

BEYOND LEISURE: EDUCATING FOR A BROADER PERSPECTIVE

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Outline of Presentation

- ▶ Beyond leisure - interdisciplinary education & multidisciplinary background
- ▶ Knowledge production: collaborative methodology
- ▶ Illustration: The case study (field trip)
- ▶ Final Considerations

Setting the scene

- ▶ We look beyond the leisure field itself, by tapping into a interdisciplinary course and considering knowledge production in education in a broader sense. We will challenge traditional education and will offer a collaborative methodology for educating future professionals to embrace the complexities that communities and organizations face in this 21st century (Castells, 2000)

The invention of the education

The History:

- The Public Educational System date of 18th century;
- Invention of the curriculum and methods of learning and teaching.

(Robinson, 1999).

The need:

- To serve the industrial developments purposes;
- Skilled people to join the industrial progress of the world;
- Transfer of knowledge regarding specific topics.

The system: Prussian model of education (Melton, 1988)

Outcomes:

- Monocultural, content-centered, transfer of knowledge, hierarchical, universal

The invention of the education

T r a n s l a t i o n :



Changing times



Changing needs



Thinking

Context-oriented
Creatively
Critical Thinking
Problem-solving
Capacity to challenge



Working

Human-centered
Collaboratively
Relationally
Co-responsibility
flexibility



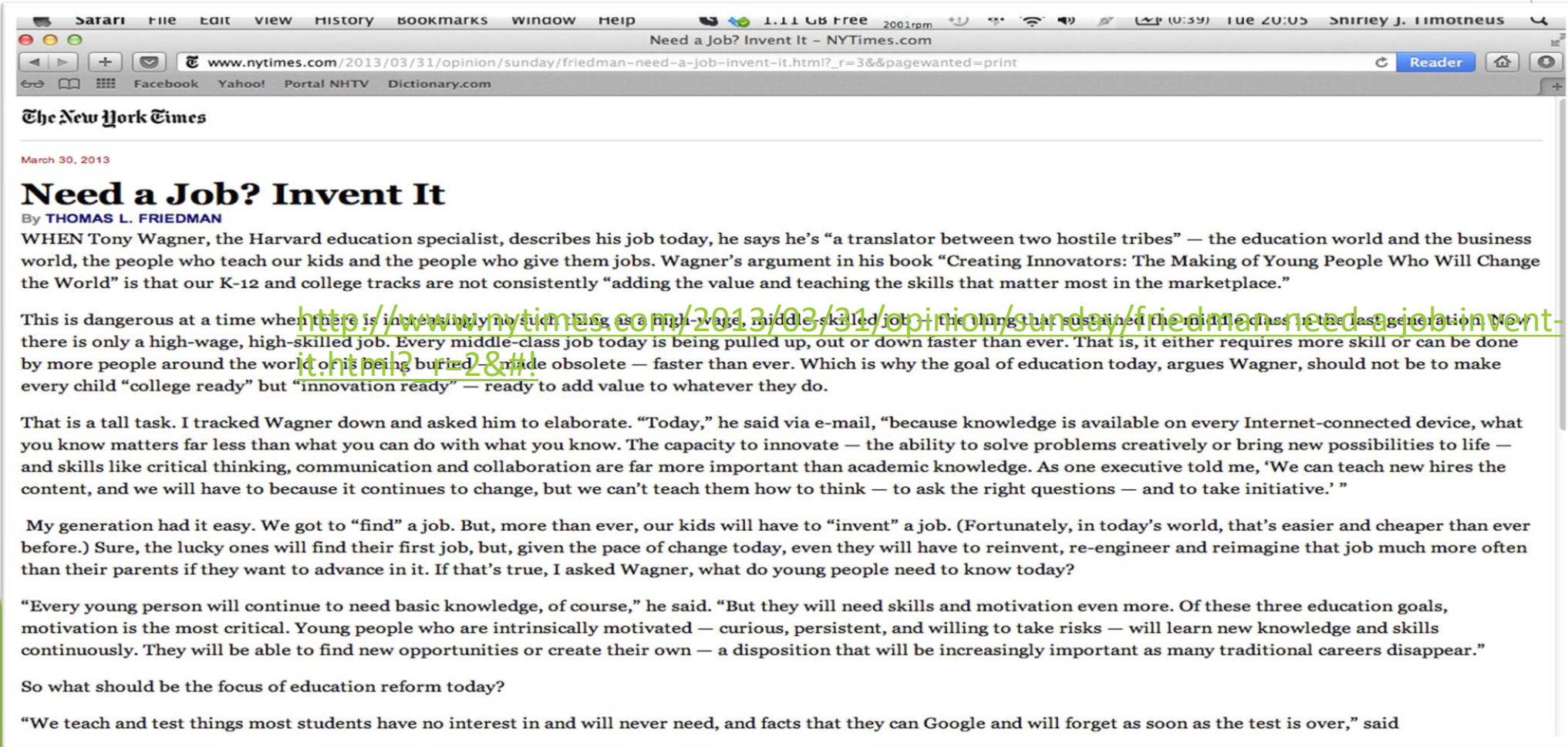
Living

Sustainability
Social Responsibility
Connected
Transparency

The world in change versus Education



Mismatch between preparing professionals and the work field



The screenshot shows a Safari browser window with the address bar displaying the URL: www.nytimes.com/2013/03/31/opinion/sunday/friedman-need-a-job-invent-it.html?_r=3&pagewanted=print. The page title is "Need a Job? Invent It - NYTimes.com". The article is from The New York Times, dated March 30, 2013, and is written by Thomas L. Friedman. The main headline is "Need a Job? Invent It". The article text discusses the mismatch between education and the work field, quoting Tony Wagner, a Harvard education specialist, who describes his role as a "translator between two hostile tribes" — the education world and the business world. Wagner's argument is that our K-12 and college tracks are not consistently "adding the value and teaching the skills that matter most in the marketplace." The article notes that this is dangerous at a time when there is increasingly no such thing as a high-wage, middle-skilled job, and that every middle-class job today is being pulled up, out or down faster than ever. It also mentions that the goal of education today, according to Wagner, should not be to make every child "college ready" but "innovation ready" — ready to add value to whatever they do. The article further elaborates on the importance of innovation and the skills needed for it, such as critical thinking, communication, and collaboration. It concludes by asking what the focus of education reform should be today, and quotes Friedman as saying, "We teach and test things most students have no interest in and will never need, and facts that they can Google and will forget as soon as the test is over."

March 30, 2013

Need a Job? Invent It

By THOMAS L. FRIEDMAN

WHEN Tony Wagner, the Harvard education specialist, describes his job today, he says he's "a translator between two hostile tribes" — the education world and the business world, the people who teach our kids and the people who give them jobs. Wagner's argument in his book "Creating Innovators: The Making of Young People Who Will Change the World" is that our K-12 and college tracks are not consistently "adding the value and teaching the skills that matter most in the marketplace."

This is dangerous at a time when there is increasingly no such thing as a high-wage, middle-skilled job, the thing that sustained the middle class in the last generation. Now there is only a high-wage, high-skilled job. Every middle-class job today is being pulled up, out or down faster than ever. That is, it either requires more skill or can be done by more people around the world or is being buried — made obsolete — faster than ever. Which is why the goal of education today, argues Wagner, should not be to make every child "college ready" but "innovation ready" — ready to add value to whatever they do.


That is a tall task. I tracked Wagner down and asked him to elaborate. "Today," he said via e-mail, "because knowledge is available on every Internet-connected device, what you know matters far less than what you can do with what you know. The capacity to innovate — the ability to solve problems creatively or bring new possibilities to life — and skills like critical thinking, communication and collaboration are far more important than academic knowledge. As one executive told me, 'We can teach new hires the content, and we will have to because it continues to change, but we can't teach them how to think — to ask the right questions — and to take initiative.' "

My generation had it easy. We got to "find" a job. But, more than ever, our kids will have to "invent" a job. (Fortunately, in today's world, that's easier and cheaper than ever before.) Sure, the lucky ones will find their first job, but, given the pace of change today, even they will have to reinvent, re-engineer and reimagine that job much more often than their parents if they want to advance in it. If that's true, I asked Wagner, what do young people need to know today?

"Every young person will continue to need basic knowledge, of course," he said. "But they will need skills and motivation even more. Of these three education goals, motivation is the most critical. Young people who are intrinsically motivated — curious, persistent, and willing to take risks — will learn new knowledge and skills continuously. They will be able to find new opportunities or create their own — a disposition that will be increasingly important as many traditional careers disappear."

So what should be the focus of education reform today?

"We teach and test things most students have no interest in and will never need, and facts that they can Google and will forget as soon as the test is over," said

A 360-degree panoramic view of a park. The image is rotated 90 degrees clockwise. In the center, there is a circular area of blue sky and light clouds. Surrounding this central area is a lush green lawn where several people are engaged in various activities. On the left side (top of the image), a person is riding a bicycle. On the right side (bottom of the image), a person is playing tennis. In the foreground (middle of the image), a person is playing tennis. Other people are seen walking or standing in the background. The overall scene is bright and sunny, suggesting a clear day.

**Our world has changed into
an interactive, hyper-
connected, immersive,
virtual, digital online
ecosystem or mega platform
where users create and share
knowledge, innovate and
collaborate together: world
2.0” (Karakas 2011)**

How to connect education, knowledge production to what is needed in contemporary society?

- ▶ Karakas (2009) states that creativity, collaboration and co-creation define today's landscapes of business and technology
- ▶ How to bring those into education preparing students for the 21st century complexities?

Collaborative methodology in the learning process

- ▶ This methodology offers a systemic, collaborative and relational view on education (Camargo-Borges, 2015)
- ▶ It focuses on designing for emergence investing on the collective creativity of all involved (Nijs, 2014).
- ▶ It understand learning as a process to be co-designed - engaging teachers, students and stakeholders in an experience that can lead into new knowledge and possibilities of action.

The challenge in education: How to blend a collaborative methodology with institutional demands?

The goal is: To establish a curriculum that meets **academic standards** while at the same time makes room for the development of a **co-creative approach** in which students become able **of understanding and experience society changes and create new forms of action together.**

HOW?

Finding an ecology of learning

Moving from “**what kind of knowledge must be acquired**” towards “**how to create new knowledge that can be leveraged in **emerging** contexts.**”

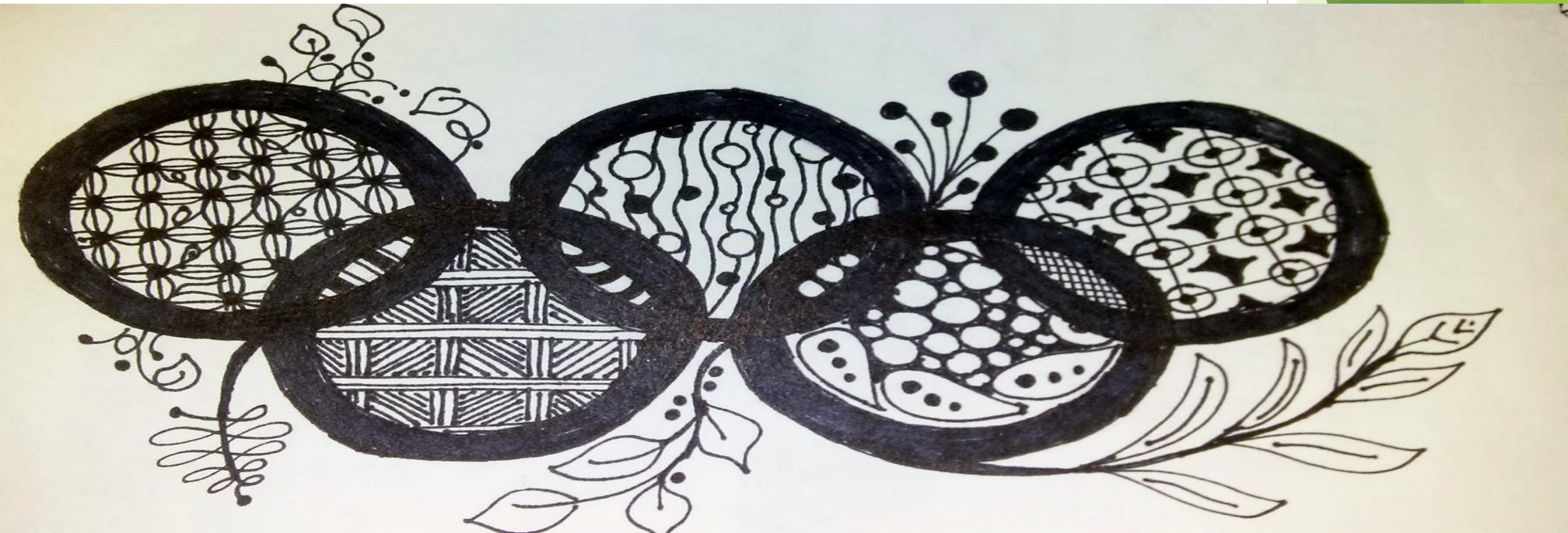
Concepts that support and enable collaborative learning processes

- ◆ Experiential learning (Kolb, 1984)
- ◆ Circles of Participation (Gergen, 2009)

◆ Experiential learning (Kolb, 1984)



◆ Circles of Participation (Gergen, 2009)



The collaborative methodology in Action

The field work: Placemaking & Shaping Destinations

- ▶ Multidisciplinary backgrounds (Leisure, Tourism, Hotel and Facility Management, Logistics and Urban Design and Digital Entertainment) & Inter-disciplinary education: Place Governance, Sustainable Place Branding and Urban Design
- ▶ International colleagues and from the different faculties
- ▶ Universities collaborating together and involvement with the stakeholders from the region.
- ▶ A real life project on sustainability

The REAL LIFE challenge (student project)

- ▶ “*Silva Jardim 2030 initiative*”, aiming at growing a diversity of projects that are locally and financially possible in the region
- ▶ The students, during this field trip, had the challenge to understand the context in a broader way, by immersing themselves in that specific reality, and trying to co-create WITH them a sustainable place.

Sustainable Silva Jardim Movement

MISSÃO: Movimento apartidário e autônomo, que reúne profissionais de diversos campos para **pensar e propor soluções que visam avaliar, monitorar e divulgar**, periódica e sistematicamente, **a evolução da qualidade de vida de Silva Jardim e região**, em quatro dimensões integradas, interdependentes e indissociáveis: ecologia econômica, ecologia social, ecologia ambiental e ecologia pessoal.

MISSION: THIS IS AN AUTONOMOUS MOVEMENT WITHOUT A PARTY IN WHICH WE UNITE PROFESSIONALS FROM DIFFERENT AREAS AND FIELDS TO THINK AND PROPOSE SOLUTIONS THAT AIMS TO ASSESS, MONITORING AND SHARE THE EVOLUTION OF SILVA JARDIM QUALITY OF LIFE AS WELL AS THE REGION. THERE ARE 4 INTEGRATED AND INTERDEPENDENT DIMENSIONS: ECONOMIC ECOLOGY, SOCIAL/COLLECTIVE ECOLOGY, ENVIRONMENTAL ECOLOGY AND PERSONAL/INDIVIDUAL ECOLOGY.

Sustainable Silva Jardim Movement

VISÃO DO MOVIMENTO SILVA JARDIM SUSTENTÁVEL: Seremos agentes de processos norteadores do desenvolvimento sustentável do município, integrado ao imaginário coletivo. Promotores do fortalecimento das competências cidadãs; da identidade e cultura local, regional e nacional; da Excelência com qualidade competitiva na economia globalizada da sociedade do conhecimento. Geradores de elevada qualidade de vida criando ambientes educadores e Inovadores.

THE VISION OF THE MOVEMENT: WE ARE AGENTS OF THE SUSTAINABLE DEVELOPMENT PROCESS OF THE MUNICIPALITY AND WE ARE PROMOTERS OF THE EMPOWERMENT OF CITIZENSHIP COMPETENCES AS WELL AS THE LOCAL AND CULTURAL IDENTITY. WE WANT TO CREATE A HIGHT LEVEL QUALITY OF LIFE CREATING EDUCATION AND INNOVATIVE ENVIRONMENT.

Sustainable Silva Jardim Movement

▶ VISÃO DE FUTURO

- ▶ Ser reconhecido e respeitado como um TERRITORIO VERDE, EDUCADOR, com excelente qualidade de vida e REFERÊNCIA de TURISMO RURAL EDUCACIONAL e de AGRICULTURA ORGANICA.

▶ VISION OF THE FUTURE

- ▶ WE WANT TO BE RECOGNIZED AND RESPECTED AS A GREEN TERRITORY, PROMOTING EDUCATION AND HIGH QUALITY OF LIFE AND WE WANT TO BE THE REFERENCE OF RURAL/ECO-TOURISM; EDUCATIONAL TOURISM AND ORGANIC AGRICULTURE.

The “Silva Jardim” Educational Research Project

- ▶ Real life educational learning project on sustainable placemaking.
- ▶ 19 students (the Netherlands) and 19 students (from Brazil) spent 3 weeks in the State of Rio de Janeiro, working together on a real-life challenge
- ▶ 3 universities and the movement organizing it.
- ▶ Silva Jardim Movement: - farmers
 - 2 NGOs (Mico leao dourado & Rios Verdes)
 - Local school
 - Library
 - Cultural center Honorário Coelho

Assignment for the students:

“How to facilitate the sustainable development of Silva Jardim?”

► Theme 1) Experience Tourism -

How to strengthen the identity of the place through giving visibility to some of tourism potentials such as:

Theme 1a) Experience tourism can be: Gastronomy tourism creating a “Geographic Indication” for Silva Jardim - financial solutions investments/ exporting/ new technologies; productive forest identity

Theme 1b) Experience Tourism teaching kids and families about nature and sustainability (aprendiz de fazendeiro)

Sustainable development :
a liveable,
resilient and
innovative
territory in which
nature
protection and
human
enhancement
could be
combined with
sustainable
entrepreneurship

Assignment for the students:

“How to facilitate the sustainable development of Silva Jardim?”

- ▶ **Theme 2) Culture - communication in place making - Silva Jardim Radio and municipality**
- ▶ In what way could municipality and the community radio contribute to stimulation and facilitating culture activities that empower the citizens and attract others to come. What changes should be made in the Urban fabric or Public realm or new possibilities to emerge to host these activities in an effective and sustainable way?
- ▶ How art can be an instrument, a tool to create visibility to Silva Jardim and to help to make it a sustainable place?

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Assignment for the students:

“How to facilitate the sustainable development of Silva Jardim?”

- ▶ **Theme 3)** Collaborative economy: NGO's Instituto Rio Verdes; Mico-leão dourado.
- ▶ In what way could NGO's work on physical/digital projects collaborating with the locals in which knowledge and wellness is created for the whole society and the city and its surrounding become more sustainable?
- ▶ How to make a place through sustainable entrepreneurship? How NGO's can play a role in that?

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Collaborative methodology in this CASE

- ▶ **PRE:** Facebook, Brazilian week “1st cultural touchpoint”, online exchange
 - Brazilian week in the Netherlands
- ▶ **DURING:**
 - Contextual, cultural and content immersion (events and visits: European design Institute; governance examples in initiatives in Rio)
 - Mixed-teams, group work
 - Working WITH the stakeholders
 - Co-presence in the field
 - Final presentation
- ▶ **AFTER:**
 - Sharpening report
 - Manifesto

To conclude

- ▶ **Key elements of a collaborative methodology**

Engaging in a multi-disciplinary team;
learning different professional languages;
work outside of classroom;
experimenting and embracing knowledge in action

- ▶ **Challenges to face:**

manage expectations/
cross-cultural sensitivity
no quick-fix

Learning & Final considerations

- ▶ Students were given a complex challenge to tackle collaboratively.
- ▶ They had the opportunity to navigate through a **complex reality of stakeholders** and their expectations
- ▶ They interact with the contradictions existing together of all different stakeholders, needs and wishes.

- ▶ **It was hard to grasp quickly but without jumping to premature conclusions**

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