

Faculty of Design

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Education as a Transforming Practice: Preparing together for complex, sustainable futures

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System theory

Embodied theories

Transformation paradigm

Design & research

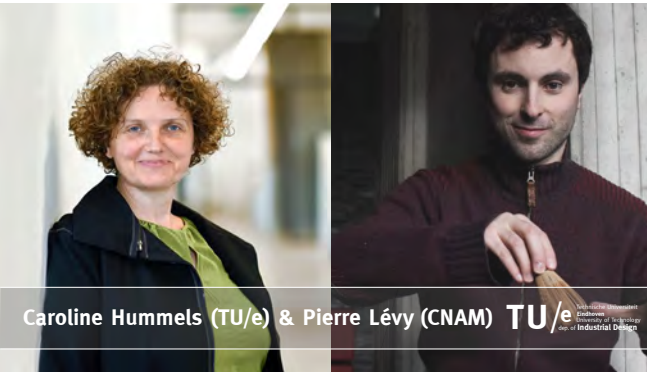
Complexity theories

Education as a Transforming Practice: designing together for complex, sustainable living

RSD'10 - November 5, 2021

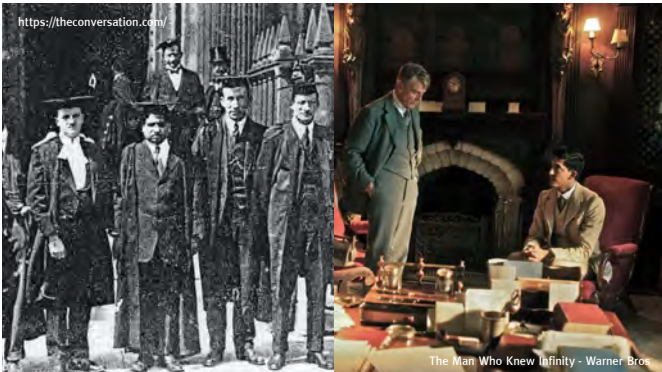
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<https://theconversation.com/>



The Man Who Knew Infinity - Warner Bros

<https://theconversation.com/>



Srinivasa Ramanujan (1887-1920)

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The Man Who Knew Infinity - Warner Bros

Do our current education systems support individual students
to learn, grow and get the best out of themselves?




**GRADE
A
MEAT**

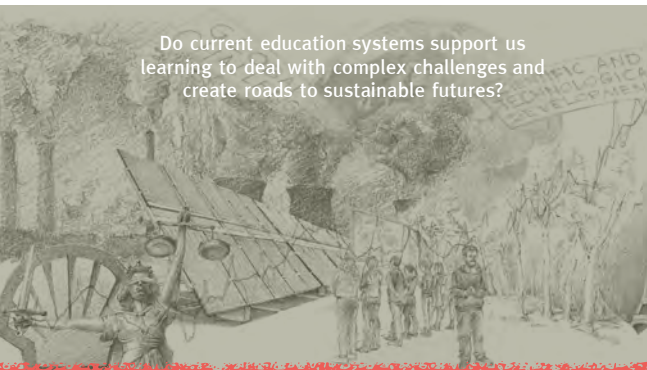
Prince Ea - I sued the school system

<https://www.youtube.com/watch?v=dqTtoJTja8>

Are our education systems adequate to prepare
students for unknown futures, up to at least 40 years
from now, when they will still be working?



Do current education systems support us
learning to deal with complex challenges and
create roads to sustainable futures?



Classical-scientific view:
reductionism,
determinism,
objectivity,
predictability

“new” scientific views:
relativity,
self-organisation,
complexity,
non-reversibility



We postulate that a transformation of concrete educational practices is needed to anticipate future paradigms and be able to address complex societal challenges

Transforming our ways of learning – 2001-2011
Director of Education 2008-2011

Department of Industrial Design 2001 - 2011

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a hologrammatic education system:
competency-centred, self-directed and life-long
learning in the blood of its organisation

unique tailor-made curriculum per student based on PDP
reflection on action, portfolio & feedback
no exams & grades, only 4 verdicts at end of semester

(not suitable for all students)
tension with other departments with a traditional approach
part of a bigger (TU/e) eco-system: dialogic & collaboration

2011 - now: Transforming educational practices in the field of design
Comenius Senior Fellowship, BOOST!, ITHACA policy learning

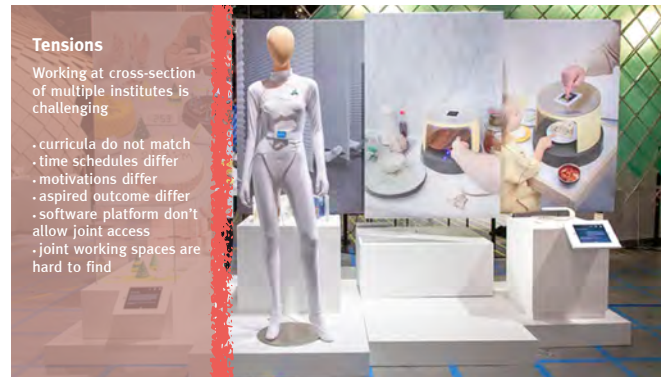
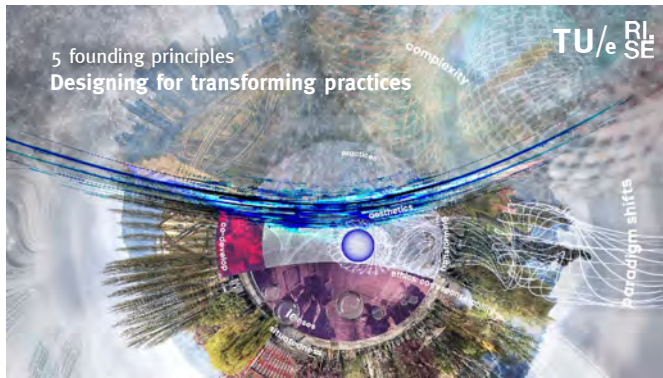
Designing for transforming practices

TU/e
RI
SE

Practices



Temporary, relatively steady ways of living and working with others (Wittgenstein, 1993) in which human activities are intertwined with material arrangements - in particular people, artefacts, organisms and nature -, and which are informed by roughly defined aspirations, certain "rules" and specific ethics and values (Schatzki, 2010).




5 founding principles

AESTHETICS

Beauty in experience
From small details to complex systems

landscape of affordances (Bruineberg et al., 2014) and arising when appropriation

TU/e RI SE
Photo: Adria Troost



Blended learning environments for TP


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To elicit aesthetics, we use the concept 'landscapes of affordances, i.e., an ecological niche in the bigger scope of socio-cultural practices, in which possibilities for action are offered to people through our designs, which stand out as relevant for people in that specific situation (Bruineberg and Rietveld, 2014)



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The most tension is experienced due to the lack of organisational aesthetics: administrative procedures and software, learning management systems like Canvas, and learning equipment, are designed primarily for functionality and efficiency.



5 founding principles

CO-RESPONSE-ABILITY

Taking responsibility together
Based on equality, honesty, choice and sustainability

Particular attitude & repertoire of actions, including sympoiesis -making together

TU/e RI SE

Imagining futures together



RWS Expedition 2050 (Smith et al., 2021)



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Jing-cai Liu, 2020

Imagining futures, be it 1, 10, 30 or even 100 years ahead, and connecting them to the here and now through storytelling and prototyping > reflection on current practices in relation to preferred values and paradigms



RWS Expedition 2050 (Smith et al., 2021)



Jing-cai Liu, 2020

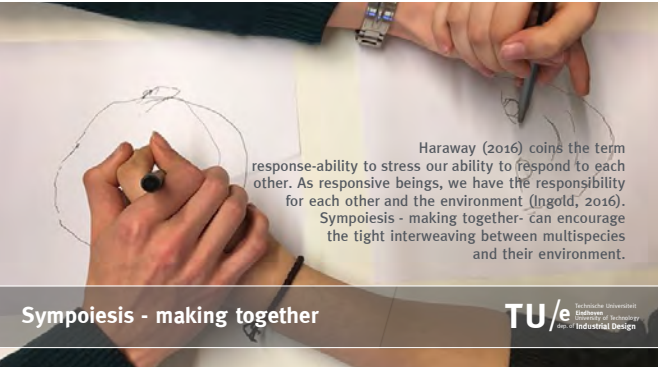
Sympoiesis - making together



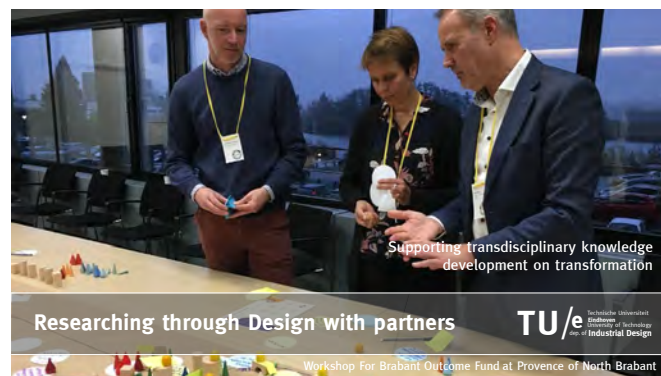
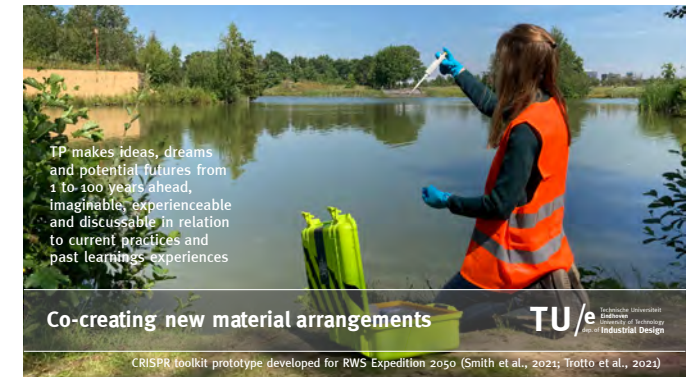
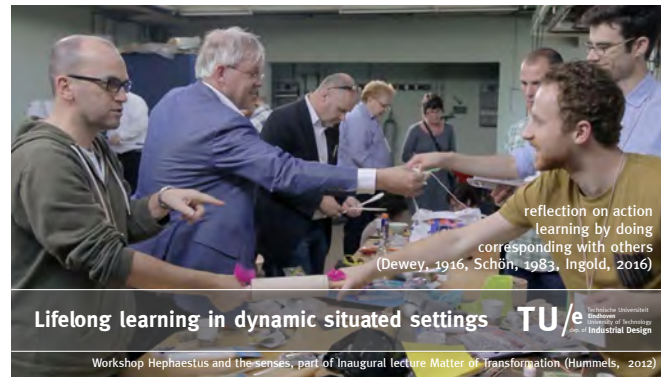
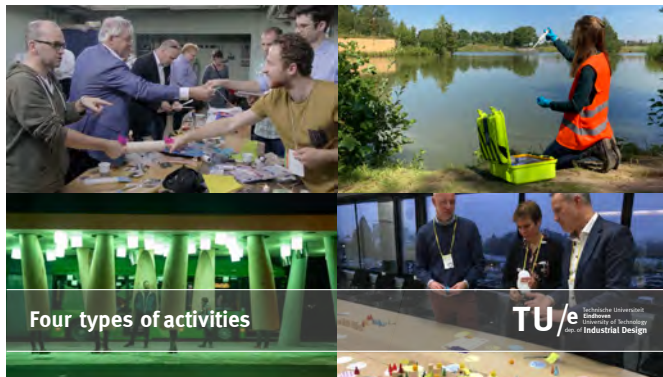
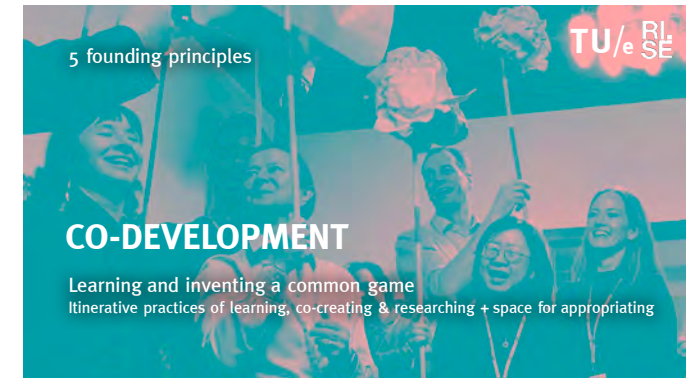
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Sympoiesis - making together

Haraway (2016) coins the term response-ability to stress our ability to respond to each other. As responsive beings, we have the responsibility for each other and the environment (Ingold, 2016). Sympoiesis - making together- can encourage the tight interweaving between multispecies and their environment.



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An ongoing process...



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Thanks!

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Thanks!

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