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Abstract

The focus of this study is to shed light on how activating teaching methods coupled with design thinking processes can promote innovation capabilities among university students. The study adopts the perspective of new product development in engineering education. The data for the study were drawn from an international master's course focusing on the Fuzzy Front End of product development. Based on the literature and the course learning outcomes, we identified the teaching methods that facilitate learning the required skills and mindset to enhance students' innovation capabilities. (HRK / Abstract übernommen)