

FIELD SCHOOL

Eötvös Loránd University (ELTE - Budapest)



Eötvös Loránd
University

Semester 2 - Creating Impact

Cluster A

Smart Logistics

25 - 29 May 2020

(week 16)

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1. Introduction

In semester 2, students go to field school and undergo a multidisciplinary and intercultural experience. This year, cluster A-students travel to **Eötvös Loránd University** (Hungary) and design and perform research on *smart logistics* in order to create tangible strategies for future scenarios.

2. Field school

A field school is a short-term academic programme consisting of mentored field research - usually taking place abroad - designed to provide practical training for students on subjects in which they previously learned only theoretical information in classrooms.

Why is it important for your future career and professional development?

1. Field school is a resume builder.
2. Field school is a great chance to network.
3. Field school broadens your perspectives.
4. Field school can help you narrow down your interests.
5. Field school is a starting point on which to build your expertise.
6. Field school gives you experience outside the classroom.
7. Field school helps you decide how much you **really** like business administration.
8. Field school gives you a chance to travel and develop cultural awareness.

3. You

You are open-minded about other cultures and you have an international scope. You are independent, but a team player at the same time. And you are adventurous and self-motivated. You take an interest in international businesses and/or institutions, how they are organized and how they can improve.

You appreciate the invitation of ELTE and realize you represent **Avans University** at all times. Therefore, both a professional attitude and neatly personal appearance are required.

4. Smart logistics

The rapid growth of suburban towns and other settlements around Budapest mostly started in the seventies and gained new momentum after the fall of communism. The disproportionally overcentralized position of Budapest, which was the result of Hungary's population falling to nearly one-third, from over twenty million to less than eight million after World War I, was followed by an unhealthy overpopulation of the suburban region around the capital in Pest County. To achieve basic positive changes in restructuring the city takes a considerable time for any administration. In order to improve air quality and decrease noise to make life more liveable, a considerable reduction in car traffic seems unavoidable.

5. Assignment

Students conduct an assignment that resonates with these local challenges. They design and perform research on *smart logistics* in order to answer the following question:

"What does future transportation in Budapest look like?"

By creating sustainable solutions, students improve peoples' lives and make a positive (economic, environmental and social) impact.

6. Design Thinking + Human-Centered Design

In order to create tangible strategies for future scenarios, students apply a combination of Design Thinking and Human-Centered Design (<https://www.designkit.org/>).

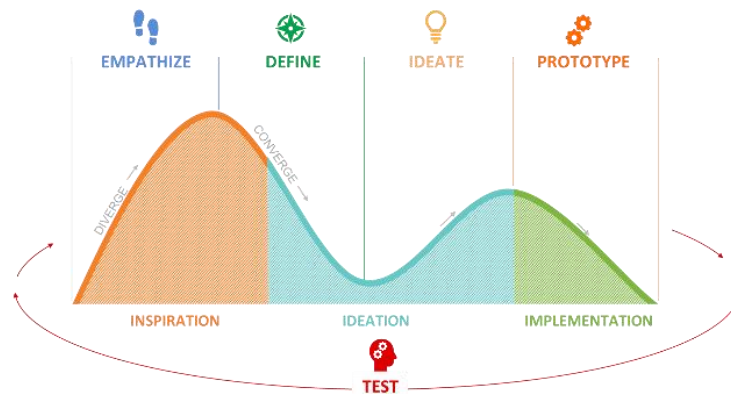


Figure 1. Design Thinking + Human-Centered Design

Design Thinking (process) was originally popularized for creating commercial products, and it is typically used to create market-based products and/or services. Human-Centered Design (mindset) takes this a step further and provides a mindset and tools to ensure these products and/or services actually improve the lives of the end-users or beneficiaries.

Combined, they offer a *process* and *mindset* that creates self-sustaining solutions to some of the world's greatest challenges.

7. Learning goal + outcome

Students show the capacity to design and perform research on the different aspects of *smart logistics*, by cooperating in a multidisciplinary and international team, in order to create tangible strategies for future scenarios with the ability to clearly present conclusions and the knowledge and arguments behind them.

By embracing Design Thinking and Human-Centered Design in their approach to problem-solving, students step outside the box and contribute to a sustainable solution, captured in a triple layered business model (economic, environmental and social).

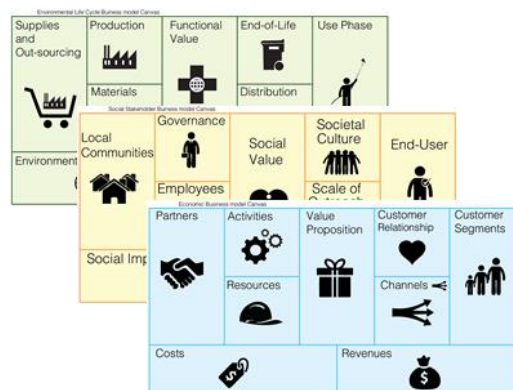


Figure 2. Triple Layered Business Model

8. Programme

To execute the group assignment, students run the different phases of Design Thinking and Human-Centered Design simultaneously. In order to capture their interim findings, thoughts, opinions and experiences students record two video blogs on both Tuesday and Wednesday afternoon (the first video blog ends with a redefinition of the question). These video blogs must be published on Microsoft Teams before 4.00 p.m.

Students pitch their final result (triple layered business model) on Thursday morning by using appropriate visualizations.

In order to perform in-depth research, and pitch the final result, each group takes at least one laptop to field school.

	Tuesday	Wednesday	Thursday
09.30 a.m. - 10.00 a.m.	Kick off	Stand-up meeting	Pitch
10.00 a.m. - 4.00 p.m.	Empathize Define	Ideate Prototype (Test)	
4.00 p.m.	Video blog	Video blog	

Table 1. Programme

Students are free to form a group of four students. Names and student numbers of each individual group member must be shared with the cluster coordinator in advance.

In order to make this field school a full multidisciplinary and intercultural experience, each group will be complemented by one international student.

9. Examination for AVANS

The group assignment is part of the extended portfolio (Beroepsvraagstuk 1) of semester 2. In order to earn 2 EC for this field school, students complement the assignment with a group evaluation by answering at least the following questions:

- To what extend did the result create impact?
- What is the actual value of your solutions?
- To what extend were local parties involved during the research?
- Is the problem owner willing and able to follow up? Why?
- How did you experience the cultural differences? Please use the dimensions of Hofstede.
- What was the added value of Human-Centered Design?

Grading: completed/not completed.

10. Examination for Eötvös Loránd University (ELTE)

Attendance: compulsory (no grade/signature if no attendance)

Grading: numerical five-step scale, based on post-workshop assignment (1-5).