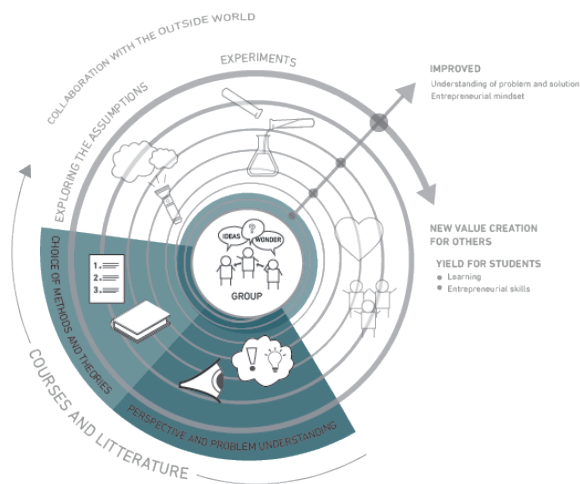


TOOL | FUTURE WORKSHOP

How is the tool linked to Entrepreneurship PBL?

The tool guides participants through the key dimensions of an innovation process, from problem identification to realisation through rules and structures for a democratically supported and collaborative innovation process.



What is the tool?

The Future Workshop is a kind of meeting or workshop where students can explore and exchange experiences and come up with concrete ideas for solving key challenges.

The Future Workshop is a very action-oriented approach to problems and solutions. The Future Workshop consists of three thematic phases: a critique phase, a utopia phase and a reality/realisation phase.

What can be achieved by using the 'Future Workshop'?

The tool can help to identify problems and find new and unexpected solutions through cooperation with various stakeholders, and can thus contribute to both Ideation and co-creation with users, as it is intended to promote a joint innovation process, where 'experts' and 'novices' meet with the same rights.

The Future Workshop can help to realise shared dreams based on personal visions and utopias. The tool can help create an entrepreneurial mindset with a focus on creating new solutions to key and relevant issues that actors contribute actively to solving.

How is it used?

The Future Workshop can be used for fairly large teams of up to approx. 50-60 people. The moderator (teacher) is a central figure, and must ensure that the various phases of the method are complied with closely, and that the different rules for each phase are observed, so analysis and prioritisation of participants' statements can be carried out in a democratic way.

Time required:

Usually a whole day, but can also be boiled down to 3 hours

Room requirements:

It must be possible to hang large posters on the walls and students must be able to walk around and write and make notes on the wall-mounted posters.

Theme:

First, a theme for the Future Workshop is chosen, and this should be a theme that is relevant to the participants (e.g. the students, if only students are participating). For example, this could be the study environment, environmental policy, the local area etc.

Phases:

The Future Workshop consists of three phases, and is run in this order: **critique phase, utopia phase, reality/realisation phase:**

1. Critique phase:

- What constrains my options — e.g. to get a good study environment? (It is crucial that work is done on problems that are perceived as important by participants, and that means that the students do really need be critical before they become constructive).

2. Utopia phase:

- If anything was possible, what would a good study environment look like?

3. Realisation phase:

- How do we create a good study environment — who does what? The model is intended to be practical and problem-solving.

The critique phase focuses on what we are unhappy with, what we want to define as the problem(s) and what we want to criticise. In this phase, you are not allowed to take issue with other people's statements. Based on a brainstorming, individual keywords are then found. The points are written up on whiteboards, and the critique is formulated by the proposers and discussed. Afterwards, the participants award points. On this basis, specific critique-theme cycles are assembled and created which capture the critique on which there is agreement, as the voting indicates which themes they want to try to solve and work on further.

In the **utopia phase**, again on posters, all the suggestions for changes that participants can come up with in relation to the prioritised critique themes from the previous phase are noted, again un-censored.

It is not a requirement that proposals must be realistic — imagination is the most important thing.

The utopia phase turns the critique on its head. All criticisms, big or small, have come out, and the focus is now on: 'What if?' - e.g. what if we had enough time, no assessment criteria etc.

So no one is allowed to raise objections; only clarifying questions are allowed. In the fantasy phase, keywords are thus reformulated into positive statements. Again, the subsequent selection must be based on points collected in fantasy-theme cycles.

In the reality or realisation phase

Posters with fantasy results are hung up. New ideas are added, and the process focuses on idea selection: What ideas are particularly interesting? This is followed by critical discussion of the selected proposals for solutions, and then one or more ideas are selected, and the focus is on what practical steps can be taken towards realisation. A written record of statements, list of participants and names of persons responsible for following up is created. It is possible to make this a permanent workshop, where you can refine and discuss what can be added to the proposals (e.g. use elements from the fantasy phase), formulate project concepts etc.

Now the reality check begins: What is possible (expertise, rules, etc.), and project objectives are defined — stages before realisation of the project.

Sources

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