

Intensive Programme – workshops for students
Developed within the Strategic Partnership project

Number of the project	2016-1-PL01-KA203-026652
Title/name of the project	Innovative Education towards Sustainable Food Systems
Title of the workshop	Creative Problem Solving
Lecturer (University)	Prof. Dr. Carola Strassner, FH Münster University of Applied Sciences
The aim of the workshop	Aim: To look at approaches to problems; to look at studies of Creative Problem Solving (CPS) and what has been learnt about behaviours from them; to try CPS methods within a CPS process in small groups
Description (schedule)	Introduction (CS) Problem Statement (all) Positive and Negative Behaviour (CS) Group finding (all) Group process: Steps1-10 (all) Bringing it all together (CS)
Time needed to carry out the workshop	4h
Materials & tools necessary to carry out the workshop	Room with tables and chairs arranged in 5 groups of about 6 students; Each group needs a flip chart (paper) and pens; handout with instructions and task cards handout on ground rules and positive/negative behaviours
Target group (background, study level)	Bachelor and Master students All students – background level not important prerequisite
Prerequisites	the e-learning lecture on Creative Problem Solving
Suggested size of students' working groups	6 students per group
Effects / learning outcomes (knowledge, skills and social competences)	The students related the CPS approach to the problems of sustainable development. The students learnt to formulate a problem as a clear statement. The students learnt to identify positive and negative behaviours in CPS methods and processes and to practice positive behaviours.

	The students practiced roles within a CPS process (e.g. task owner, scribe, finisher, time keeper) and practiced CPS methods for idea generation and idea development.
If applicable, background literature	Literature about the SynNovation Approach and about Synectics (see also the e-learning reference list)
Additional comments	This workshop gave students an opportunity to engage with people and ideas only as all materials (informational & electronic media) were specifically excluded. It further gave them an opportunity to approach a problem statement creatively instead of analytically. Particularly the positive/negative behaviours resonated strongly with some students that applied and transferred these to other spheres of activity.