere University of Applied Sciences

Brazil:
- Institute Riograndense
- Institute of Triangulo Mineiro
- Institute of Goiás
- Institute of Amazonas

Chile:
- Instituto Profesional Duoc UC
- Pontificia Universidad Católica

Uruguay:
- University of the Republic of Uruguay
- Technological University of Uruguay
THE CHALLENGES

A main challenge that were meaningful across cultures

“improving living conditions for aging populations”

LAPASSION Counterparts Challenges

Team 1: SMART CITIES MTT
To improve older travelers’ experience in public transportation.

Team 2: FUNDACIÓN OPORTUNIDAD MAYOR
To maximize social interaction for the elderly, reducing the risk of social isolation or loneliness.

Team 3: FUNDACIÓN OPORTUNIDAD MAYOR
Using technology to optimize longevity.

Team 4: CIGIDEN
Urban resilience and aging population: How to incorporate the elders in the design and execution of prevention programs for the effects of disasters.

Team 5: PARQUEMET
To understand and propose a system or solution that increases the use of this network by the elderly.

Team 6: CIGIDEN
Propose interactions and digital services to increase the intelligence of the city thanks to the elderly.
WAYS OF WORKING AT LAPASSION@CHILE 2018

➤ Our main pedagogical purpose was:

➤ To introduce students in interdisciplinary and multicultural work teams, to explore complexity with challenges proposed by organizations

➤ Rapidly jump into action on a new project and topic, grab the information and build on top of others’ ideas

➤ To learn how to present, share and argument applied research, ideas and choices

➤ Methodology

➤ Our framework is the Design Process, centered in the people and understanding that the innovations should be an answer to improve peoples’ quality of life.

*CENTRED DESIGN USER METHODOLOGY
PROCESS OF CONVERGENCE AND DIVERGENCE

- Discover: insight into the problem
- Define: the area to focus upon
- Develop: potential solutions
- Deliver: solutions that work

Diagram showing the process with stages:
- Problem
- Design Brief
- Solution

Supporting images:
- Brainstorming
- Reverse Engineering
- Benchmarking
- Sketching
PROCESS OF CONVERGENCE AND DIVERGENCE

Generación de algo nuevo que crea valor. Producto o servicio
THE TEAMS

The 39 students were grouped in 6 teams that combined students from different disciplines, institutions, countries and levels of study. We paired each team with a challenge. The 6 teams involved:

➤ Students from: Art, Civil Engineering, Biomedical Informatics, Automotive Mechanics, Physiotherapy, Business, Graphic Design, Mathematics, Agronomy, Chemistry, Medical instrumentation, etc.

➤ Students pursuing studies at the Bachelor and Master level. Only 1 PhD student and several students from a technical oriented institution.

➤ 13 students from Brazil, 2 students from Portugal, 2 students from Finland, 2 students from Spain, 4 students from Uruguay, 15 students from Chile (9 from DuocUC and 6 from PUC) and 1 exchange student from the University of Texas at Austin.
IN RESIDENCE STUDIO SPACE

DOMO Engineering patio at PUC

This space hosted the teams and provided desk space and whiteboards for the students to interact.

Group critiques and desk-critiques from teaching team, eliminating any hierarchical structure given by a normal classroom.

The spaces allowed the students to cross-pollinate their practice since a lot of peer-to-peer teaching happened at the dome.

Duoc Design Factory at DuocUC.

These flexible spaces were used to hold specific reinforcement classes on Tuesday and Thursdays, creative breakfasts and meeting with counterparts.

➤ To Define a culture of belonging to LAPASSION through:
   Spaces
   Team Building activities as breakfast
### Schedule of the 10 Weeks

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
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**Semana 1**
- **Introducción-metodología, contenidos, presentación de desafíos**
- **Plan de trabajo-Carrera experta desafíos-trabajo de campo-entramado información**
- **Mapa de Proyecto- Oportunidades de diseño**
- **Presentación**

**Semana 2**
- **Workshop**
- **Taller de diseño**

**Semana 3**
- **Taller de diseño**
- **Taller de diseño**

**Semana 4**
- **Taller de diseño**
- **Taller de diseño**

**Semana 5**
- **Taller de diseño**
- **Taller de diseño**

**Semana 6**
- **Primer día**
- **Primer día**
- **Primer día**
- **Primer día**

**Semana 7**
- **Avances de trabajo**
- **Avances de trabajo**
- **Avances de trabajo**
- **Avances de trabajo**

**Semana 8**
- **Avances de trabajo**
- **Avances de trabajo**
- **Avances de trabajo**
- **Avances de trabajo**

**Semana 9**
- **Avances de trabajo**
- **Avances de trabajo**
- **Avances de trabajo**
- **Avances de trabajo**

**Semana 10**
- **Avances de trabajo**
- **Avances de trabajo**
- **Avances de trabajo**
- **Avances de trabajo**

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On Mondays and Wednesdays, the students attended the DesignLab course (IDI2004) and its lectures at PUC.

On Tuesdays and Thursdays, the teams would head to the Design Factory Space or to the dome to receive extra lectures or feedback from the instructors.
PROCESS OF CONVERGENCE AND DIVERGENCE

1 OPORTUNIDAD  1 CONCEPTO  1 MOCKUP

1 PROTOTIPO PRELIMINAR  PRUEBA DE CONCEPTO

3 OPORTUNIDADES  3 CONCEPTOS  3 MOCKUP
# Project Milestones

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<tr>
<th>Week 1</th>
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<tbody>
<tr>
<td>Welcome and Introduction workshop</td>
<td>Research + Fieldwork (interviews observation)</td>
<td>Research + Fieldwork (interviews observation)</td>
<td>Focused Field Research (interviews observation)</td>
<td>Focused Field Research (interviews observation)</td>
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- **1 Opportunity**
- **3 Opportunities**
- **1 Opportunity**
- **1 Opportunity**

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<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
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<tr>
<td>Grand Deliverable Midterm Presentation to counterparts</td>
<td>Ideation + development Initial Testing</td>
<td>Ideation Workshop + development</td>
<td>INTERNAL Grand Deliverable final</td>
<td>Grand Deliverable Final Demo Day</td>
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- **1 Opportunity**
- **1 Initial Solution**
- **Solution Mockup**
- **Solution Mockup**
- **Final Proposal**
- **Final Proposal**

**Deliverables and Grand Deliverables.** The deliverables involved a constrained dissemination of the project in a particular stage of the process. The grand deliverables are two deliverables that consider a mid-term presentation to the counterpart and the final presentation to the extended LAPASSION community and authorities from Duoc and PUC.
To maximize social interaction for the elderly, reducing the risk of experiencing social isolation or loneliness.

**Create an online service that offers activities to elders, aiming to create in them a habit of social engagement before retirement, so as not to lose their work connections and make new ones.**

**SOLUTION 1:** Develop a multiscreen application that organizes elderly-relevant crowdsourced data while giving elderly an active role in promoting better services and business.

Enhance networks, communication, and participation in urban communities by elderly people in the context of smart city and digital-oriented technology.

Fundación Oportunidad Mayor.

Team N2

**SOLUTION 1:** Together Hour: Make a propitious environment to interact elders with other people, make them want to move outside their house and go to the park.

Source: our own, made with https://www.powtoon.com/

"Elders that are de-wired miss out in this new wired society"

"Take advantage of experience of the elderly to re-wire them in the contemporary society, by using a collective and participatory practices of technology teaching."

**SOLUTION 2:**

To improve elder traveler’s experience in public transportation for 2040.

Counterpart: Humberto Godoy, Smart Cities Division, Ministry of Transport.

Team 1
Field Work Research
The Results

We expect that the students in these groups are transformed after this experience. We also expect them to share a process to attain open-ended issues, know how to negotiate in a team, and know how to collaborate and to manage conflict. We expect that they have a notion of first hand data gathering in the eld to deal with imperfect human information.

Finally, we believe that they will be prepared to propose and communicate solutions that make sense to a particular context.