

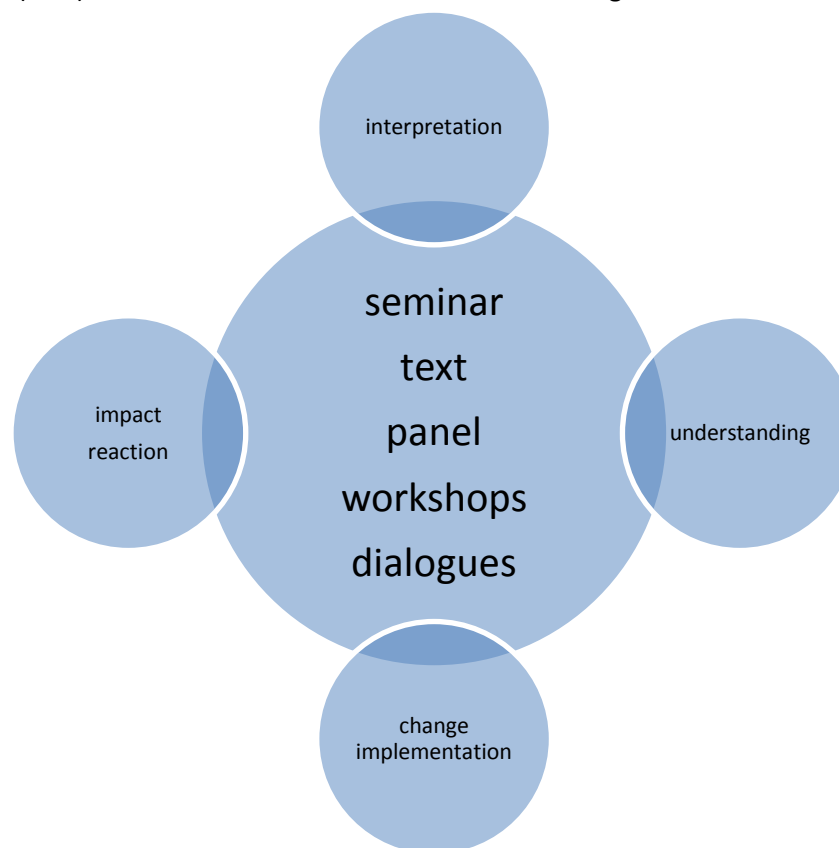
Senior lecturer & visual artist Mogens Larsen Stenderup University College of Northern Jutland	mls@ucn.dk			
Liepaja University, 28 th of October – 1 st of November 2013	-			
Headline: Methods of examining possible entries into individual – and (group) collective learning	Monday	28th	October	
Reading module 1: The creative platform: a didactic approach for unlimited application of knowledge in interdisciplinary and intercultural groups (pdf) http://vbn.aau.dk/ws/files/52369619/The_creative_platform_a_didactic_approach_for_unlimited_application_of_knowledge_in_interdisciplinary_and_intercultural_groups.pdf (European Journal of Engineering Education Vol. 34, No. 3, June 2009, 235–250)	15 pages			
# Working sequence:				
Plenary talk - Introducing different (innovative) methods (designing learning)		room	10 - 11	
workshop w/tutorial: Production / manifestation (groups) (see p. 6 / exercise 1)		room	11 - 15	
– presentations & evaluation		room	15 - 17	
Headline: Creativity and how creativity can help in creating new and various learning environments (and new approaches to community building	Tuesday	29th	Oct.	
Reading module 2: Creativity in the making (pdf) Link: http://www.lchc.ucsd.edu/mca/Paper/CreativityintheMaking.pdf	42 pages			
# Working sequence:				
Questionnaire (plenary discussion and decision process: Which questions do we want to address (motivational and interest carrying)	question - catalogue	room	10 - 11	
Laboratory (pechacoucha try outs: http://www.pechakucha.org/)	Groups of 3	room	11 - 13	
Plenary discussions /presentations/feedback/evaluation		room	13 - 15	
Headline: Learning,Aesthetic learning, presenting /C. Otto Scharmer),learning styles (Dunn&Dunn), “hands on”, relational understanding of “knowledge dialogues”	Wednesday	30st	Oct.	
Reading module 3: Bringing Things to Life: Creative Entanglements in a World of Materials (pdf) Original version (April 2008) presented at ‘Vital Signs: Researching Real Life’, 9 September 2008, University of Manchester	10 pages			

Link: http://www.socialsciences.manchester.ac.uk/realities/publications/workingpapers/15-2010-07-realities-bringing-things-to-life.pdf				
# working sequence:				
“the body and mind of the university” – interviews, answers, ideas, perspectives on - “how do we learn in opposition to what we know about learning”		room	10 - 11	
Community groups of 6 – 10 prepare activity designs for open seminar with focus on dialogue, hands on and experimental learning Invitational event		room	11 - 18	
Open university / community building (http://www.claquetheatre.com/about/)	seminar evening	room	19 - 21	
Headline: Identity(Who you are – who you are not -and who you are becoming, Fred Newmann)	Thursday	31st.	Oct.	
Reading module 4: Activity and Performance (and their Discourses) in Social Therapeutic Method(pdf) Lois Holzman and Fred Newman1 East Side Institute for Group and Short Term Psychotherapy, New York NY (pdf) Link: http://www.eastsideinstitute.org/bibliography_assets/Activity-and-Performance.pdf	22 pages			
#working sequence				
Social- and individual change/development – outlining perspectives from yesterday in various manifestations (activities, and communications) - Introducing: <i>The impossible assignment</i> : Organize tomorrow integrating perspectives of what you/we have worked with and different elements of learning values		room	10 - 11	
Working in groups with assignment	Groups of 3-5	room	11 - 15	
Presentation of solutions to “impossible assignment” – and sneak peek of tomorrows work (what is going to happen tomorrow)		room	15 -16	
Headline: Performativity (development and zone thinking (Vygotsky))	Friday	1.10		
Reading module 5: PSYCHOTHERAPY AND THE ARTS(pdf) http://www.eastsideinstitute.org/index_assets/Psychotherapy%20and%20the%20Arts%20Dec.%202010.pdf THE SELF IN A CONSUMER SOCIETY(pdf) -Zygmunt Bauman, THE HEDGEHOG REVIEW / FALL 99 http://www.iasc-culture.org/THR/archives/Identity/1.1FBauman.pdf (either via Google or directly through browser)	22 pages 6 pages			
#working sequence				
Students day – seminar		room	10 – 15	
Total evaluation (week) – how 2 evaluate? Suggestive plenary.		room	15 - ?	

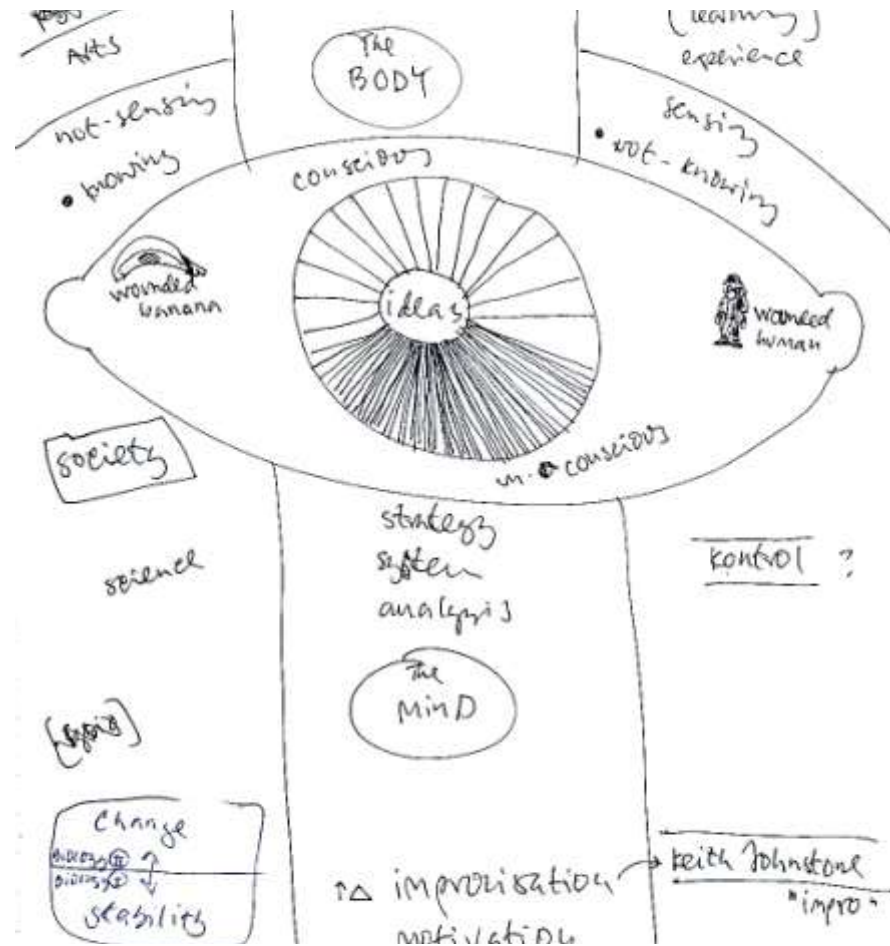
Reading module (general) (surfers only!) Theory U - http://www.ottoscharmer.com/docs/articles/2000_Presencing.pdf Also examine the site: http://www.ottoscharmer.com/ Learning styles - http://www.learningstyles.net/ and at http://www.youtube.com/watch?v=0iP9W9RxIOg and lots more available on the internet (tests, productions, articles, spending possibilities, time consumers etc.) EMBODIMENT AND THE PHILOSOPHY OF MIND: http://www.philosophy.ed.ac.uk/people/clark/pubs/embmnd.pdf	56 pages			
	29 pages			

Notes:

- Index 25th of May 2013: I want to focus the week and the work sessions on dialogue and the exchange of knowledge between humans. Human development and a *performative approach* to creative insights and knowledge of recognizing the *embodiment and philosophy of mind* are powerful (new) tools when we want to initiate both learning and relational educational skills (and situations).



- Index 2nd of July 2013:



- Index 16th of July 2013: Create a point of (common) reference >< a starting position

Day one: survival-----art

Conserve

Key words: experience, learning, relations

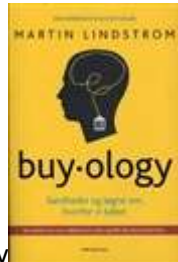
Solve this problem, create a problem, ask a question

Individual	Isolation
Community	social

- Language
- Image
- Sound
- Communication

tools	- Creativity	- Improvisation	Human tools
	- Imitation	- Cultural tools /culturally defined significant tools	

- Creative credos (Lars von Trier, Paul Klee, Piet Mondrian, Erik Satie a.o.)(art)
- Wasted lives / human trash.....(Zygmunt Bauman) (sociology)
- Consumer values (middleclass do.)



- Buy.ology
- Methods

Day two: premises of – human development

A	B
State of mind (reference position)	Different state of mind (new reference point)

- Innovative evaluation
- Index 19th of July 2013

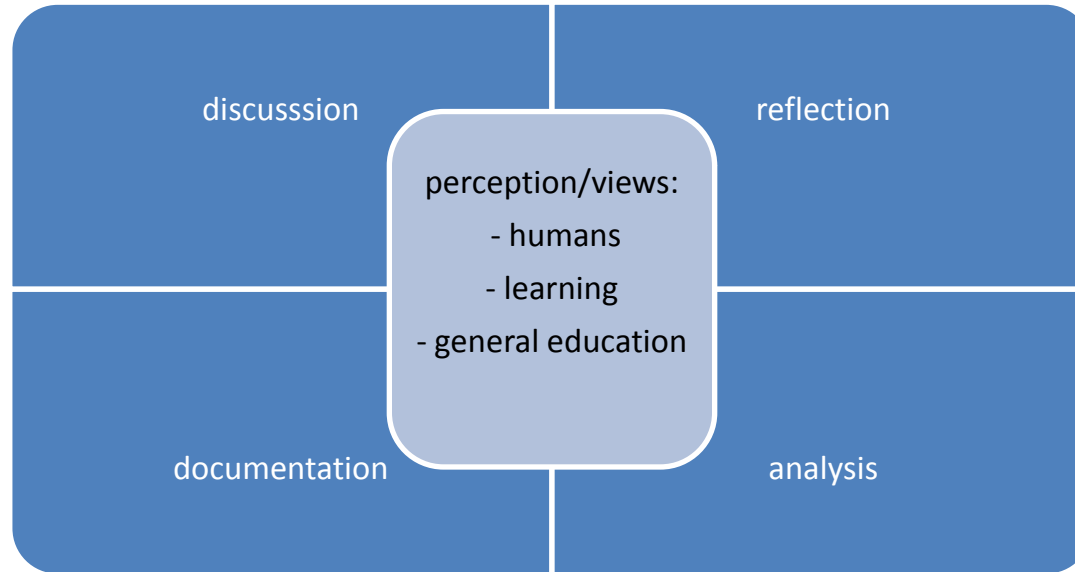
Code

species cultures (categories)
 dominant submissive (survival)

- The adult / the significant other¹

Dependency (inter)
Learning
Maturing
Educated

child and development
survival
nursing/caring/developing
competence /(re) cognitive



- *Supporting growth* (scaffolding)
- Evaluation

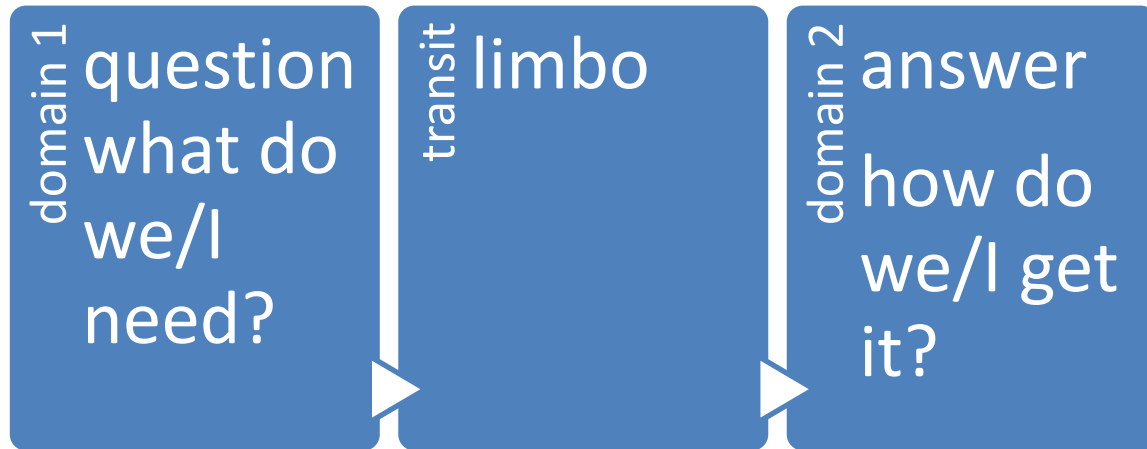
- Index 18th of August 2013

Recognizing
Registering your own current situation
Influencing

- How to induce/create a worthy/worthwhile problem?
- How to ask good questions?
- What motivates me?
- Amplifying knowledge of motivation and motivating factors in individual tutorial relations!?
- Exercise 1:

¹George Herbert Mead

4 persons together
Create 5 ideas of..... Amplifying knowledge of motivation and motivating factors in individual tutorial relations!?! (designs)
By asking 6 questions



- Questionnaire: create a Matrix for developing individual and group learning²:

-	-
-	-
-	-
-	-
-	-

²Project Zero and Reggio Children. (2001). Making learning visible: Children as individual and group learners. Project Zero and Reggio Children. Reggio Emilia, Italy: Reggio Children.