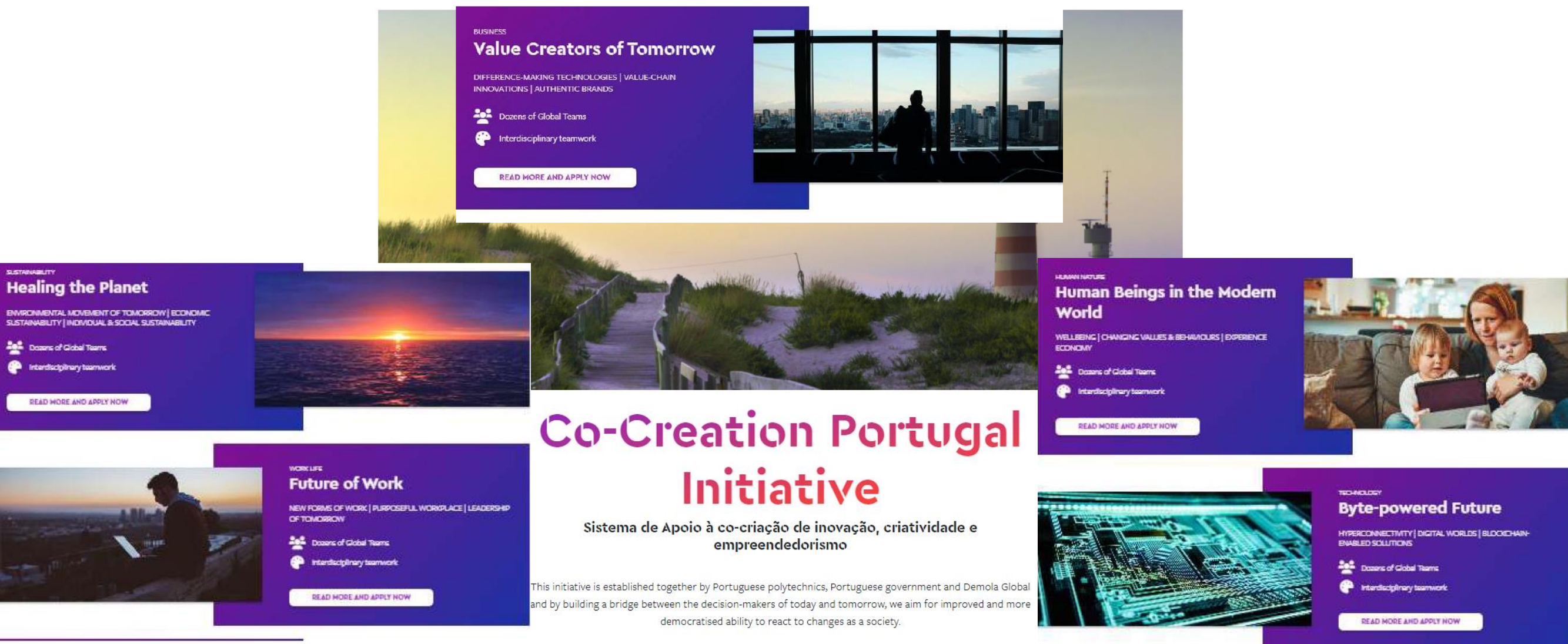


Demola project “Value-adding factors of electric vehicles (EVs)”:

Results and reflections of the pedagogical practice

Sandrina B. Moreira

ESCE and RESILIENCE, Instituto Politécnico de Setúbal; BRU-IUL, Instituto Universitário de Lisboa (ISCTE-IUL), Portugal (sandrina.moreira@esce.ips.pt)



Co-Creation Portugal Initiative

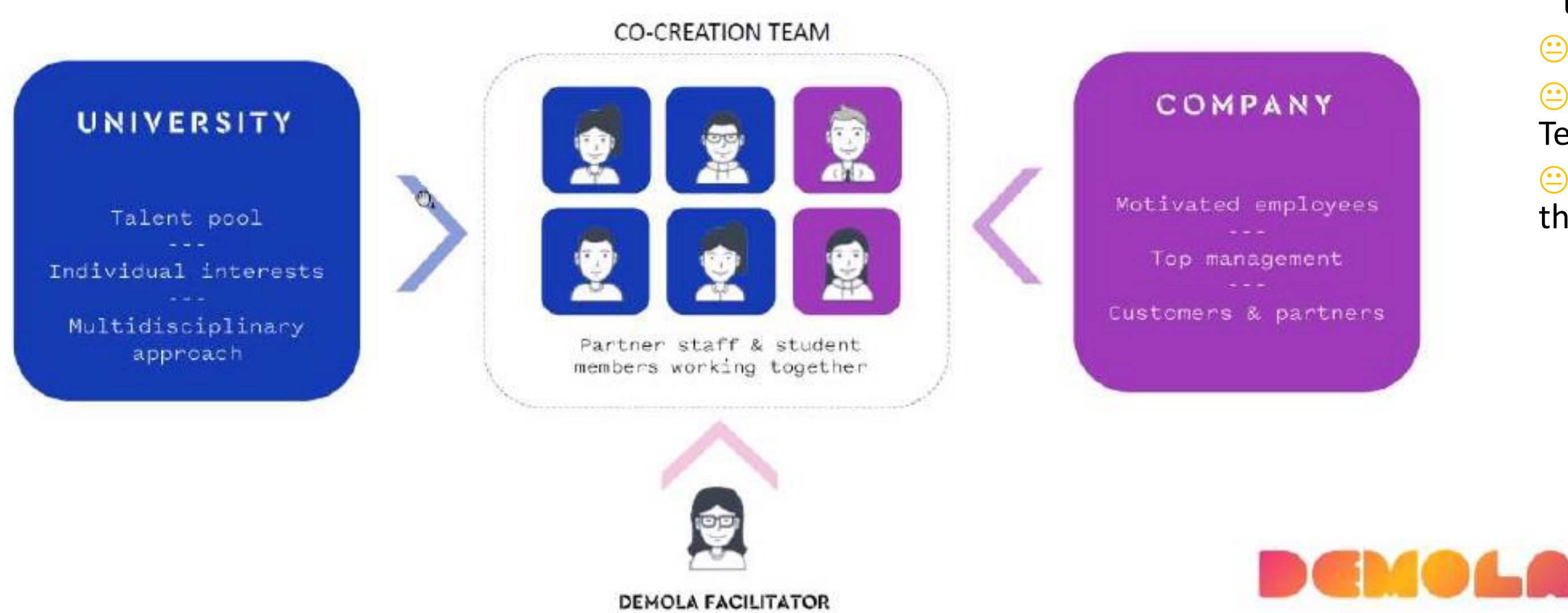
Sistema de Apoio à co-criação de inovação, criatividade e empreendedorismo

This initiative is established together by Portuguese polytechnics, Portuguese government and Demola Global and by building a bridge between the decision-makers of today and tomorrow, we aim for improved and more democratised ability to react to changes as a society.

- Remote project
- 10 working weeks (21st March – 3rd June)
- 2º semester of 2021/2022

- Research questions:
 - What will be the future key performance metrics from the consumer point of view?
 - How will the electrification and emphasis on software change the way we view cars?

- International and multidisciplinary team:
 - 4 students
 - 1 private company
 - 1 facilitator
- Demola process:
 - Online weekly meetings (≈1,½ hours)
 - Autonomous work (both independently and as a group)
- Supporting tools:
 - Miro or other collaborative tool
 - Demola chat or similar



• Partner engagement

- ☺ The founder and CEO of PKE Automotive was open for an interview with the students;
- ☺ An online final meeting with the partner organization: students discussed and shared the findings; stakeholder reflected and gave feedback; gave the feeling that their project has a real sense;
- ☹ Meso- and/or macro-level perspective VS Micro perspective: Demola partners' companies asked to reflect upon their strategic interest areas, whereas design thinking usually involves co-create a solution(s) to a company's specific problem or challenge;

• Facilitation process

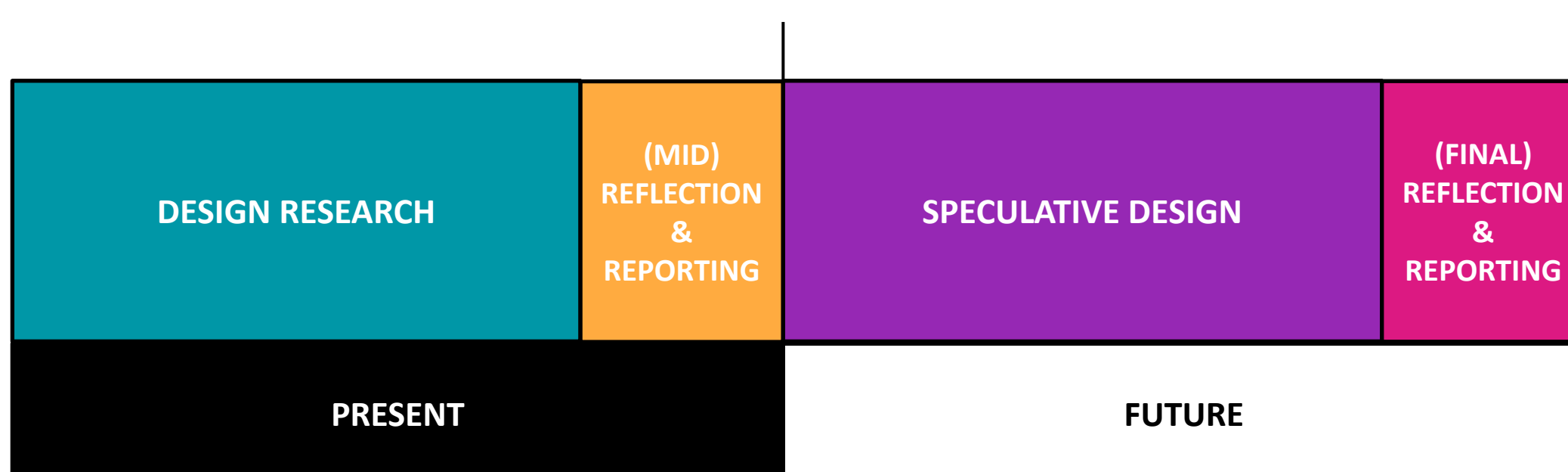
- ☺ The facilitator learned the way of design thinking and Demola methodology;
- ☺ Strategically, first weekly planning/preparation of what is going to be done; then, necessary adjustments weekly made, if needed; facilitation also meant focusing on the ideas and workflow of the team;
- ☹ Facilitation is a challenge considering the traditional role of a teacher as a lecturer and more aligned with student-centered teaching and learning environments.

• Student/Team engagement

- ☺ Different backgrounds but a common interest; the small group size;
- ☹ Not every student was involved in every single activity from the very beginning;
- ☹ Language barrier was sometimes a challenge;
- ☹ As for the use of new software, options were Microsoft Teams, Miro and mostly Google docs, and Demola Chat;
- ☹ Building trust and promoting autonomy more difficult than thought but definitely rewarding.

TO SUM UP!

- Partner staff, student members, and Demola facilitator: in the end all learners by working collaboratively.
- To enhance cooperation and joint reflection:
 - Demola hybrid project;
 - An onboarding week on a face-to-face scenario; warm-up games; icebreakers



REFERÊNCIAS

Moreira, S. B., (2023) “Demola project “Value-adding factors of electric vehicles (EVs)” - Main results and reflections of the pedagogical practice” In *Seminário Internacional de Práticas Pedagógicas*, Instituto Politécnico de Setúbal, 1ª edição, pp. 120. doi: <https://doi.org/10.60546/xgch-zy50>

