



Faculty of Design

2013

DesignerLearner, acting on the uncertainty

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designer learner

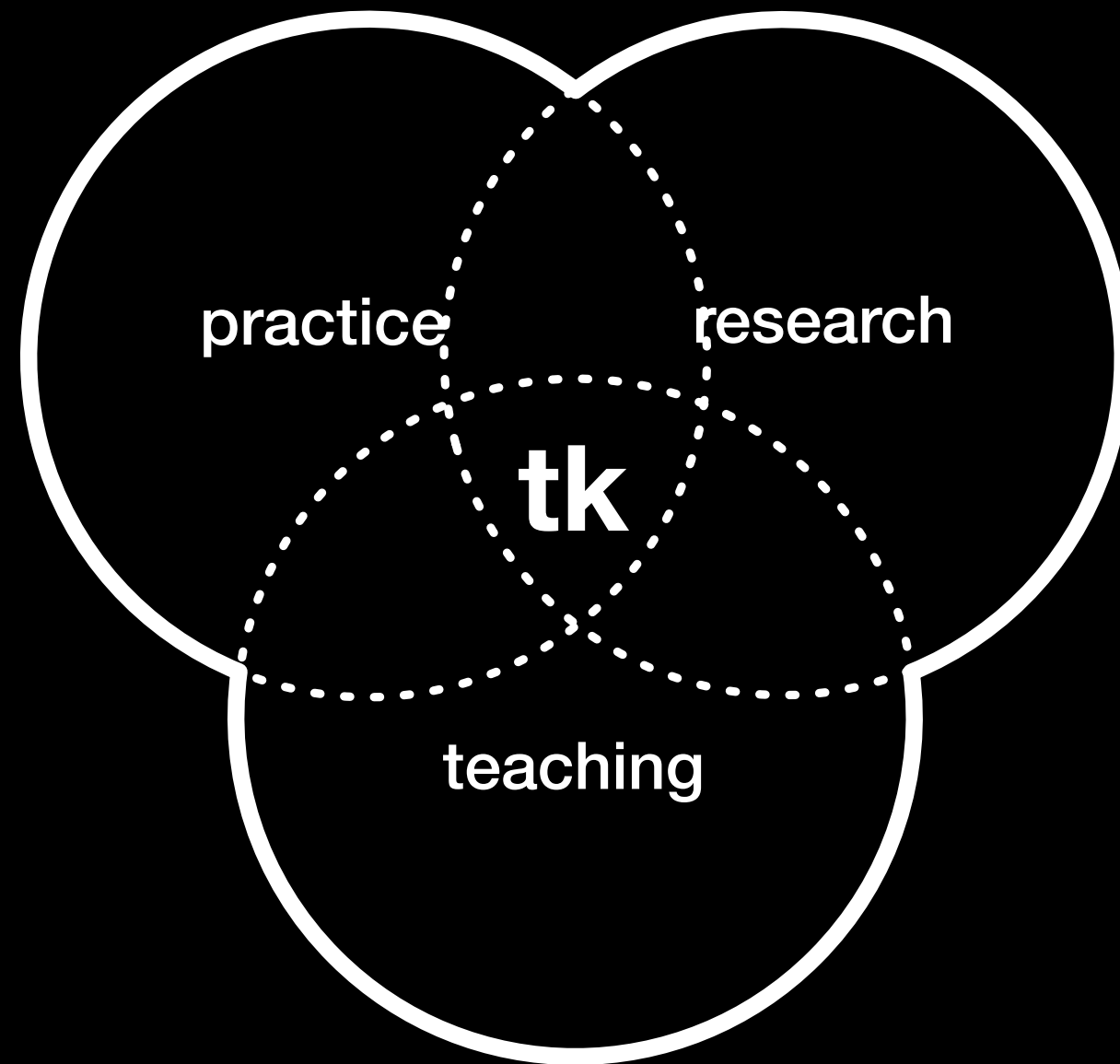
acting on the uncertainty

He who can, does. He who cannot, teaches.

George Bernard Shaw, 'Man and Superman'



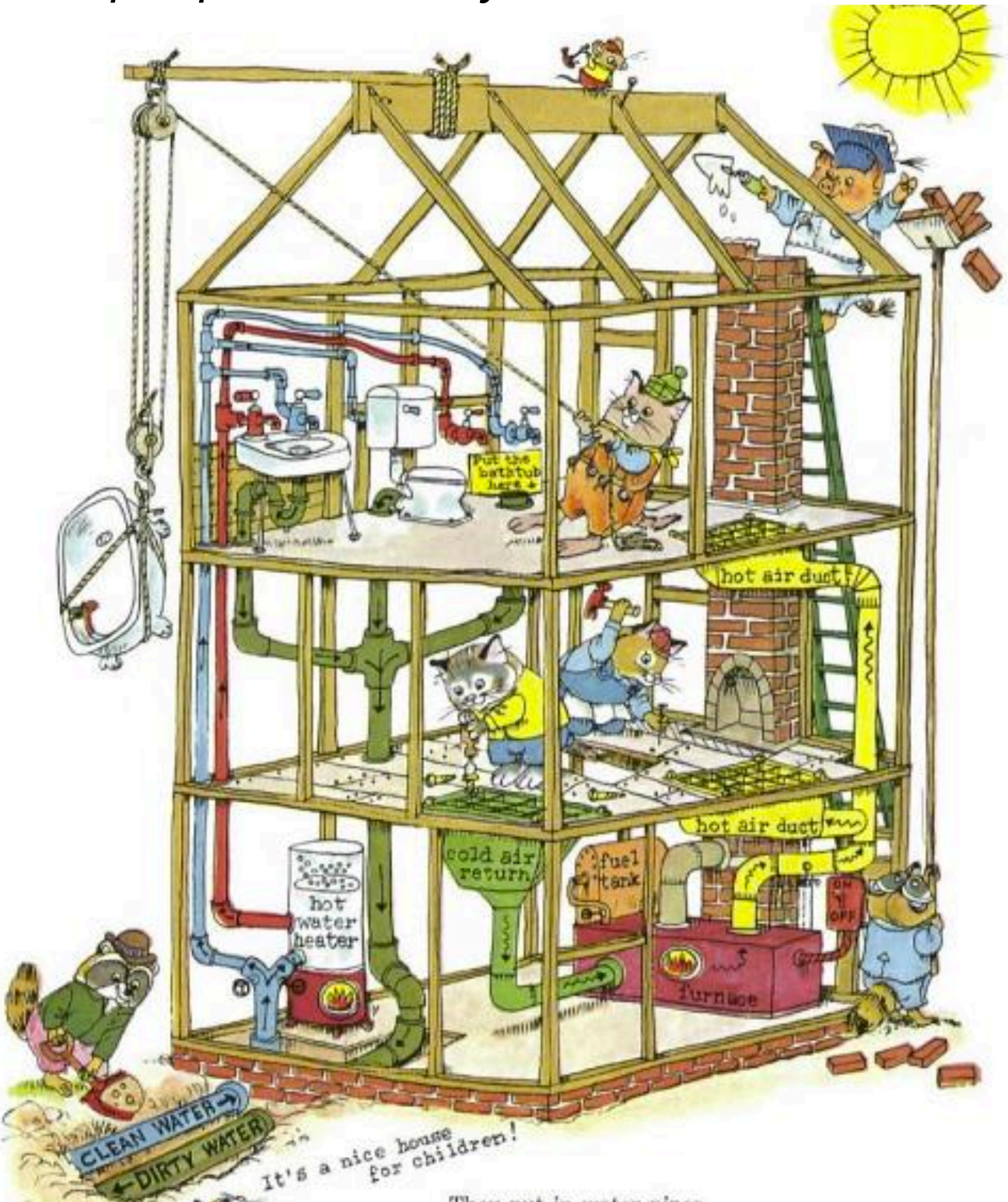
continuous dialogue



design as noun



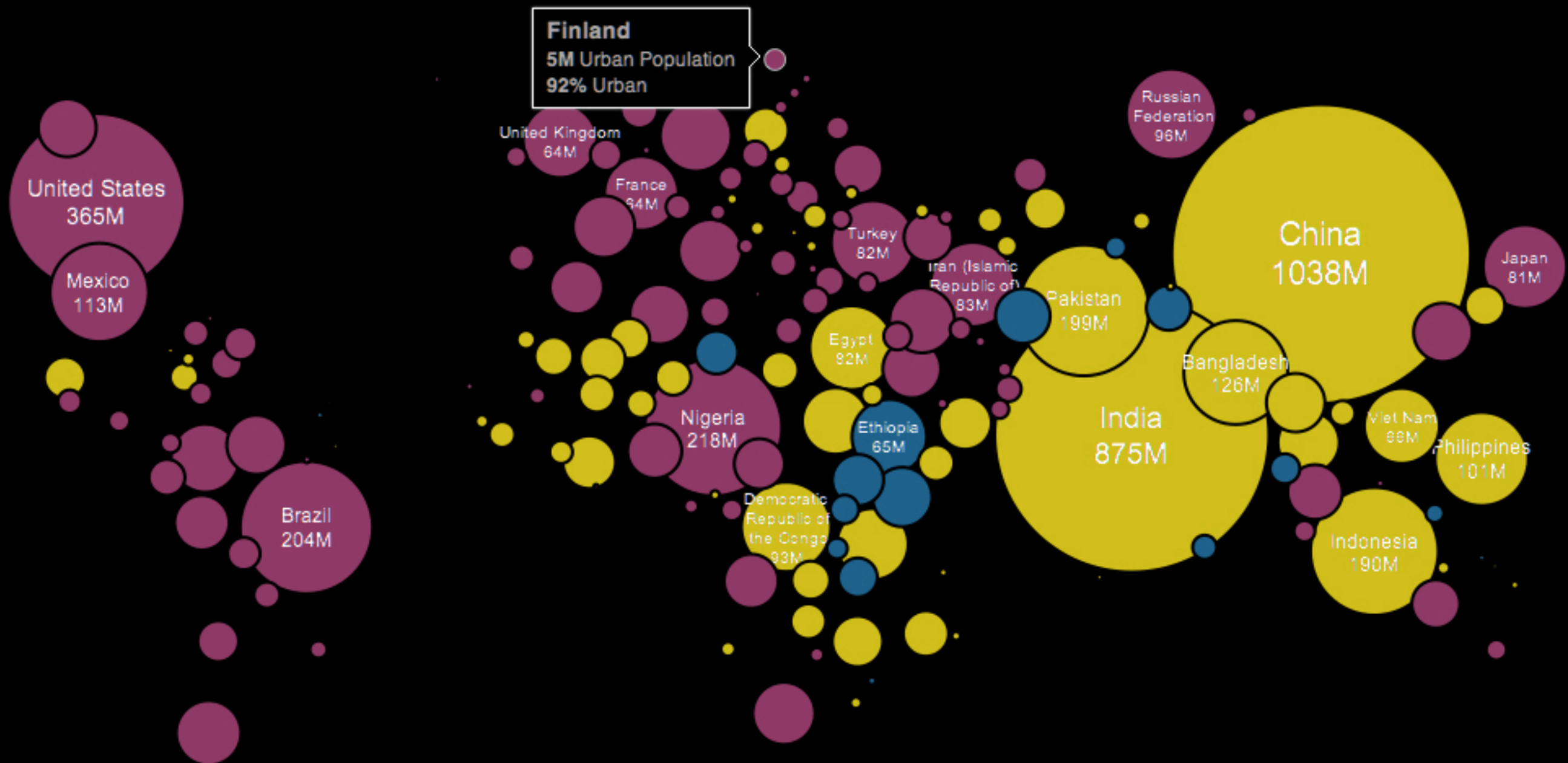
Richard Scarry, 'What do people do all day'



design as verb



world urban population 2050 (unicef)



‘what will people do all day‘



act towards goodlife





pedagogy as design



pedagogy as systemic



...learning for an unknown future has to be a learning understood neither in terms of knowledge or skills but of human qualities and dispositions.

Ronald Barnett



dispositions

Barnett

- **will to learn**
- **will to engage**
- **preparedness to listen**
- **preparedness to explore**
- **willingness to open to experiences**
- **will to imagine**



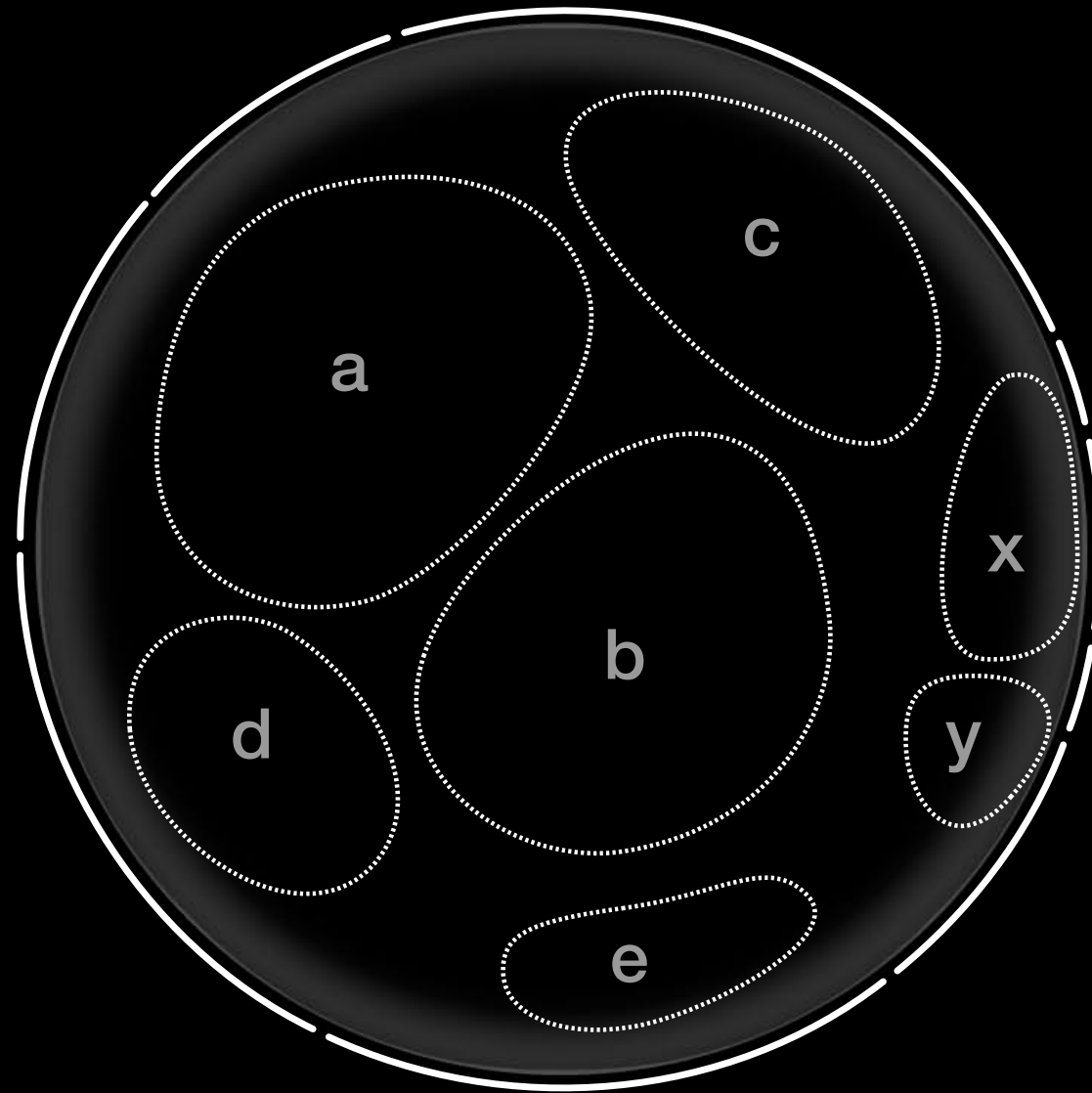
pedagogy as uncertainty





risk, failure and the new

problems, tasks, conventions, approaches

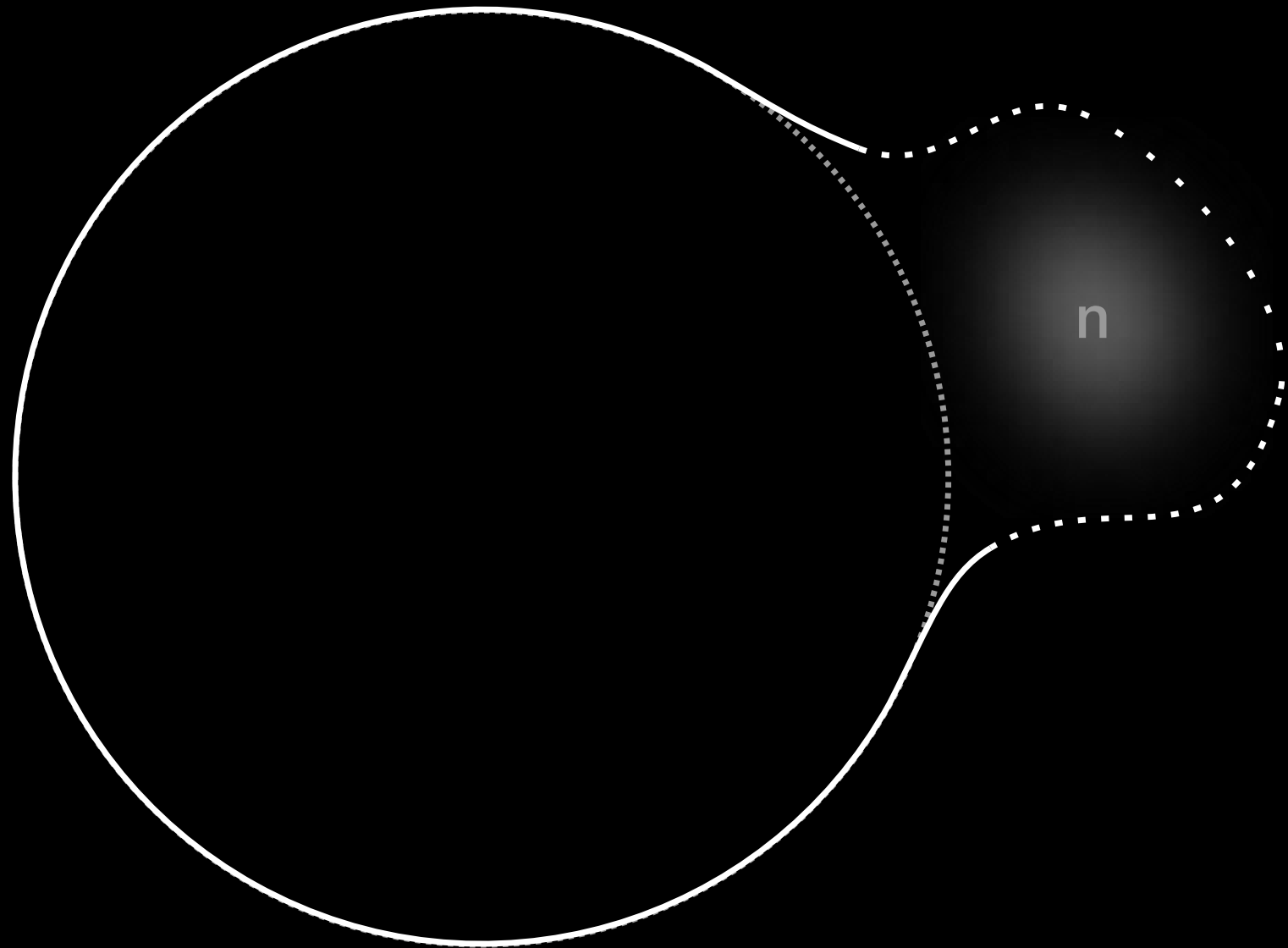


space & risk

We may differentiate spaces that are intellectual, practical or more personal in character; and each space possesses its characteristic set of risks. Of the several sets of spaces and attendant risks, it is the pedagogical space and its associated risks that are the most potent.

Ronald Barnett

the new – black swans & blue oceans



pedagogy as process of dialogue



- **design for the people**
- **design with the people**
- **design by the people**
- **...**



space of supercomplexity

... lifewide learning is learning in different spaces simultaneously.

Ronald Barnett



peer-to-peer



...the ignorant master can instruct the learned one as well as the ignorant one: by verifying that he is always searching. Whoever looks always finds. He doesn't necessarily find what he was looking for, and even less what he was supposed to find.

Jacques Rancière, 'The Ignorant Schoolmaster'



pedagogy as performance



A theatre that is no longer spectatorial but instead is a social situation eludes objective description, because for each individual participant it represents an experience that does not match the experience of others.

Hans-Thies Lehmann, 'Postdramatic Theatre'



temporally absolute

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living with complexity



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live-space as medium



choreographing with everyday life





learning un certainty

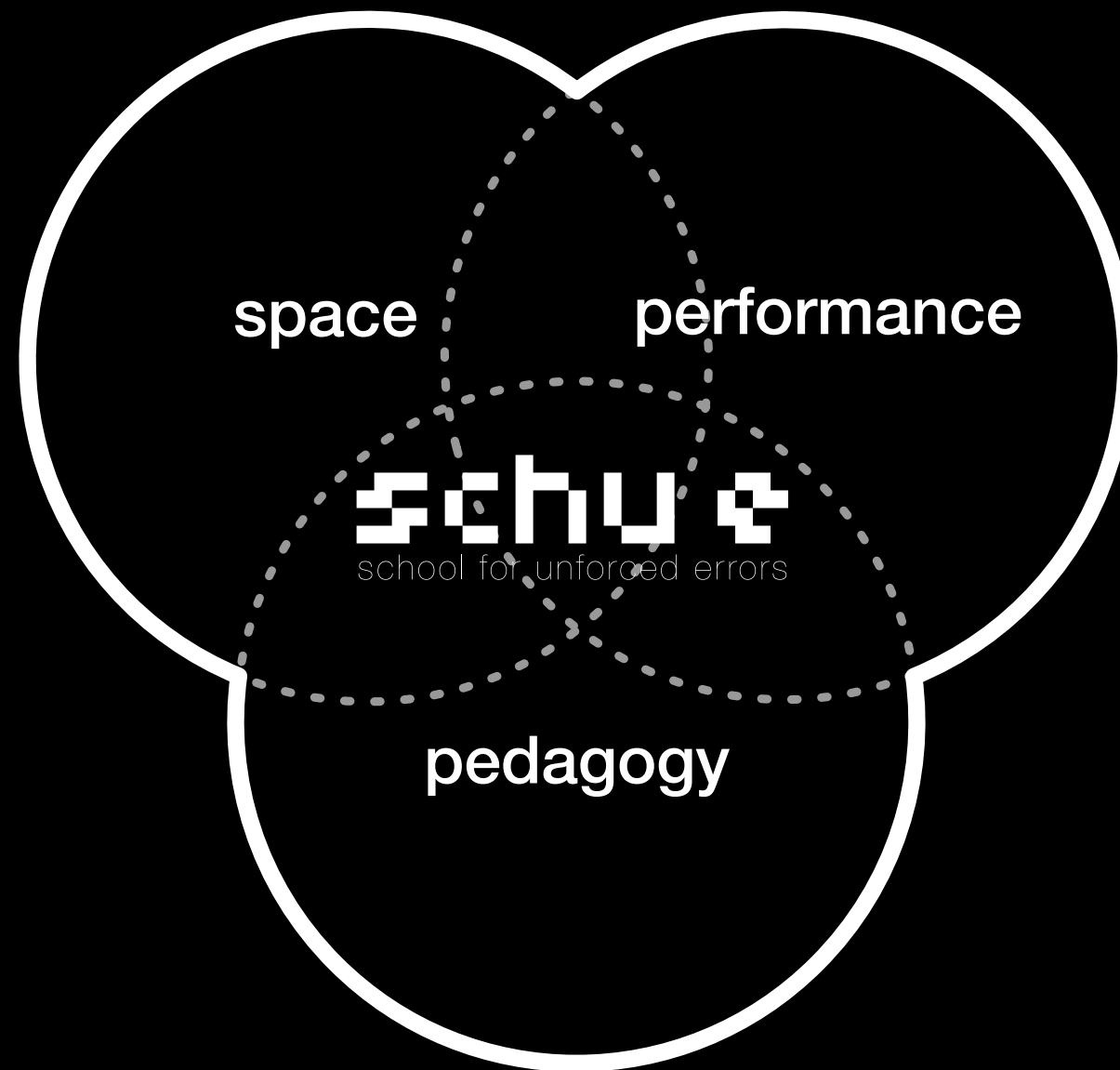




school for unforced errors



school of unforced errors (Toni Kauppila & Riku Saastamoinen)



teuraaksi kasvatettu



virhe



Prof Toni Kauppila

12 | 05 | 10

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garden of errors



interstitial



... For there can be no learning without the presence of others. The individual does not exist, except in relation to another individual. And where we find more than one individual, we also find more than one culture. Our pedagogy – our teaching and learning – is after all part of these cultures.

Matthew Goulish, '39 Microlectures'



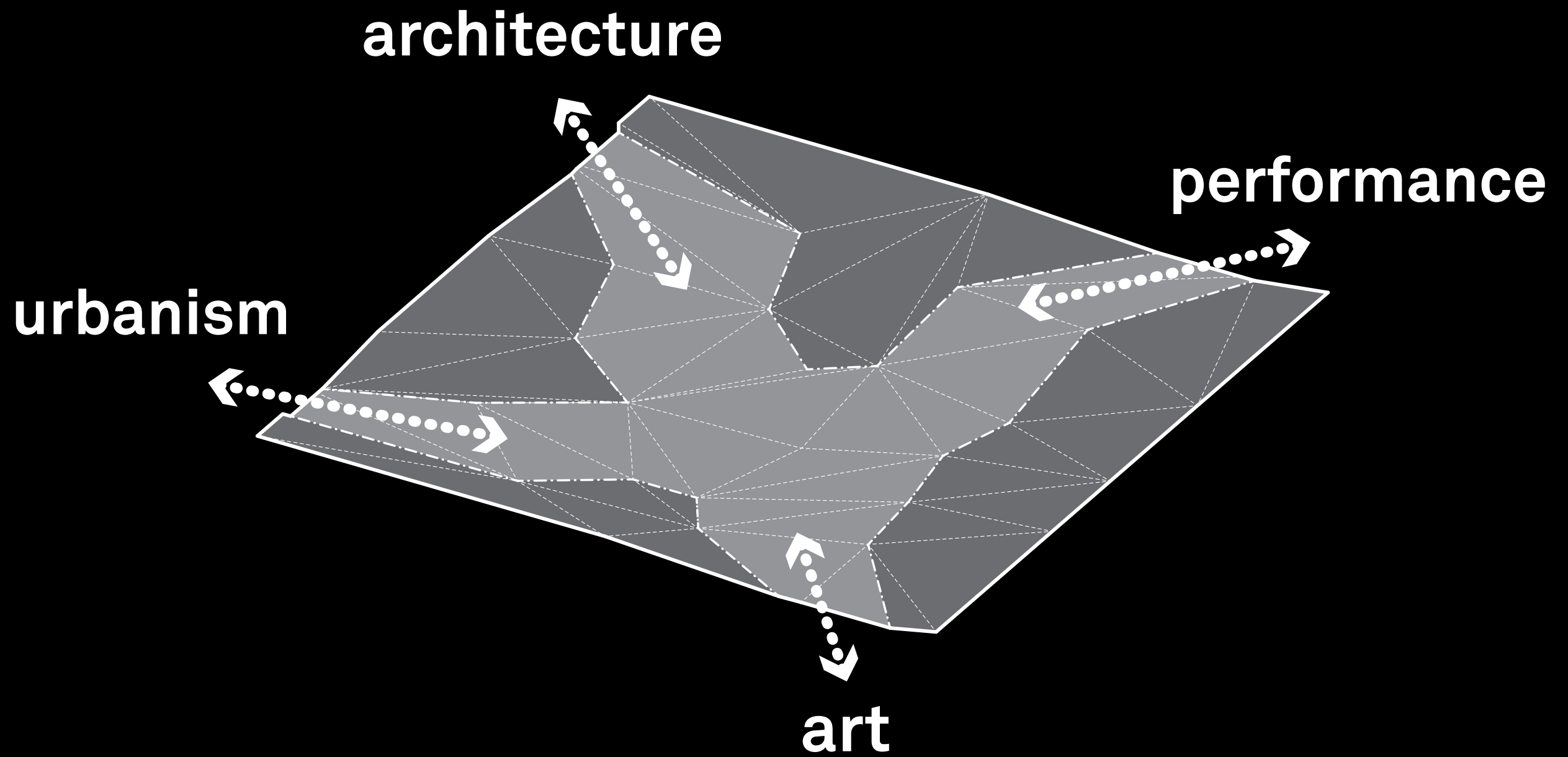
interstitial space

*...the narrow ridge is the meeting place of the We. This is where
man can meet man in community...*

Martin Buber

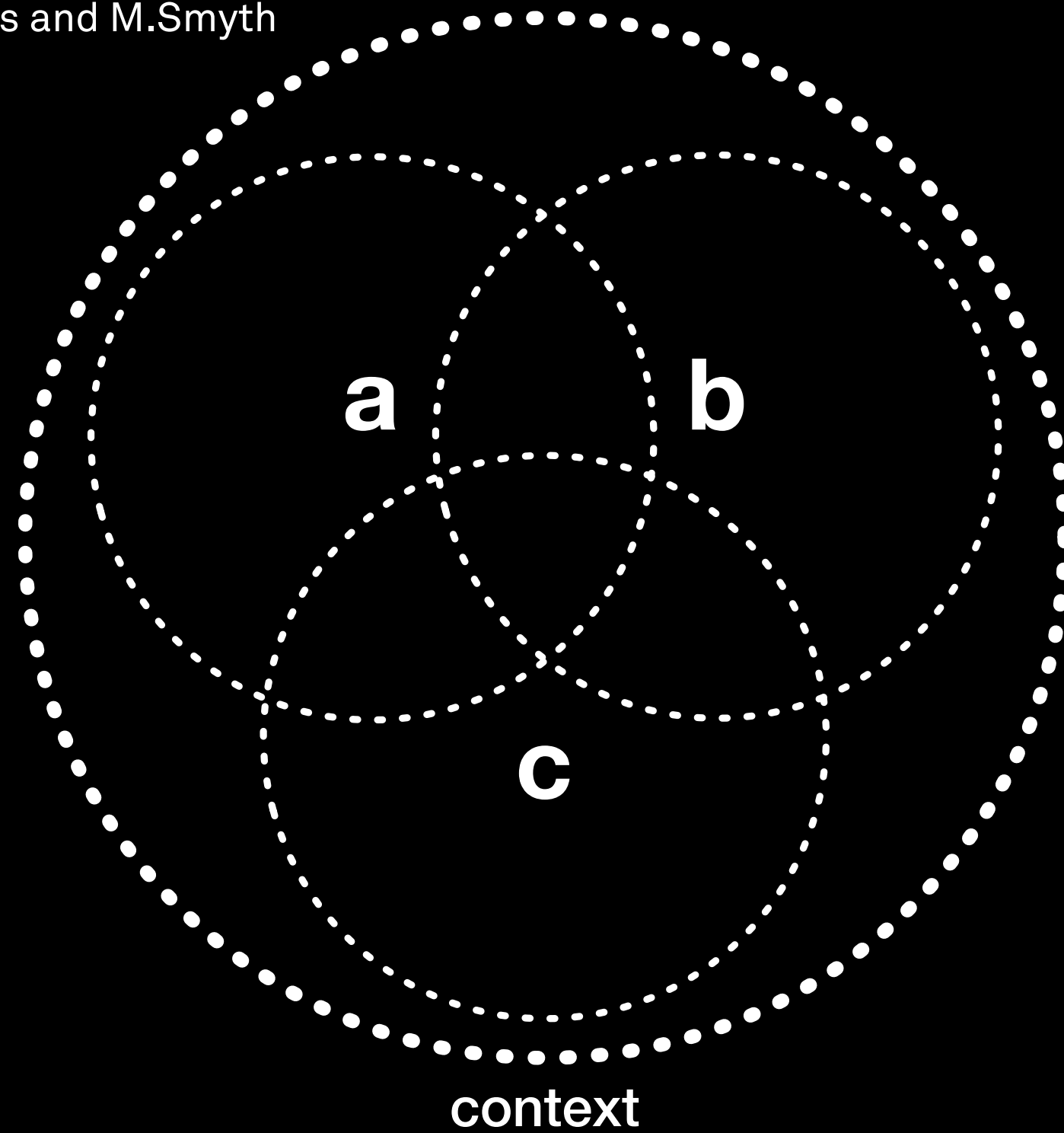
collaborative





trans-disciplinary

Dykes T.H., P.A. Rodgers and M.Smyth



The open meeting, in principal, seeks by contrast more equality and more surprise. The issue is how the open meeting might create an alternative to demeaning compromise.

Richard Sennett, 'Together'





redefining craftsmanship



*Craftsmanship names an enduring desire to do a job well
for its own sake.*

Richard Sennett, *'The Craftsman'*



shifting perspectives

new practice

context

climate



social

commons



collective super-complexity

commons



critical worldview

contextual

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celebrating the society

cultural

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embracing the encountering

social

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climate

crafting the spatial conditions

becoming an activist

new practice



thank you