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Methodical- Didactic Lab III: Instructional Design Principles for the 21st Century

Being Present in Times of
Destruction – Co-creating Local
and Global Ecosystems of Social
Learning



Continuing
Education for
Trainers

Developing an
International Peer-
to-Peer Process

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<https://peer2peer-cet.eu>

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Peer2Peer-CET: Methodical-Didactic Labs

- | | |
|------|---|
| 2021 | Being touched and being in touch – Sich berühren lassen |
| 2022 | Holding the Void – Acting in Radical Uncertainty
Wo nichts mehr trägt – In radikaler Unsicherheit handeln |
| 2023 | Gegenwärtig sein in Zeiten der Vernichtung – Cocreating local and global ecosystems of learning
Being present in times of destruction – Lokale und globale Räume für soziales Lernen gemeinsam gestalten |

1997: 1st International Training Circle

Ausgehend vom Problem der Kritiksucht [...] wurde über die Entwicklung der Fähigkeit einer selbständigen Urteilsfähigkeit bei unseren Ausbildungsteilnehmern als eines der Leitziele unserer Ausbildungen gesprochen. Durch welche Übungswege kann diese Fähigkeit erworben werden? Gerade hier kommt es am wenigsten darauf an, hohe Ideale zu „lehren“, sondern [...] dazu anzuregen, dass sich das Gefühlsleben an der Welt schulen kann. [...] Selbständige Urteilsbildung erwächst als freie Tat des Menschen.

Starting from the question of attachment to criticism, we spoke about the development of a capacity to make individual judgment calls as one of the main goals of our trainings. What pathways of practice can help develop this capacity? Here, especially, it is the least effective to “teach” lofty ideals. Instead, we have to encourage the possibility for the life of feeling to be educated by meeting the world. The individual capacity of judgment develops as a free deed of each human being.

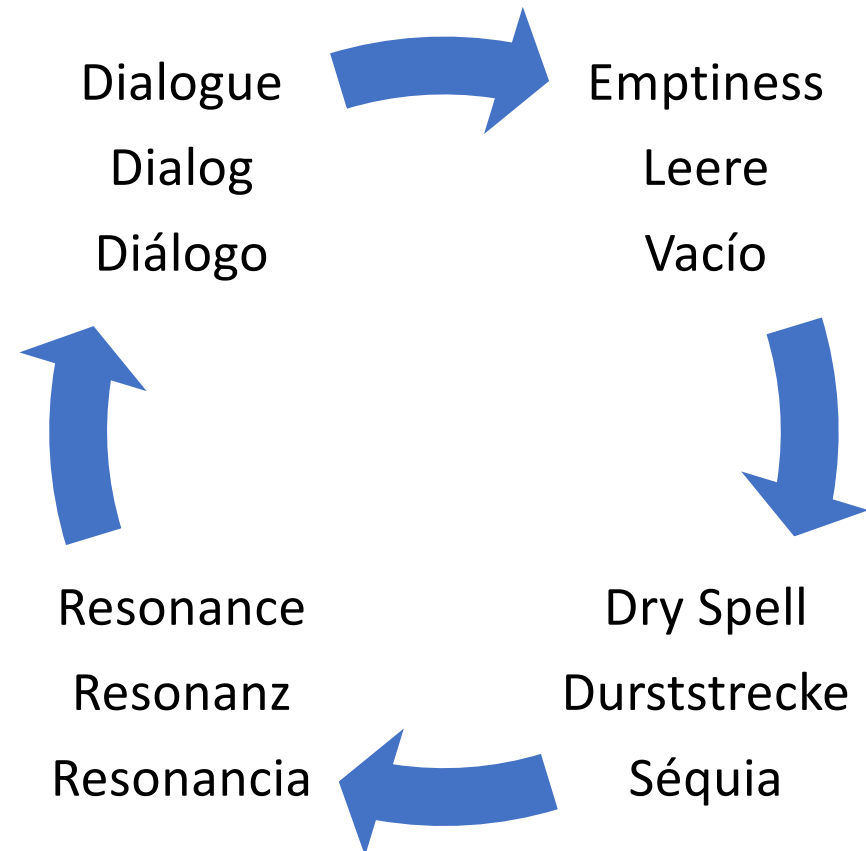
Art | Kunst | Arte

The artistic process as didactic method

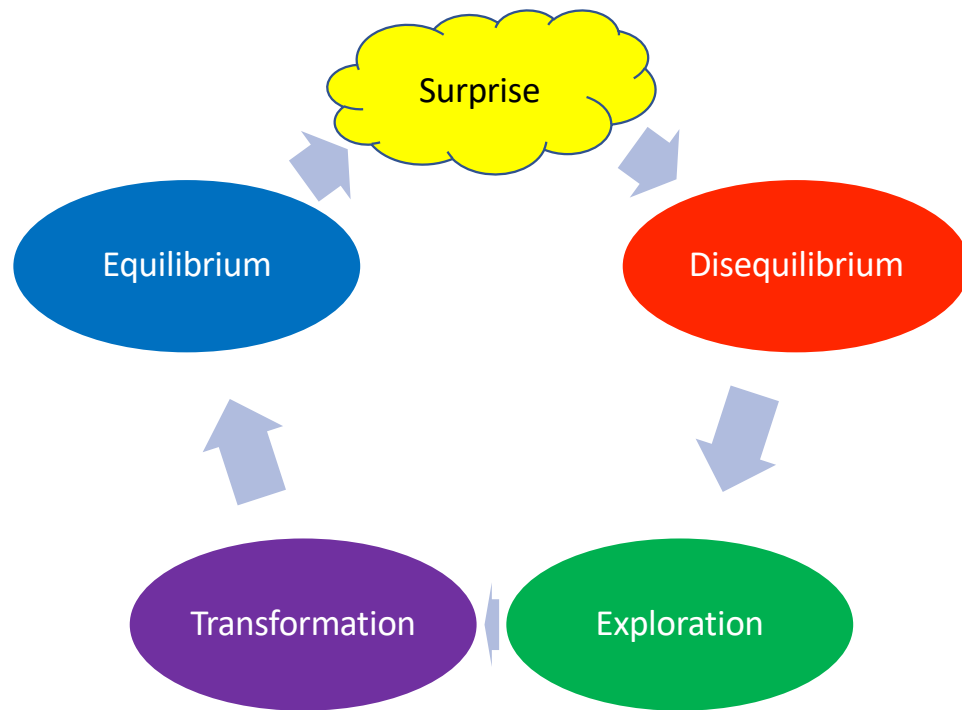
Der künstlerische Prozess als didaktische Methode

El proceso artístico como método didáctico

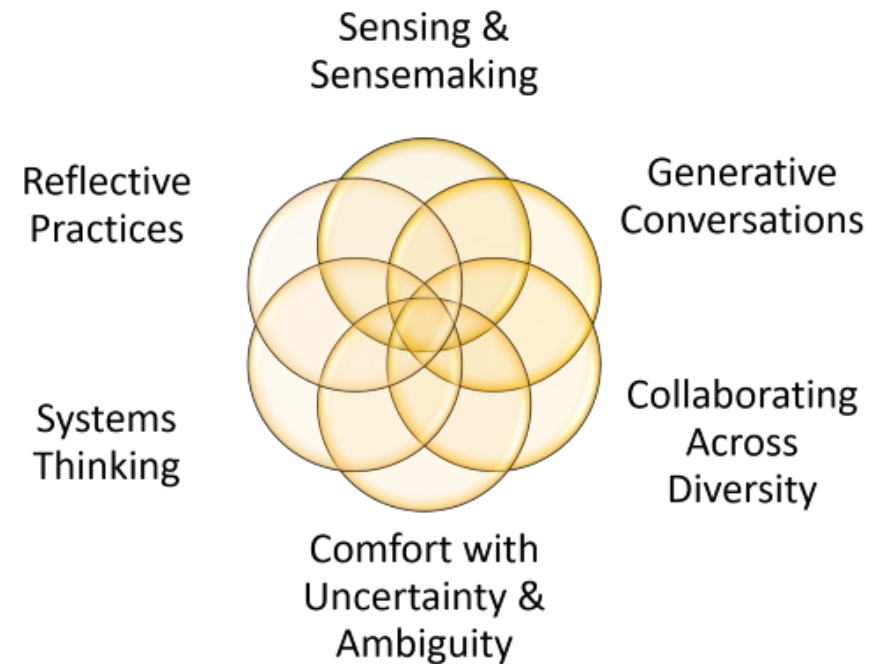
Brater, M. et al. (1999). Künstlerisch handeln: Die Förderung beruflicher Handlungsfähigkeit durch künstlerische Prozesse



Emergent Learning | Emergentes Lernen



Taylor, M. (2012). Emergent Learning for Wisdom.



Chattopadhyay, S. (2019). Six Enablers of Emergent Learning. Available on [Medium.com](https://medium.com)

Göran Krantz: Embodied Movement of Self and Other

The Phenomenology of Artistic Practice

- The arts enhance the ability to make a phenomenon more visible – how it shows itself.

Arts-Based Research

- Using the arts makes it possible to find multiple ways to deepen and explore experience – how to 'see'.

Göran Krantz:

Embodied Movement of Self and Other

Five Steps of Arts-Based Inquiry:

1. Express something of importance in **embodied movement**.
2. Express the lived experience of doing the movement in a picture and in a poem. **(artistic expression)**
3. Explore the experiences of the artistic expressions (not the original experience itself) in conversation. **(interpretation)**
4. Compare the expressions with one another. **(narrative)**
5. Answer questions like: Why is this important for you? Is it important in your life? Why? **(new self-awareness)**

Christine Gruwez: Falling Upwards – Vulnerability as Creative Power

Potency – Resistance

Light – Weight

Creative Power

Life – Form

Hartmut Rosa: Unverfügbarkeit Uncontrollability / Unavailability

Four elements of resonant relationships (to world, body, self, other...):

1. I am being touched (affection).
2. I am connecting with that, which touches me (emotion).
3. I and the other are transformed through the process of being in touch with each other.
4. The experience of resonance arises as a gift, uncontrollably, as a moment of grace.

We can create conditions, which make this possible, but we cannot 'make it happen'. What are those (inner) conditions?

Rudolf Steiner (GA 317)

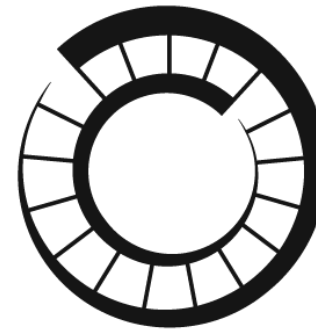
On intervening in the course of events:

Aber wenn man zum Wirken aus dem Geistigen kommt, muß man sich täglich, stündlich vor Entscheidungen gestellt fühlen, bei jeder Tat sich vor die Möglichkeit gestellt fühlen, sie tun zu können oder unterlassen zu können, oder sich völlig neutral verhalten zu können. Und zu diesen Entscheidungen gehört eben Mut, innerer Mut.

But if you want to work out of the spirit, then you find yourself facing a decision at every moment. With regard to every action, you have the option to do it, or not to do it, or to remain completely neutral. And these decisions need courage, inner courage.

Inner Development Goals (IDG)

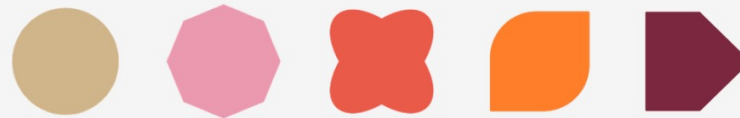
What abilities, qualities or skills do you believe are essential to develop, individually and collectively, in order to get us significantly closer to fulfilling the UN Sustainable Development Goals?



INNER DEVELOPMENT GOALS
Transformational Skills for Sustainable Development

Inner Development Goals Framework

- 1 **Being** — Relationship to Self
- 2 **Thinking** — Cognitive Skills
- 3 **Relating** — Caring for Others and the World
- 4 **Collaborating** — Social Skills
- 5 **Acting** — Enabling Change



From: Inner Development Goals: Background, method and the IDG framework

Available at: <https://www.innerdevelopmentgoals.org/>

Inner Development Goals Framework

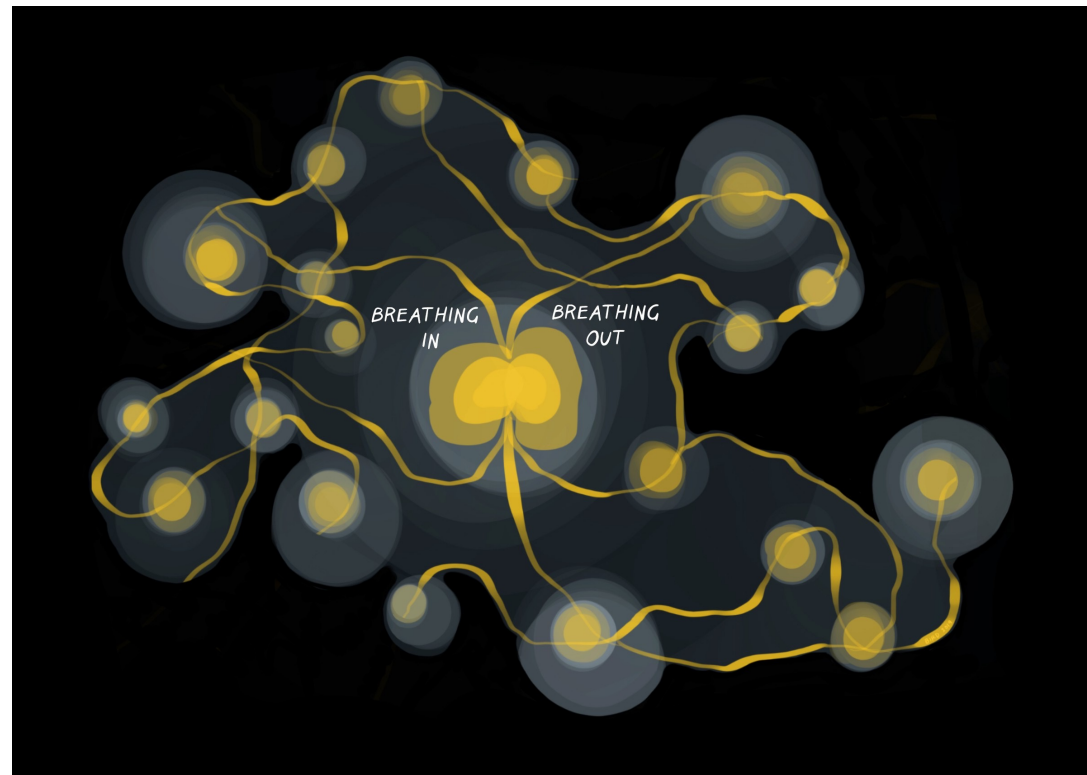
Being – Relationship to Self	Thinking – Cognitive Skills	Relating – Caring for Others and the World	Collaborating – Social Skills	Acting – Driving Change
Inner compass	Critical thinking	Appreciation	Communication skills	Courage
Integrity and Authenticity	Complexity awareness	Connectedness		Creativity
		Humility	Co-creation skills	Optimism
Openness and Learning mindset	Perspective skills	Empathy and Compassion	Inclusive mindset and Intercultural competence	Perseverance
	Sense-making			
Self-awareness	Long-term orientation and visioning			
Presence				
			Trust	
			Mobilization skills	

From: Inner Development Goals: Background, method and the IDG framework

Available at: <https://www.innerdevelopmentgoals.org/>

Postformal Education

OS	Learning	Health	Farm & Food	Finance	Governance
1.0: Input and authority- centric	Traditional teacher-centric	Traditional doctor-centric medicine	Traditional farmer- centric	Traditional Financial Capital	1.0 Visible hand: <i>Hierarchy</i>
2.0: Output and efficiency- centric	Testing: bulimia learning: <i>fast in, fast out</i>	Evidence based medicine	Industrial agriculture: monoculture	Extractive Capital: externality blind	2.0 Invisible hand: <i>Market</i>
3.0: Outcome- and user-centric	Learner- centric	Patient-centric medicine	Organic Ag: reduce negative footprint	Impact investing: winners take all	3.0 Organized interest groups: <i>Lobbying</i>
4.0: Co-creative and eco- system-centric	Activate deep sources of learning	Strengthening sources of well-being	Food as medium for healing planet and people	Generative capital: transforming the system	4.0 ABC: <i>Awareness- Based Collective action</i>



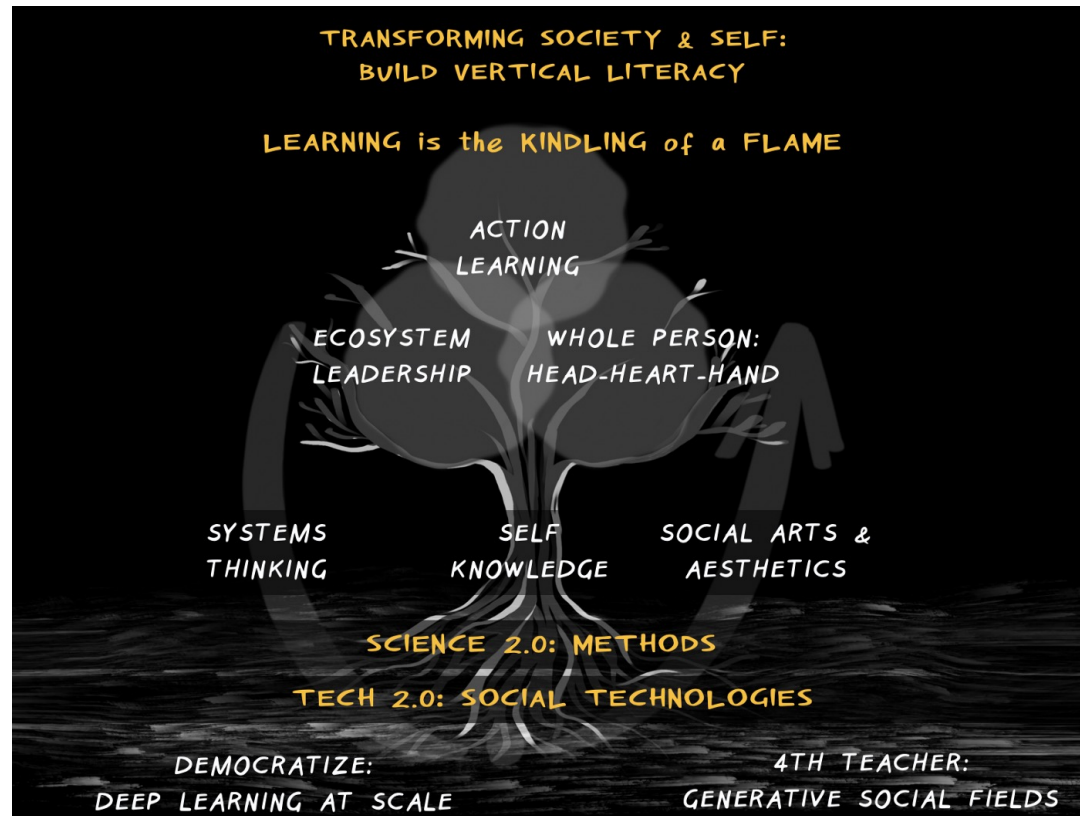
From Scharmer, O. (2019). Vertical Literacy: Re-imagining the 21st Century University. Available on [Medium.com](https://medium.com/@oscharmer/vertical-literacy-re-imagining-the-21st-century-university-1e1e1e1e1e1e)

21st Century Education | Bildung im 21. Jahrhundert

Where do we come from? |
Woher kommen wir?

Where do we stand? | Wo stehen
wir?

Where are we going? | Wogehen
wir hin?



From Scharmer, O. (2019). Vertical Literacy: Re-imagining the 21st Century University. Available on [Medium.com](https://medium.com)

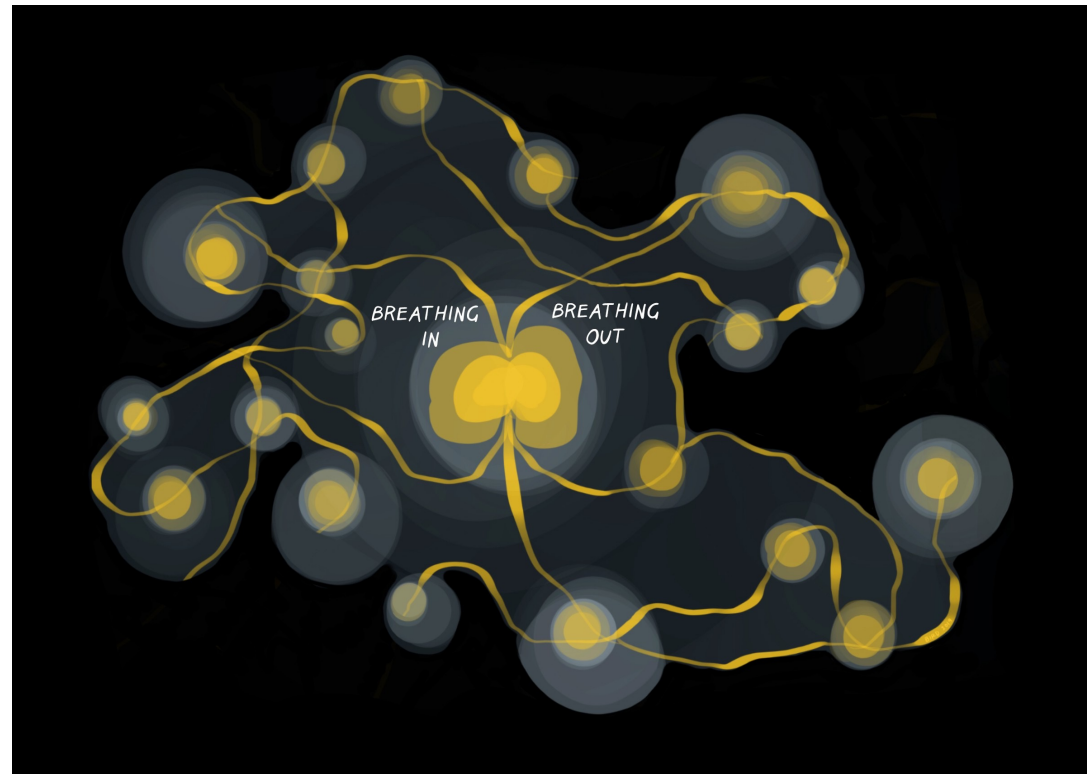
The Fourth Teacher: Generative Social Fields

The first three teachers:

1. Self
2. Teacher/Mentor
3. Place/Environment

The fourth teacher:

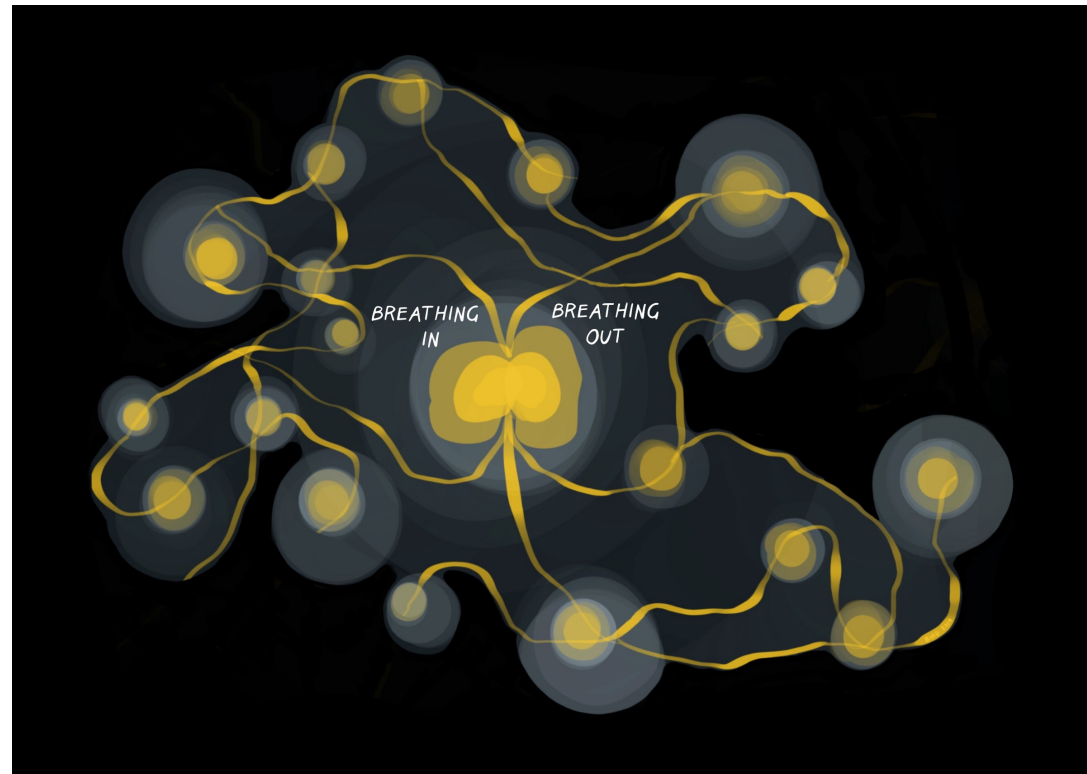
4. Generative Social Fields



The Fourth Teacher: Generative Social Fields

Question for our work together in
Lab III:

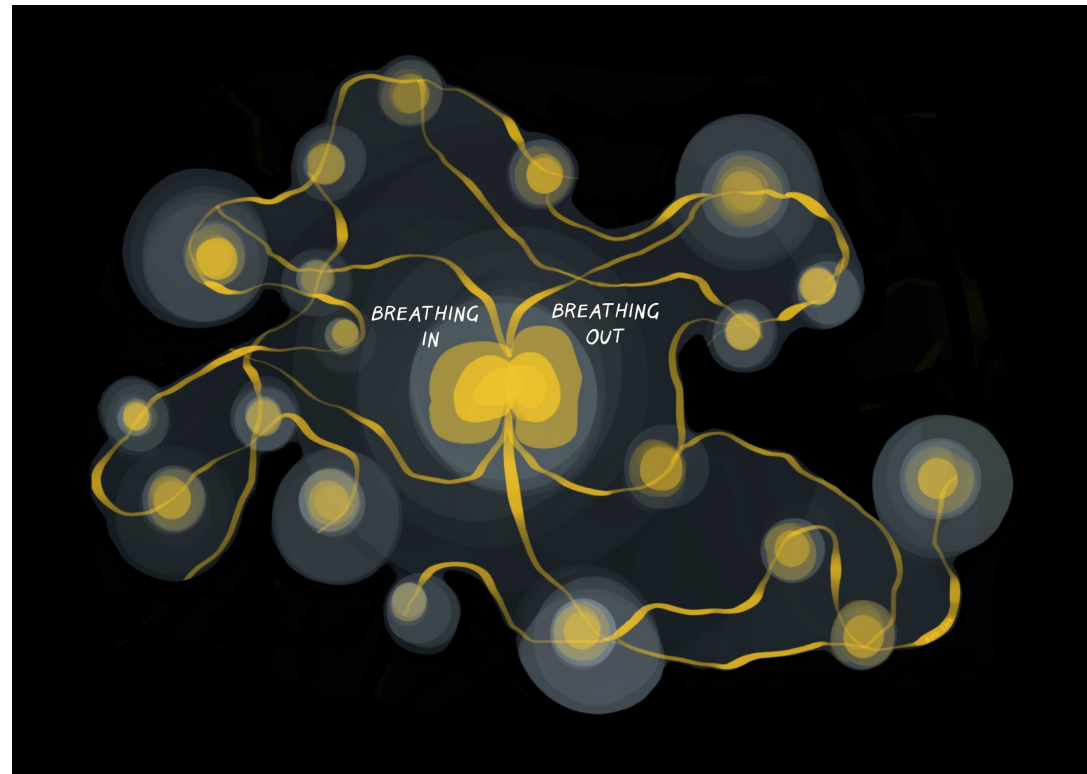
What are the conditions that
allow generative social fields of
discovery, learning and growth to
emerge?



The Fourth Teacher: Generative Social Fields

How can our global network and local hubs become a generative social field, an ecosystem of social discovery and learning in the sense of the university of the 21st century?

- Global heart and circulation
- Local hubs
- Regional organs



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