

NEWSLETTER No.5 May 2019



# PEOPLE

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## Education Innovation through PEOPLE

**A Report From Our Educators in the Field**

**Interview**

**Peter Baur**

Senior Expert in the 'Innovation and EIT' unit at the European Commission

**»People and relationships drive  
University-Business Cooperation.«**

**PEOPLE Team member:**

**Sara Arko**

**Anthropology + Industry = BFF**

PEOPLE brings together interdisciplinary groups of students, faculty educators and industry professionals to solve real-life business challenges in the field of sustainable living and energy. PEOPLE helps industry professionals to integrate social science expertise in their practice, allows social science students to develop additional practical competences towards employability and enables faculty educators to develop better-engaged social science learning in Higher Education.

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# PEOPLE

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## PREFACE

This fifth edition of PEOPLE's newsletter is dedicated to the topic of education innovation. The PEOPLE project stepped into its third and final year and we are wrapping up our second Learning Cycle with new teams of students in Slovenia, UK, the Netherlands, and Czechia. The university and industry professionals involved in the process can now already see the impact that PEOPLE's particular shape of university-industry cooperation has had on the teaching and learning process.

In the following pages, our university mentors share their experience about the ways in which PEOPLE has allowed them to innovate their everyday education practice. To get a wider perspective on the university-business cooperation, its challenges, benefits, and its future, read our interview with Peter Baur, a Senior Expert in the Innovation and EIT unit at the European Commission's Directorate-General for Education, Youth, Sport and Culture. Our project team member, Dr Sara Arko (Metronik), shares her experience in bridging between anthropology and industry, and discusses how these two seemingly unlikely companions were brought together in PEOPLE.

Finally, we are excited to announce two upcoming events: the PEOPLE project's second Co-Creation Camp will take place on 3rd and 4th July 2019 in Ljubljana with Prof Sarah Pink (Monash University, Melbourne) as our special guest expert, and we will be Sustaining Cities at the 7th edition of Why the World Needs Anthropologists event on 25-27 October 2019 in Oslo.

## CONTENTS

**An interview with  
Peter Baur**

**1**

**PEOPLE Team member: Sara Arko**  
Anthropology + Industry = BFF

**3**

**Education Innovation through PEOPLE**  
a report from our educators in the field

The Dutch Team - 5

The Czech Team - 6

The Slovenian Team - 6

The UK Team - 6, 7

**Save the Date!**

**7**

**PEOPLE "Down Under"**

**8**





## PETER BAUR: »People and relationships drive University-Business Cooperation.«

Peter Baur is Senior Expert in the 'Innovation and EIT' unit at the European Commission's Directorate-General for Education, Youth, Sport and Culture. He works mainly in the fields related to innovation, entrepreneurship, university-business cooperation and focusing on the role of higher education institutions for regional development.

**Let us start with a general and a bit provocative question:  
Why is university-business cooperation so hard to achieve  
and sustain?**

Before starting answering your questions, I would just like to highlight one important point. The focus of our university-business cooperation activities is on educational aspects, i.e. how universities and business can cooperate to enrich the learning experience of graduates, to ensure that they acquire the mix of knowledge, skills and competences they need to find later-on their way in their professional and private life; how universities and business can cooperate to develop the innovation capacity of university staff and business employees.

Back to your original question – you should direct it to our colleagues from business and higher education. No, seriously, you can probably find many reasons or explanations, but for me one of the main reasons is that those who do not cooperate or are not interested in such cooperation very often do not appreciate the value such cooperation can generate in the longer term, the value for the individuals, the value for the organisations and the value for society at large.

We have recently undertaken a large study on university-business cooperation, and it shows that those organisations (and people) that cooperate are interested in intensifying and developing further cooperation activities. They clearly see the positive impacts of those activities, which largely outweigh the efforts needed to get such cooperation up and running.

Culture and context play an important role. There are huge differences between countries, between higher education institutions within countries and even between faculties within higher education institutions. And on the business side, in addition to context and culture, an important factor is size: large companies tend to cooperate much more with higher education institutions than SMEs. And the big challenge for Europe is to develop the cooperation between SMEs and higher education institutions.

**In your opinion, which are currently the main barriers and gaps when it comes to university-business cooperation in Europe?**

Based on the above-mentioned study, academics, leadership of higher education institutions and business people agree that the lack of funding and resources is a barrier to cooperation. Academics identify also bureaucracy in their institutions and the lack of time for university-business cooperation activities as barriers. Business representatives consider the different time horizons (short-term (business) vs long-term (Higher Education)) and different motivations as barriers. Next, legal framework conditions and the lack of relevant support structures and incentives are other barriers mentioned.

However, the study also underlined that it is not sufficient to remove these barriers. It is much more important to develop and support relevant drivers, understood as motivators and facilitators towards university-business cooperation. If the right drivers are in place, cooperation will happen, even if certain barriers continue to exist.

**»Anthropology needs itself to be conceptualised as unfinished, and needs to be open – to other disciplines and practices.«**

The study shows that each stakeholder group has its own motivation for cooperating: the academics, the university leadership and the business. It is important to understand and acknowledge the different motivational drivers and build on them. The most important facilitators are mutual trust and commitment, common interest and goals, and these apply to all stakeholder groups. People and relationships drive University-Business Cooperation. The big challenge is then to move this trust and relationships from the individual to the institutional level, building strategic, long-term alliances.

**How do Knowledge Alliance projects contribute towards bridging these gaps? What are the key impacts that Commission wants to achieve with KA projects?**

The Knowledge Alliance action under the Erasmus+ programme aims at strengthening Europe's innovation capacity and at fostering innovation in higher education, business and the broader socio-economic environment. For us, people are at the heart of innovation. And education, particularly higher education is instrumental to make people more open to innovation, to make them more innovative.

## INTERVIEW: PETER BAUR

We are convinced that closer and better cooperation between higher education institutions and business is a major building block in achieving this. New innovative teaching and learning methods and approaches, developed and implemented in partnership by higher education institutions and businesses enable students to acquire the set of knowledge, skills and competences that will help them to face future challenges and to adapt to a quickly changing and evolving environment. And this obviously will help organisations and ecosystems to become more innovative and resilient. The organisations, in particular the people (from higher education and business) that are participating in the Knowledge Alliance projects, experience the value of such cooperation. The feedback we have so far collected is very positive, as well from representatives of the higher education sector as from the business sector. The challenge is to bring these positive experiences from the project level to the institutional, cross-institutional and systemic level. How to ensure that these positive experiences do not remain on the level of individuals or the faculties/departments involved but are taken up by the whole organisation, by other organisations or on the system level? The Knowledge Alliances are a relatively small action within the Erasmus+ programme. Over the period 2014-2020, around 150 Knowledge Alliance projects will be funded, involving around 1500 organisations. This is a good start, but we need more. This is why it is so important that each project has a clear dissemination strategy and promotes actively its results. On our level, in addition to facilitating the access to and supporting the dissemination of the projects' results, we promote the concept of Knowledge Alliances to Member States and regions. We hope that over time this cooperation between higher education and business becomes a more common feature in the European higher education landscape.

**PEOPLE project aims to demonstrate the added value of social sciences and humanities when it comes to product and service development. Could interdisciplinarity present a driver for university-business cooperation or is it just an additional burden?**

Very interesting what you say. We see it almost the other way round. University-Business cooperation as a driver for interdisciplinarity, for cooperation between different disciplines in higher education. We firmly believe that more interdisciplinary activities are needed in our higher education systems, as well as a stronger integration of education and research. Examples where students from different faculties, or sometimes even from different higher education institutions work together in teams on problems or challenges that are stemming from the business world (or public sector, ...) are really inspiring and a very valuable learning experience for the students. And such interdisciplinary projects can be very instrumental in involving social sciences and humanities. The new problems and challenges brought forward in nowadays society require the expertise of students from social sciences and humanities. The work of the PEOPLE project is important in raising the awareness of the business sector on the added value of this expertise. This might also allow students in social sciences or humanities to get more in contact with businesses during their studies. Very often we see that when cooperation takes place between higher education and business it is often focusing on technical or business-related study programmes, much less on social sciences or humanities. However, the problems and challenges graduates will have to work on after having finished their higher education studies will be multi-disciplinary in nature and often require expertise from different disciplines, including the social sciences or humanities.

Therefore, exposure to relevant problems during their studies is a valuable learning experience for students from all fields of study, and obviously of high added value for the organisations involved, from higher education and business.

**What will be the key future perspectives and policy developments in the area of European university-business cooperation?**

Here you have to be a little patient. The key future perspectives and policy developments in the area of European university-business cooperation will be set by the new Commission, which should take office by the beginning of November 2019. However certain activities will continue. As you might know, the European Commission has adopted its proposal for the successor programme of Erasmus+ for the period 2021-2027 on 30th May 2018. The Commission proposes a doubling of the budget to 30 billion euros for the period 2021-2027. Its focus on "evolution, not revolution" means that the future programme will continue to cover schools, vocational education and training, higher education and adult learning - youth and sport, but in a more streamlined manner.

Like in the current programme the proposed structure of the programme to address its objectives is built around three actions:

- (a) learning mobility ('key action 1')
- (b) cooperation among organisations and institutions ('key action 2')
- and (c) support to policy development and cooperation ('key action 3')

Key action 2 covers 4 actions, one of them being "partnerships for innovation to strengthen Europe's innovation capacity", under which fall the Knowledge Alliances.

The proposal has been discussed in the Council and in the European Parliament; the overall feedback is very positive. Formal discussions between the three institutions will start after the set-up of the new European Parliament following the elections in May. I would also like to inform you that the Commission will organise the 8th University-Business Forum in Brussels on 24-25 October 2019; the Knowledge Alliance action is one of the spin-offs of the Forum. The UB Forum will bring together around 400 representatives from higher education, business, public authorities and other relevant stakeholder organisations. It will feature keynotes, plenary discussions and a number of parallel workshops, an ideal platform for exchanging experience and good practices, mutual learning and networking. Given the timing, this edition will provide a good opportunity to take stock of past activities and learnings and discuss possible future developments, including in relation to the Knowledge Alliances. Mark the date in your agenda...

**To conclude, what would be your final advice for PEOPLE project?**

Do your best to achieve the objectives that you set for the project. Use the project as a springboard for sustainable activity. Connect and exchange with other Knowledge Alliances. Disseminate your findings and results and make the value of your cooperation known and visible within and outside your organisation.

I wish you to achieve your ultimate goal, namely strengthening the employability of sociology, psychology and anthropology graduates, stimulating their creativity and entrepreneurship, forming new professional paths and overall fostering innovation and improving quality and relevance of the higher education in general.

## PEOPLE TEAM MEMBER: SARA ARKO

# Anthropology + Industry = BFF



Sara holds a PhD in anthropology and ethnology and works as a researcher at [Metronik](#) company. Her role in the PEOPLE project is to bridge between higher education and industry, and ensure that the industry perspective plays an active role in the project's teaching and learning processes.

Being part of the PEOPLE project, I find myself in an interesting space of in-betweenness. As an anthropologist, higher education and academic pursuits are an integral part of my life and career, but working as a researcher in industry brought valuable knowledge and exciting insight into the world of business and product development. On one hand, I approach the world of industry, and in particular energy efficiency in buildings, as an "exotic" place worthy of anthropological inquiry. The opportunity to experiment with people-centred approaches and anthropological methodology in interdisciplinary teams and on a burning issue of energy futures brings my research skills to an entirely new level. On the other hand, I am able to see the world of academia, and in particular the world of anthropology, from the industry perspective. So, how do these two seemingly unlikely companions, one studying people and the other building technologies, fit together?

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**»In addition to pursuing narrowly the question that is important to the "client" (industry partner), anthropologists can additionally find questions, sometimes surprising, that are relevant to the people and involve them in seeking possible solutions.«**

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The Slovenian PEOPLE students are faced with a demanding task: delving into the world of building systems related energy technologies and exploring the ways in which these can support more energy efficient behaviour in buildings.

Metronik is the leading Slovenian provider of automation systems and IT solutions for digitalization of industry, smart buildings and critical infrastructure. In one of the buildings serving as a field research site for our social sciences students, Metronik was entrusted with the implementation of the SCADA-based building automation system, which includes monitoring and management of all systems and devices that are in any way related to energy consumption. Both of the case study buildings are furthermore equipped with Metronik's high-level analytical software product MePIS Energy, an energy information system that enables an efficient management of energy in buildings.

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**»There are two things about PEOPLE that are out of the ordinary for students and teachers /.../: First, it is the topic itself: technologies and energy systems are rarely the choice of fieldwork for anthropology students. Second, there is the industry involvement within the curriculum, which includes teaching and learning research methodology on a real-life industry challenge.«**

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There are two things about PEOPLE that are out of the ordinary for students and teachers at social sciences and humanities (SSH) departments in Slovenia. First, it is the topic itself: technologies and energy systems are rarely the choice of fieldwork for anthropology students. Second, there is the industry involvement within the curriculum, which includes teaching and learning research methodology on a real-life industry challenge. The same is valid for industry: anthropologists are still a rare sight in industrial development teams and collaborations with SSH departments in their teaching process is practically non-existent. PEOPLE project therefore provides a valuable and safe space for experimentation. Safety refers here to a mutual understanding between the industry and academic partners that PEOPLE is a learning process, where mistakes are allowed and can even bring important insights for future forms of university-industry cooperation, and where students are not perceived as consultants, but have the freedom to test their research methods and the opportunity to hone their R&D skills.

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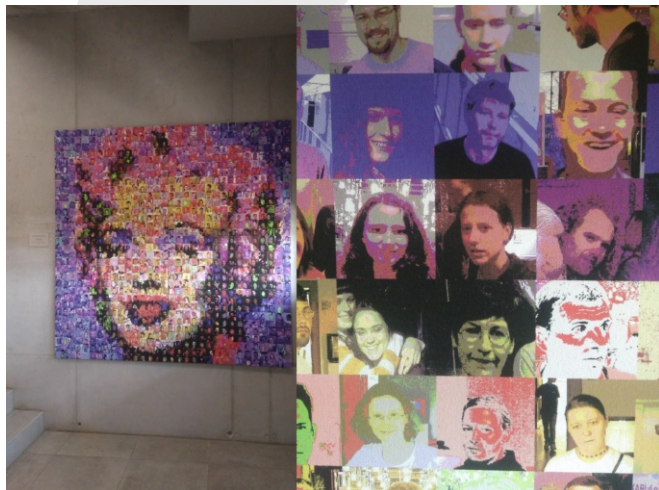
**»While the industry mainly measures energy efficiency and indoor environmental quality in numbers, the team of anthropology students used people-centred approaches to look "microscopically" into the everyday practices of individual building occupants and their ways of using the building.«**

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## PEOPLE TEAM MEMBER: SARA ARKO

The most valuable insight into what anthropology can bring to interdisciplinary, industry-oriented endeavours is its capability to simultaneously zoom in and out of the specific research challenge. Our first case study had a fairly straightforward initial research question: How can we improve the energy management and information systems and technologies, so that they would support energy efficiency of the building as well as the well-being of its occupants? While the industry mainly measures energy efficiency and indoor environmental quality in numbers, such as consumed energy, room temperature, and CO2 level, the team of anthropology students used people-centred approaches to look “microscopically” into the everyday practices of individual building occupants and their ways of using the building.



*Picture: Wall poster at the University of Ljubljana's building where PEOPLE students conducted research, look from afar (left) and close-up (right) revealing tiny profile pictures of all employees. Visualising the “big data” versus people-centred approach (“thick data”) and the value of interdisciplinarity playing an important role in the PEOPLE project.*

At the same time, being trained as anthropologists, they let the “field” lead their research, exploring questions such as, for example, the influence of interior design on the occupants’ perception of well-being, as these were the questions that were important to the research participants. While from an industry perspective, this might seem as a venture away from our initial R&D goal, it is exactly this capacity of anthropology that can provide an opportunity for innovation. In addition to pursuing narrowly the question that is important to the “client” (industry partner), anthropologists can additionally find questions, sometimes surprising, that are relevant to the people and involve them in seeking possible solutions.

**»The most valuable insight into what anthropology can bring to interdisciplinary, industry-oriented endeavours is its capability to simultaneously zoom in and out of the specific research challenge. Our first case study had a fairly straightforward initial research question: How can we improve the energy management and information systems and technologies, so that they would support energy efficiency of the building as well as the well-being of its occupants?«**

Because of the same reason, the most challenging part of the PEOPLE exercise was then to use the research material to form clear recommendations for the industry partner. At least partly, this can be seen as a consequence of traditional anthropological teaching and learning processes, where students are primarily trained to write academically, but are rarely required to explain their anthropological insights (or value) to business managers (or policy-makers etc.). In addition, a lot of academic anthropological work is more descriptive and explanatory, rather than prescriptive or applied. One of the most exciting outcomes of PEOPLE Learning Cycles was definitely the recognition of the value of interdisciplinary team work.

**»At least partly, this can be seen as a consequence of traditional anthropological teaching and learning processes, where students are primarily trained to write academically, but are rarely required to explain their anthropological insights (or value) to business managers.«**

The cross-sector setting and mixed-methods approach encouraged the students to explain their methodology and insights to colleagues and mentors from other disciplines, while they were at the same time compelled to understand the value and approach of engineering, for instance. As the people-centred development formula is already used by PEOPLE team members in new R&D projects, such as [Mobistyle](#) (H2020), [TripleA-reno](#) (H2020), and [UCity Lab](#) (Erasmus+), where anthropologists work hand in hand with engineers, urban planners, architects, and policy-makers, I can confidently answer my introductory question: anthropology and industry can easily become BFF (best friends forever).

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Newsletter Design by [Severin Trifunovic](#)  
[www.severintrifunovic.wordpress.com](http://www.severintrifunovic.wordpress.com)

# EDUCATION INNOVATION THROUGH PEOPLE – a report from our educators in the field

People-centred Learning Cycles are the key innovative contribution of the PEOPLE project. They present a novel pedagogical approach bringing together students, university educators, business professionals, and users of products and services to foster balanced exchange of knowledge, skills, and experience. Applying different people-centred development approaches, local development teams of students, academic mentors, business professionals/mentors, and users collaborate in the development and testing of new industry solutions tailored to the needs of communities in the area of sustainable living.

How does this play out in our participating countries? Now that we are halfway through our second People-centred Learning Cycles, what can our mentors share about the ways in which PEOPLE has allowed them to innovate their everyday education practice?

## The Dutch Team – Marrije Prins

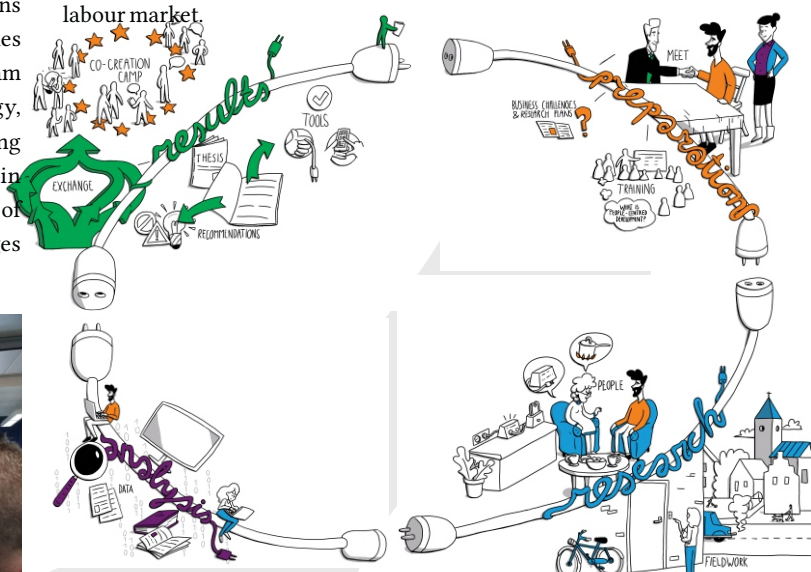
“Within the Dutch context, being part of the PEOPLE Project means that students follow an extensive extra-curricular series of activities adapted to their regular master’s program. This master’s program enables them to develop themselves in theory, methodology, research and writing, culminating in a master’s thesis. Participating in PEOPLE however, additionally allows students to gain professional skills and work experience focused on the creation of recommendations for one of the real-life industry challenges provided by our industry partner Alliander.



Conducting research for and with industry is both rewarding and challenging. It requires you to learn the language, timing and interests of your industry partner, even before you start developing your research design. It also requires you to establish and maintain a constructive working relationship with your industry counterparts throughout the entire process. It is this relationship that enables you to manage expectations and develop recommendations that truly meet their needs and it is this relationship that enables you to, if necessary, be critical of those needs.



The extra-curricular PEOPLE activities in the Dutch context are therefore geared towards students developing reflexivity on the one hand and relationship management skills on the other. Reflexivity, among other things, helps students to maintain their independent and critical research position. Relationship management helps them to create and shape their collaboration with industry. We believe these are important skillsets with which we help them to co-create with our industry partner Alliander and eventually better prepare them for the labour market.



It is in this focus on research for and with industry that lies the novelty of our pedagogy. By taking on real-life cases, we allow the ‘outside’ to shape our education. We attune our timing, our work forms and often even the locations of our teaching. We take students from class room to board room and from lecture to training. We meet-up and converse with our Alliander partners as often as is necessary for them to influence our perspective and for them to take on ours.”



### The Czech Team – Marketa Braun

“PEOPLE project gave us a unique opportunity to build a teaching format, which combines knowledge- and skills-oriented learning within the framework of an applied research project. Such an integrated applied course is relatively rare as students typically acquire research-related knowledge and skills in different courses. The course covers a wide range of topics from theory on pro-environmental behavior to methods of statistical analysis.

Responding to questions put on the table by our corporate partner, a certification company VUPS, students have investigated the potential of saving energy in public buildings through web-based campaigns. These campaigns used a plea, in which employees in public buildings were asked to commit themselves to setback thermostats in their rooms in order to save energy for heating.



During the research project, students have learned about potential effects of behavioral interventions, how to design intervention studies and questionnaires with software for online data collection, conduct descriptive statistics and methods of hypotheses testing in software R. Analyzing data with advanced modelling methods and presentation of the results for scientific and lay audience will be the next steps the students will complete in the coming weeks.

Even if the students had already known individual steps in the research process from other courses, PEOPLE project was often the first opportunity to participate on the whole with motivation to find an answer to a question which they helped to formulate. Moreover, students have clearly seen consequences of previous choices in the research design on their ability (as analysts) to test their own hypotheses. Also, they had to look for solution on unexpected issues in order to proceed to subsequent steps. These are all experiences which help students learn how to plan an applied research project in a realistic way and make them ready for problems that they are going to face when solving projects in their future research career.”

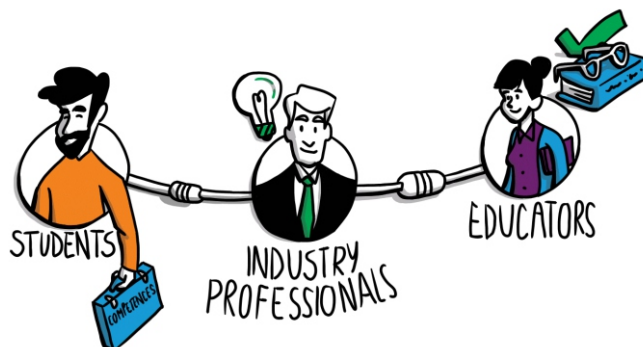
### The Slovenian Team – Dan Podjed

“The main change in comparison to previous years is that teaching has become more dynamic, interactive and connected to real-life problems. For example, in the first semester of the second Learning Cycle we made an excursion to the Faculty of Arts building and had an opportunity to see the “invisible life” of energy and waste, which was revealed to PEOPLE students and pedagogical mentors by the head of technical staff at the Faculty. Highlight of the excursion was a climb to the faculty rooftop, which enabled the R&D student teams to see the city from a completely different perspective and gave them inspiration to start developing new solutions. Interesting and inspiring are also invited guest lectures of experts who use people-centred approach for developing attractive solutions. One such lecture was carried out by Laura Korčulanin, a desing anthropologist and PhD candidate, who presented her innovative project Give a Shit.



The project focuses on sustainable water management and sanitation in cities and shows how social interventions and awareness-raising campaigns can be designed by combining anthropology, engineering and art. The lecture provided an additional boost for students to start working on their own cases for studying and changing practices of people at the University of Ljubljana.

The third important novelty is a public presentation of students’ practical work, which will be first carried out at FH JOANNEUM, University of Applied Sciences in Graz, Austria, and later at the PEOPLE Co-Creation Camp in Ljubljana. These two events will provide an opportunity for students to speak up and share the value of people-centred development and applied anthropology to a wider audience.”



After these dialogue sessions, the second day of this first PEOPLE Co-Creation Camp ended in a plenary reflection on the added value of social sciences for industry based on the insights gathered during the dialogue and the knowledge and experiences of experts Anna Kirah and Dan Podjed. Over drinks and snacks the PEOPLE participants then mingled further with each other and the Dutch sustainability experts, forging new relations for future collaborations.

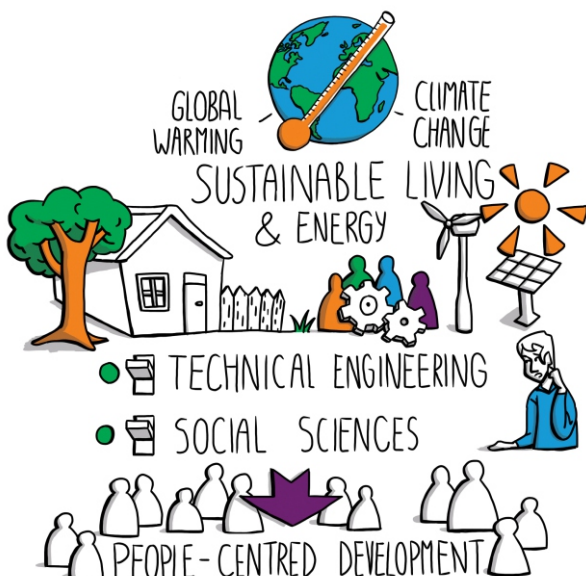
### The UK Team - Maria Šalaru

[This year's research project](#) on electric vehicles (EV), in partnership with Durham County Council (DCC), has provided us with the joy of collaborative learning between academics, students and the Council. In order to stay true to the core of the PEOPLE co-creation aims, we have invited our partners to each of our classes and guest lectures ([click here](#) for a student report one of their presentations and here for another one on an informative guest talk from [Zero Carbon Futures](#)). Equally, the Council has invited the students on three occasions to share their work with the Low Carbon Economy Team and with industry partners, at different stages of their research project. This has not only refined the research aims, but it has provided the students with invaluable presentation skills in a professional setting.

Although the [MSc in Energy and Society](#) has a tradition of field study modules for postgraduate students, the PEOPLE module stands out through this everyday involvement with the non-academic partner. Outside of class, the faculty, the students and the DCC shared their progress on [Slack](#), a collaborative online hub that allows team members to work on the project in real time. For instance, the students shared their research materials (literature reviews, presentations, mind maps, etc.), while the Council members shared additional resources, helped the students in finding research participants or planned field visits.



One such visit, to [Elmtronics](#), a supplier of EV charging stations, is a good example of innovative pedagogical experience. Before the session, the students were asked by the CEO of the company to share their personal learning objectives and the extent of their knowledge of EVs from 1 to 10 (10 being Elon Musk). This ensured that the session was catered to their needs and level of expertise. The session equally provided the company with our academic research experience, leading to a productive and honest dialogue about the challenges and rewards of EV provision in the Durham area (read student article [here](#)). Pedagogically, this has meant that each stage of the research process was co-constructed by students, teachers and partners in an “intersubjective dialogue of shared meanings” (Light, G., R. Cox and S. Calkins 2009: 30).



# SAVE THE DATE!

We are proud to announce the 7th edition of the annual event: **WHY THE WORLD NEEDS ANTHROPOLOGISTS.**

The event will be held in Oslo on October 25, 26 & 27th. Hope to see as many as possible there, and that you are just as excited as we are to learn more about anthropologists role in architecture and urban planning! While you wait for the event, [check out the previous editions on www.applied-anthropology.com](#)



Photo: Bjørvika med Lambda, VisitOslo/ Studio Herreros

**The second PEOPLE project Co-Creation Camp** will take place on 3 and 4 July 2019 in Ljubljana, Slovenia. The UK, Dutch, Czech, and Slovenian teams of students, academic mentors, and industry professionals will get together to share their experiences and learn from each other through co-creation activities and in workshops. We are excited to announce that this year's [special guest at the event will be Prof Dr Sarah Pink](#), a world leading design anthropologist from Monash University in Melbourne, Australia.



Photo: Ljubljana by [Siggy Nowak](#)



# PEOPLE "DOWN UNDER"

In March 2019, the PEOPLE project was part of the Digital Design Ethnography: Technologies, People and Futures event in Melbourne, Australia. The event was organised by the Emerging Technologies Lab at Monash University.

The [Emerging Technologies Lab](#) investigates an emerging technological environment where automation, artificial intelligence, data and the questions of ethics, responsibility and user experience and engagement that they bring with them are increasingly central. The lab is led by [Prof Sarah Pink](#), a world leading Design Anthropologist, known for her development of innovative digital, visual and sensory research and dissemination methodologies, which she engages in interdisciplinary projects with design, engineering and creative practice disciplines. Prof Pink is a member of the PEOPLE project advisory board and will also participate in the forthcoming Co-creation Camp in Ljubljana as an external guest and process facilitator.

The [Digital Design Ethnography event](#) brought together researchers from Australia and EU, presenting and discussing new interdisciplinary research methodologies and fields of practice developed for understanding the design and use of digital and emerging technologies, as well as new modes of academic-industry collaboration that are growing in this dynamic interdisciplinary field of scholarship, research and practice.

The speakers at the event were: Prof Deborah Lupton (University of New South Wales), who presented an overview of the developments in design sociology, while Prof Sarah Pink (Monash University) introduced design anthropology.

Prof Vaike Fors (Halmstad University), Dr Robert Broström (Volvo Cars and Halmstad University), and Dr Annie Rydström (Volvo Cars) presented the ethnographic approaches in collaborative industry-university projects on self-driving cars. PEOPLE team member Dr Dan Podjed (ZRC SAZU) talked about his experiences in interdisciplinary R&D teams and his "recipes" for enhancing cooperation and bridging between anthropology and industry.

The PEOPLE project was presented by PEOPLE team member Dr Sara Arko (Metronik), focusing on the relevance of the interdisciplinary learning and teaching approach developed within the project's [Learning Cycles](#). She talked about the people-centred development approaches, used by the PEOPLE teams in all four participating countries, and then focused on the research process and findings of the [Slovenian 1st Learning cycle case study](#), underlining the value of anthropological approaches in the field of building automation and energy efficiency. In conclusion, she summarised the key takeaways from the project's ongoing evaluation of learning outcomes for higher education institutions, energy and sustainability industry, and anthropology and other social science students.

The key message of the event was that new forms of collaboration between academia and industry, new kinds of collaborative research methodologies across disciplines, between social sciences, design, and engineering, are crucial for a better understanding and insight into emerging technologies in the present – and in the future.







# PEOPLE

## People-Centred Development Approaches in Practical and Learning Environments

### PEOPLE PROJECT PARTNERS:

#### Slovenia



Institute for Innovation and Development of University of Ljubljana  
(IRI UL; project coordinator) <http://iri.uni-lj.si/en/home/>



Research Centre of the Slovenian Academy of Sciences and Arts  
(ZRC SAZU) <https://www.zrc-sazu.si/en/node>



Metronik <http://www.metronik.net>

#### United Kingdom



Durham University <https://www.dur.ac.uk>



Durham County Council <http://www.durham.gov.uk>

#### The Netherlands



Vrije Universiteit Amsterdam (VU) <https://www.vu.nl/en/>



Alliander <https://www.alliander.com/en>

#### Czech Republic



Charles University  
Environment Centre

Charles University in Prague (CUNI) <http://www.cuni.cz/UKEN-1.html>



VUPS [www.vups.cz/en/](http://www.vups.cz/en/)



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