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# Idea-Mining

Creative Workshops as an efficient outreach

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## Main Intention

- merge scientific and civil society
  - heterogeneous group
- combination of theory and practice
  - reciprocal enrichment
- knowledge transfer and social development
  - exchange of knowledge, group dynamics
- long-lasting learning effects
  - active development of contents

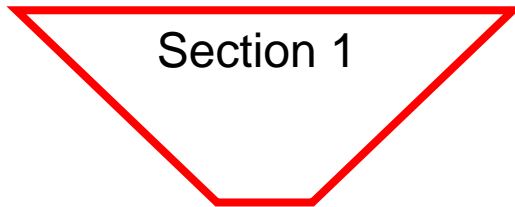
## Framework Requirements

- people from academic and civil society
  - pooling of different backgrounds and opinions
- realistic questions
  - the reason for the process remains unknown
- appropriate creative techniques
  - fostering the solution finding processes
- well-experienced moderators
  - accompany the whole process
  - leading the participants through every step

## The Idea-Mining process itself

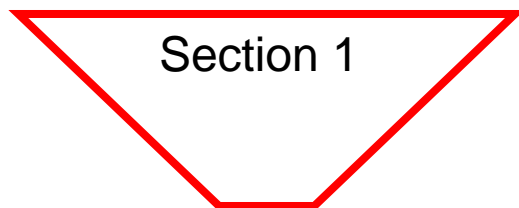
- consecutive steps
  - creative techniques initiate lateral thinking
  - exchange of individual opinions
  - sensual cues foster thinking out of the box
- top-down workflow
  - free associations independent of the topic
  - continuously consolidating intermediate results
  - elaboration of promising approaches

## The Idea-Mining process steps

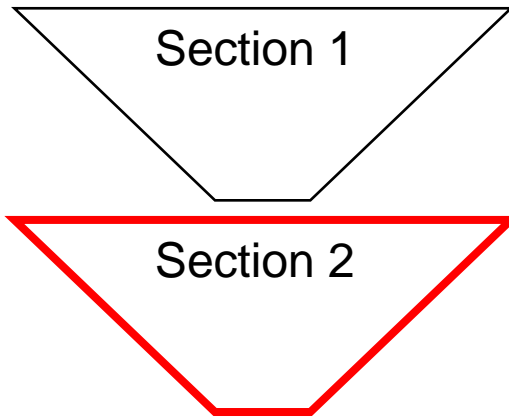


- free associations based on sensual cues
- creative techniques foster the group interaction
- collaboration of all participants

## The Idea-Mining process steps

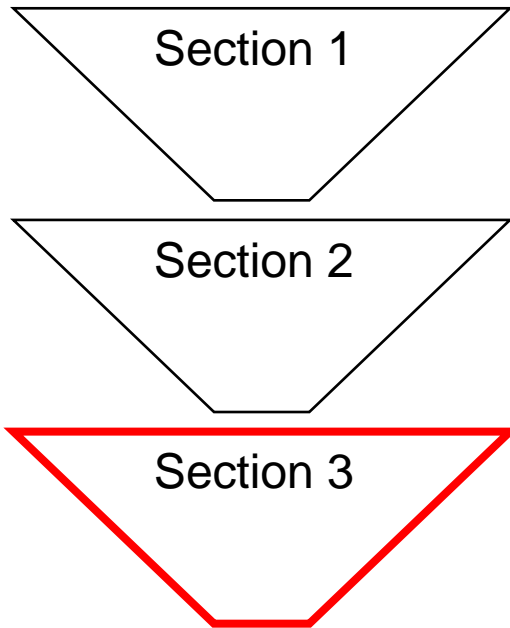


## The Idea-Mining process steps



- revelation of the question
- guided association to realistic cues
- collaboration of all participants

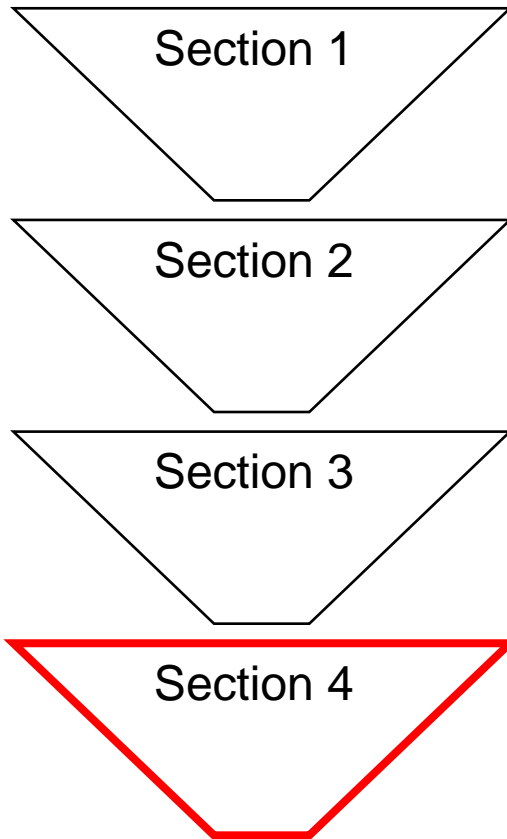
## The Idea-Mining process steps



- selection of the best elaborated ideas
- development of ideas to solve problem
- working in subgroups
- participants work on every team result

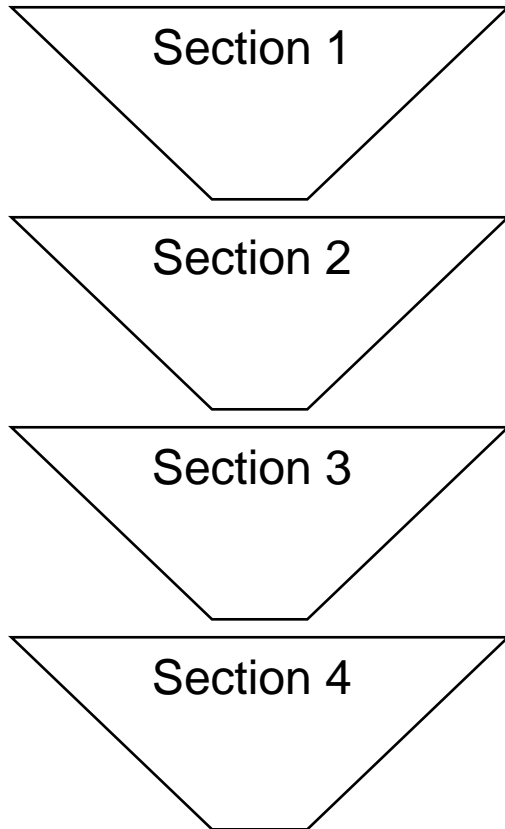


## The Idea-Mining process steps



- selection of best approaches
- elaboration of action plans
- presentation to the audience and discussion

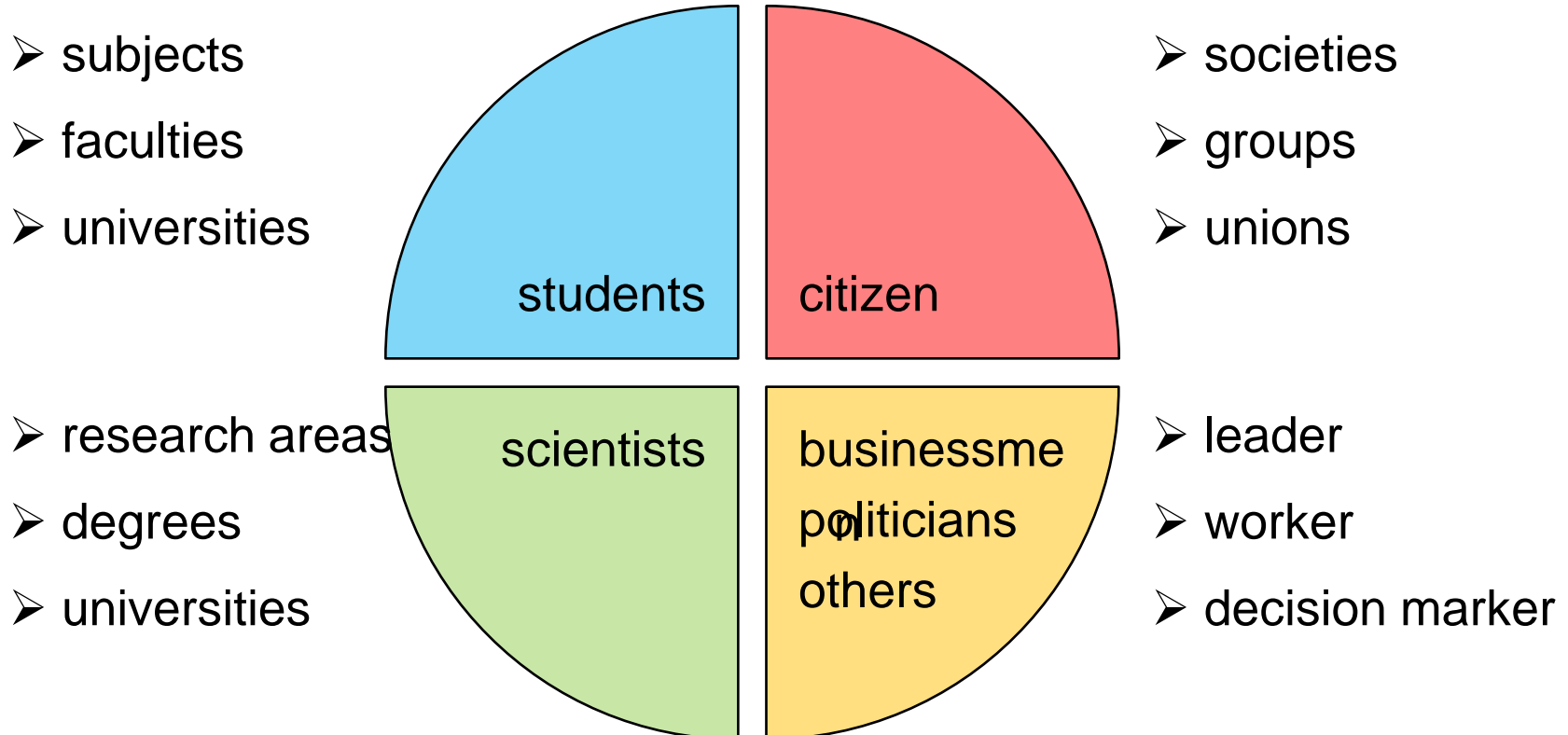
## The Idea-Mining process steps



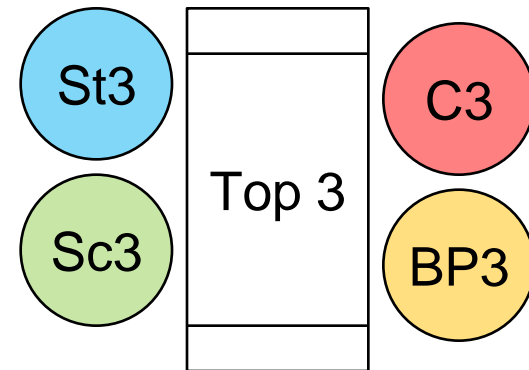
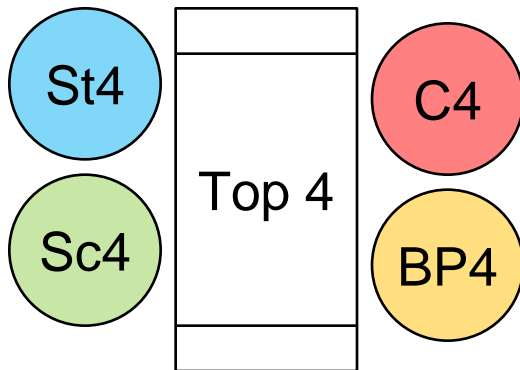
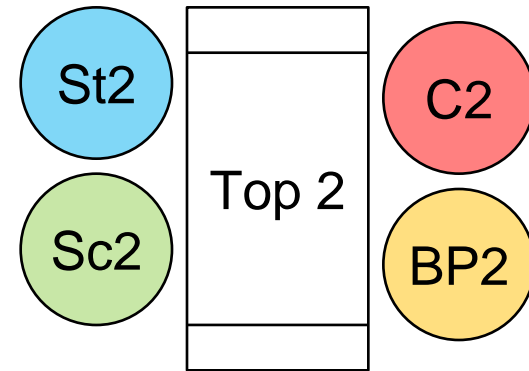
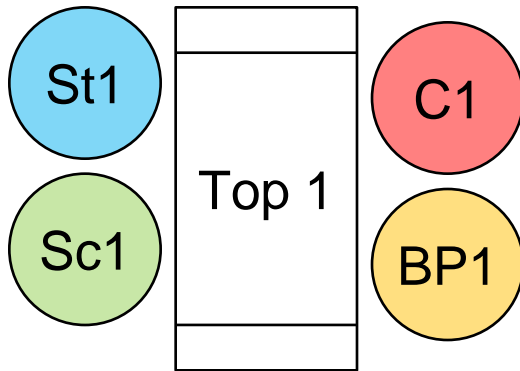
Solutions

➤ finalization of the action plans in subgroups

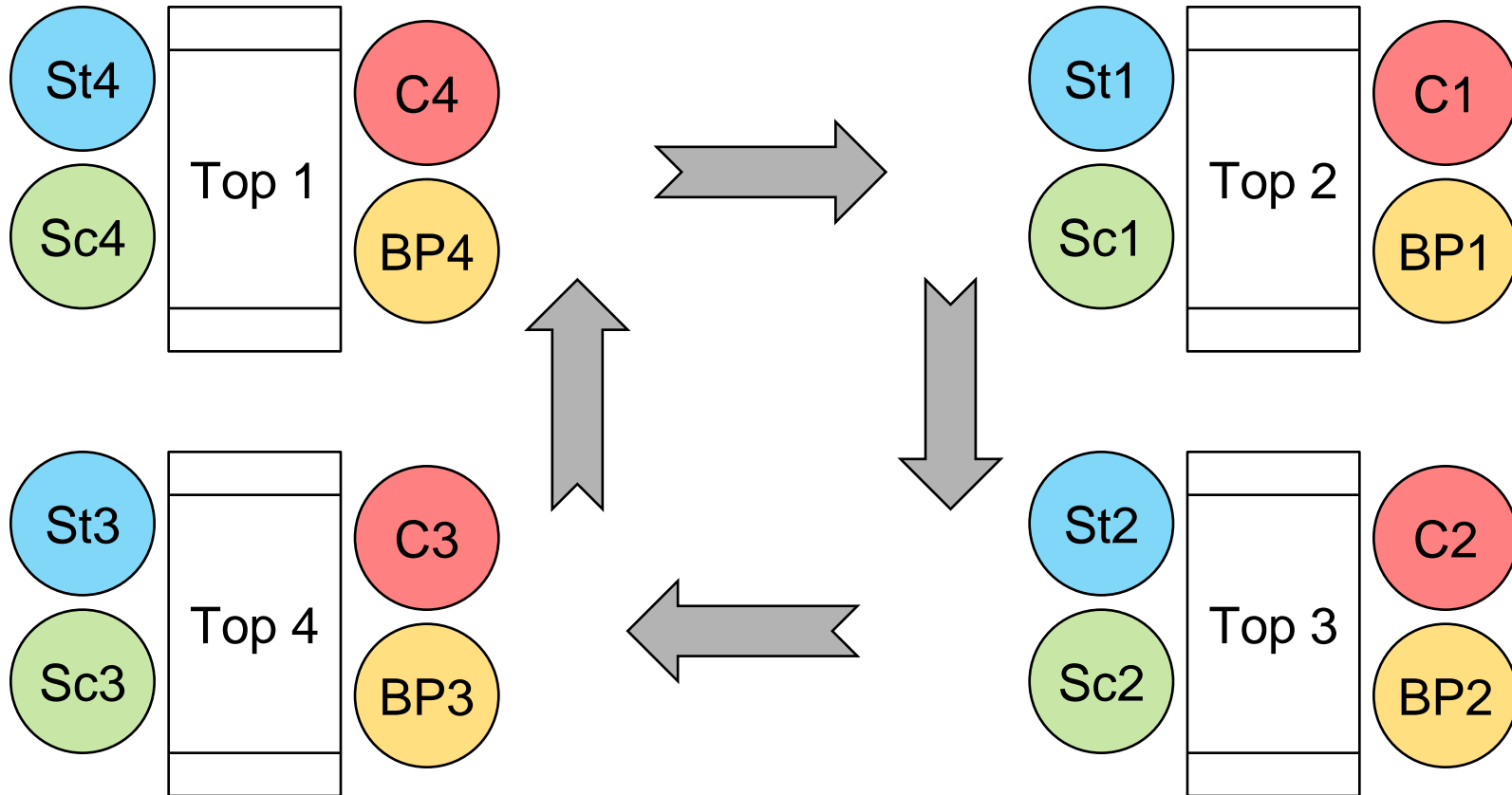
The participants are merged from different origins



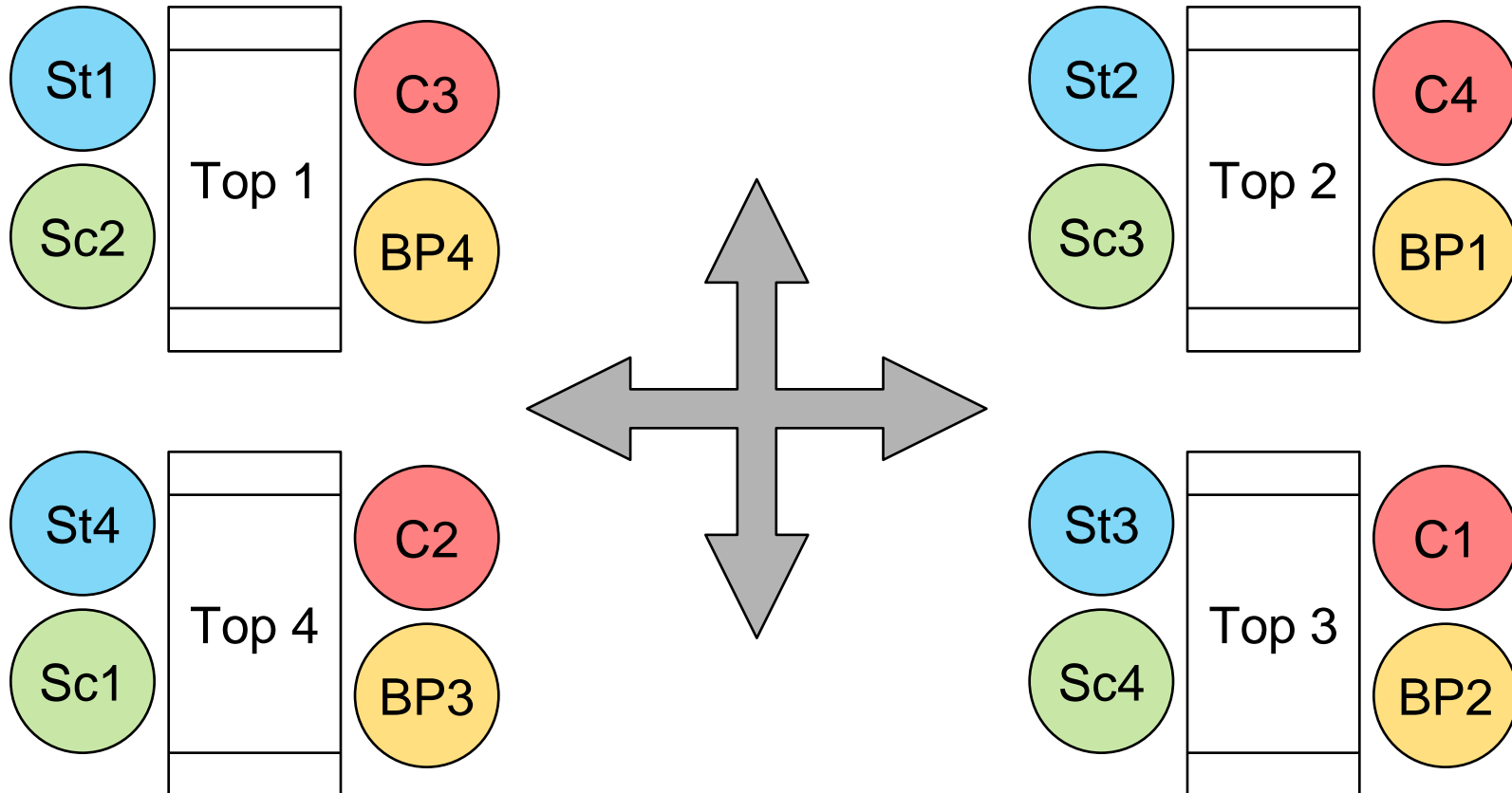
The participants complete the different steps in subgroups



After each step the participants rotate and move to the next step

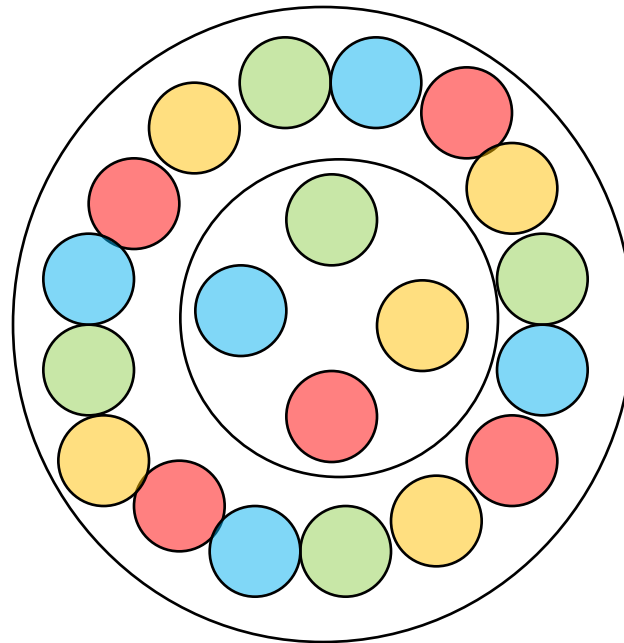


The participants get mixed up between all steps



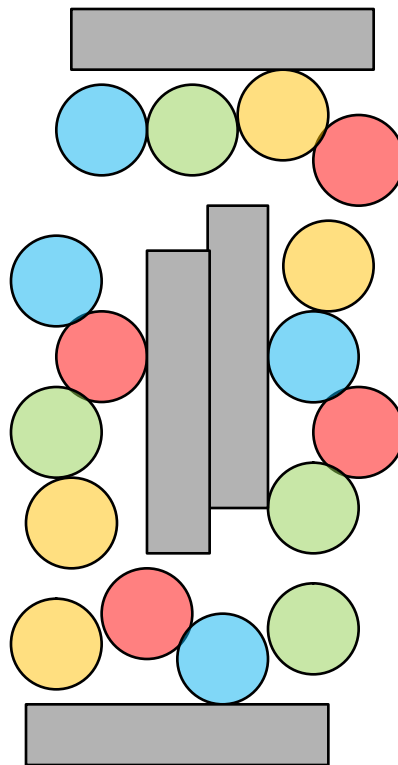
Typical creative methods to foster learning efficiency

## Fish Bowl



Typical creative methods to foster learning efficiency

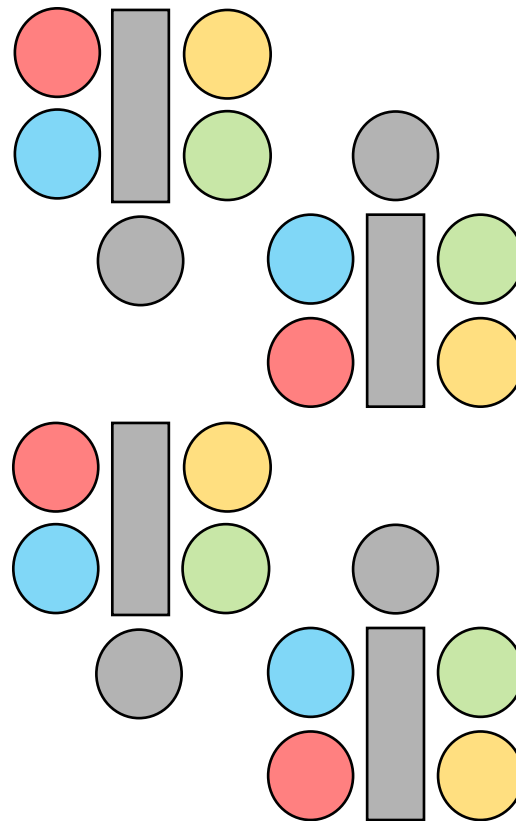
## Open Space





Typical creative methods to foster learning efficiency

## World Cafe



## The moderators of the Idea-Mining process

- specially trained in different subjects
  - communication strategies and methods
  - presentation skills
  - group leading techniques
  - creative methods
  - conflict management and mediation
- training process combines theoretical and practical elements
  - small functional lesson parts
  - practice deepens learning effect
  - feedback and repetition anchors contents

## The participants of the Idea-Mining process

- confronted with unfamiliar situations under continuous guidance
  - application of knowledge
  - solution-developing with the help of creative methods
  - progress motivates
  - interaction with strangers
  - experience of thinking out of the box
- working process enhances knowledge and social skills
  - expansion of own knowledge
  - fosters open-mindedness
  - new perspectives on problem-approach strategies

## The over-all impact on students' learning

- activity-oriented contents deepen instructional knowledge
  - learning target for moderators
  - procedural methods
  - group leading skills
- knowledge-oriented contents deepen didactic knowledge
  - learning target for participants
  - problem-solving strategies
  - knowledge transfer methods

## Benefits for students

- application of theoretical knowledge to realistic problems
  - speeds up learning processes
  - deepens understanding of subjects
  - results in long-lasting learning effects
  - establishes/ promotes a common language
- insight into civil society's' everyday situation
  - improves understanding of typical problems
  - knowledge of needs and motives
  - allows better planning of research projects
  - reduces existing clichés

## Benefits for civil society

### ➤ opening of university

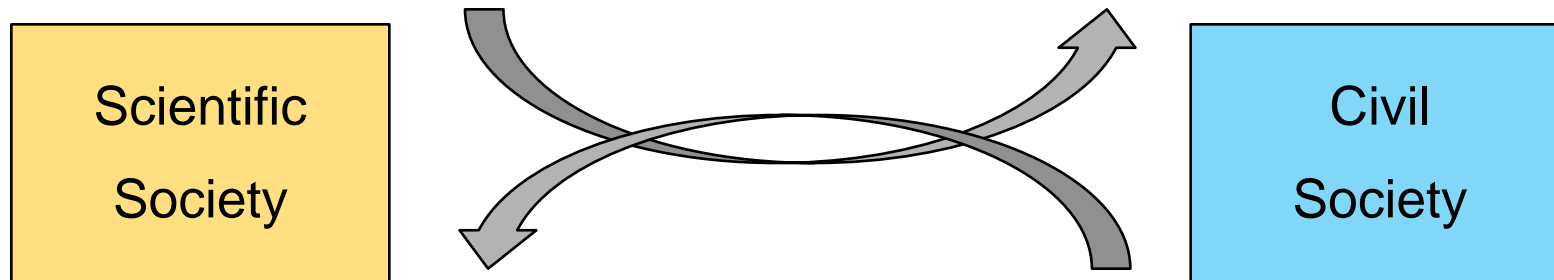
- to get in touch with the seemingly closed community “ivory tower”
- persistent problems solved by experts
- rises awareness of university and scientific life
- reduces existing clichés

### ➤ enhancement of scientific awareness

- acquirement of new problem-solving strategies
- enhancement of established knowledge
- tangible knowledge-transfer
- awakes the curiosity to science and academic processes

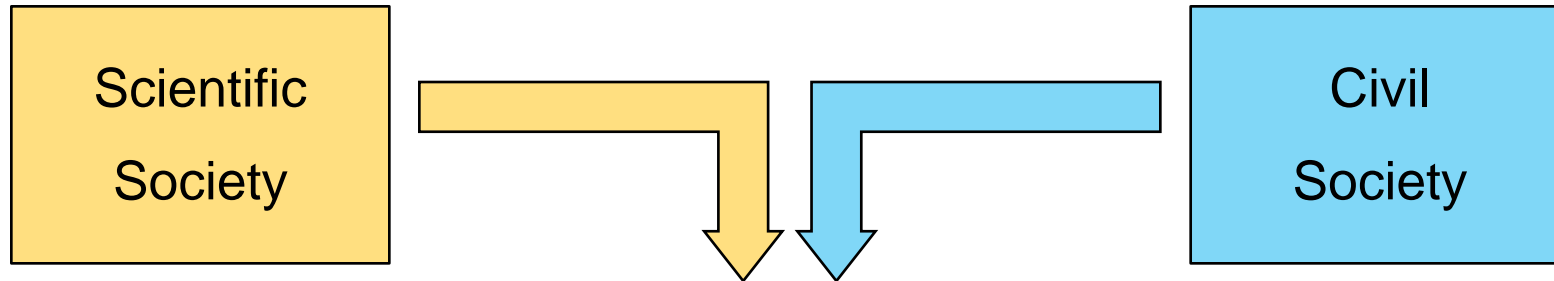
## Exchange process in one word

- research knowledge
- problem-solving methods
- lateral thinking
- insight into science
- knowledge transfer
- overcoming clichés



- application of theories
- recognition of needs
- overcoming clichés
- experience
- realistic problems
- everyday knowledge

## Future perspectives of interaction processes



- research projects
- internships
- job perspectives

- reduce clichés
- collaborations
- new insights

- development
- new interests
- job orientation



## Implementation of Idea-Mining into the curriculum

- accredited as part of General Studies
  - interdisciplinary part of studies
  - lessons outside the actual area of study
  - equipped with 2 credit points for bachelor/master courses
- combination of faculty-independent competencies
  - new perspectives on the own subject area
  - try and error application of already learned contents
  - helps to overcome a professional tunnel vision
  - new ways of further development

## Some evaluation data

- focus on the workshop structure
- N = 548, Likert-scale (1 – totally agree to 7 – totally disagree)

Item	Mean
The workshop contents had a tangible structure.	1.80
The workshop contents were related to practice.	2.26
The workshop was organized in a perfect manner.	1.53
The workshop was diversified.	2.20
The workshop needs to be improved.	6.05

## Some evaluation data

- focus on the workshop efficiency
- N = 548, Likert-scale (1 – totally agree to 7 – totally disagree)

Item	Mean
I learned valuable contents during the workshop.	2.48
I would recommend the workshop to others.	1.93
The contents were of interest to me.	2.07
The workshop had a high impact.	2.42
The contents were important for my everyday life/work	2.94
The workshop fostered creativity.	2.38
Overall I am satisfied with the workshop.	1.88
I didn't understand some contents from start to finish.	6.10

## Some evaluation data

- focus on the workshop participants
- N = 548, Likert-scale (1 – totally agree to 7 – totally disagree)

Item	Mean
The atmosphere was comfortable.	1.48
I could easily follow the contributions of other participants.	2.05
The composition of the workshop group was appropriate.	2.34
I would take part in this workshop again.	2.01
It was easy to join the workshop processes.	1.97
There was a annoying hierarchy between the participants.	6.33

## Some evaluation data

- focus on the workshop moderators
- N = 548, Likert-scale (1 – totally agree to 7 – totally disagree)

Item	Mean
The moderators were friendly.	1.22
The moderators motivated the participants continuously.	1.59
The moderators were competent.	1.47



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strategy

# Tanks for your attention!

