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## Designing for Transforming Practices: Maps and Journeys

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DESIGNING FOR TRANSFORMING PRACTICES

# MAPS AND JOURNEYS

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Caroline Hummels  
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Malin Johansson  
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# GREETINGS TRAVELLER

## WELCOME TO OUR WORLD OF DESIGNING FOR TRANSFORMING PRACTICES

This collection of infographics is a visual journey through the development, the application, and the communication of our approach in designing for transforming practices. This is a collection of perspectives: how do we view and shape societal transformation through a dialogue across different standpoints?

While the work is grounded in design research as the driving tradition of knowledge production, the collection embraces multiple kinds: disciplinary, cultural, social, and organisational perspectives. It respects the systemic nature of the act of transforming. The purpose of the upcoming pages is not to propose clear-cut solutions regarding how to achieve societal goals, but rather to sketch a landscape of learnings, experiences, and opportunities for a specific kind of transformation to happen.

One could see this collection as a teaser for a bigger journey through uncharted territories of transforming practices. Buckle up and we hope you enjoy the journey.



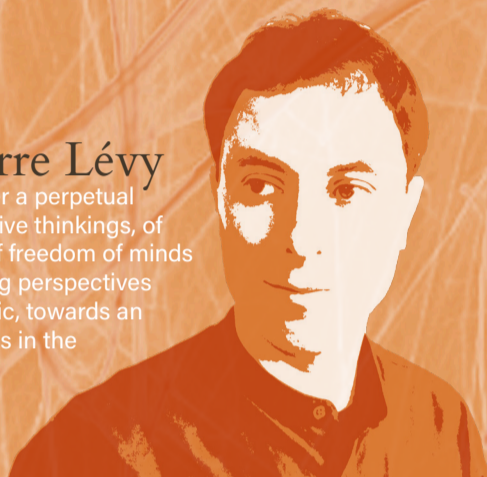
### Ambra Trotto

As a designer, leader and design researcher, I am obsessed with eliciting societal transformation through creativity and design. I want it to become a common practice. I want to see systems at the service of people rather than people at the service of systems. I want to crack the cages that constrain our conventional ways of thinking and operating, by opening up possibilities to dream and shape purposeful lives and a healthy planet.



### Caroline Hummels

Over the past 25 years I have always worked at the forefront of design research pushing its boundaries, e.g., by (co-)establishing the fields of research through design and tangible and embodied interaction. With designing for transforming practices, we are taking the next leap, imagining alternative futures, connecting design and philosophy, while embracing ambiguity, complexity, aesthetics, and ethics. It is thrilling to learn together in the minor key and make new friends in our quest for a sustainable world in becoming. I hope you will join us too!



### Pierre Lévy

Transforming practices empower a perpetual possibility of change, of alternative thinkings, of transformations and therefore of freedom of minds and bodies. For me, transforming perspectives are consequently a vital aesthetic, towards an improvement of the world always in the making and always in motion.



### Jeroen Peeters

As a person, I would like the world to be fair and sustainable, as well as beautifully weird and strangely wonderful. As a designer and researcher, I want to help make that happen. For me, TP is a way of working that helps to lift design and creativity to where it should be. A driving and catalysing force, fed by a multitude of values, skills, competences and more from a range of different people to synthesise radical new ways of how things could be.



### Rosa van der Veen

Working with systemic transformation processes as a design researcher, TP helps me to recognize and design for different forms of transformation and to critically examine the impact generated in these processes. TP forces me to move from the general to the concrete, whereby focus on daily interactions and personal perspectives of people within larger transformation processes are key in generating impact on the long run.



### Daisy Yoo

"Change is the only constant in life," said an ancient Greek philosopher. This old wisdom remains as true as ever. The society will keep on changing whether we want it or not. The question then is how: How should we engage in change? What roles do we, as designers, entrepreneurs, policymakers, citizens, play in these changing times? TP provide lenses, theories, tools, and most importantly, a co-developing learning community to tackle these important questions.



### Marlene Johansson

The cultural and creative sector is transformative in their practices. My research and practice is focusing on the uniqueness of the value of entrepreneurs within the CCSI sector to the society and the business community. Values that drive creatives to pursue their ventures to make a difference and drive a transformation towards saving the planet and the well-being of people. Practices that are very much coherent with the values in the work that we do in the Design Competence and Experience Center. Transformation through creativity, design and innovation.



### Malin Johansson

With my 20-year experience as behavioural scientist and leader, I see designing for transforming practices as an extremely important knowledge platform and methodology toolbox to scale up individuals' abilities and strenghts; and from a multidimensional macro perspective, to shape purposeful lives and a healthy planet. With creativity and design intertwined in the transformation, we are gonna make it!



### Maarten Smith

I'm interested in TP because I'm interested in materials and words to think and move further with.



### Sander van der Zwan

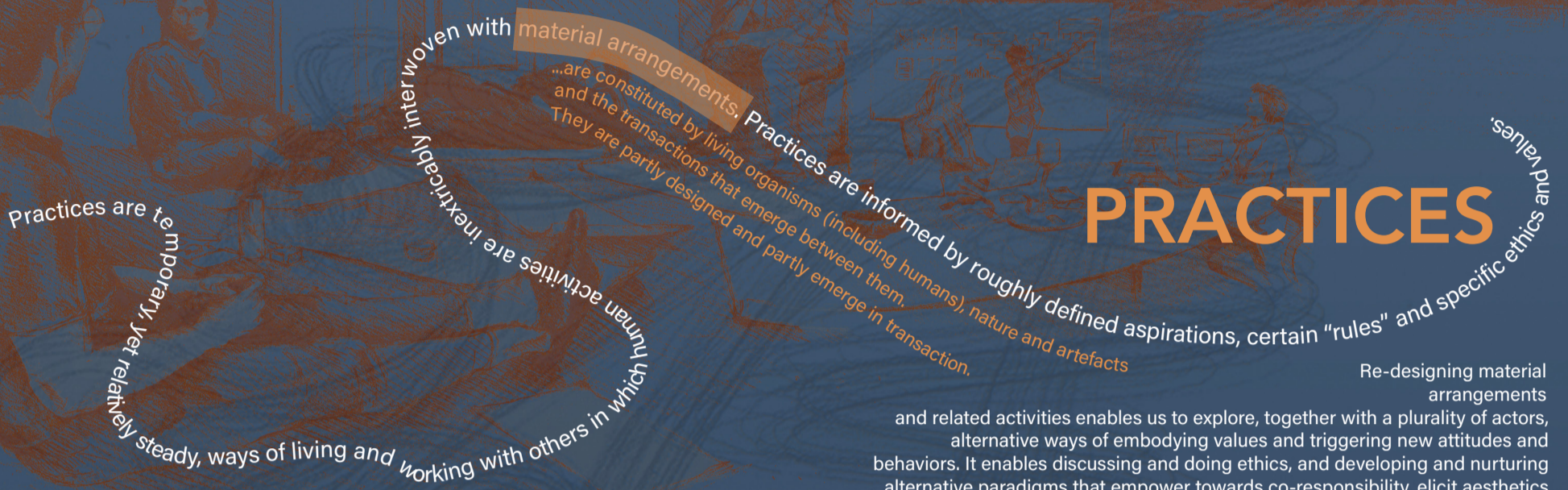
My interest in TP lies to a great extend in the following question: How can certain ways of designing and philosophising correspond in trying to figure out and create the practices that are worth wanting? Such correspondence is never done by the designer or the philosopher alone. Rather, the designing and philosophising is done collaboratively with the multidimensional synergies between the people we work with.



# DESIGNING FOR TRANSFORMING PRACTICES

This page is based on our previous publications (Hummels et al., 2019; Hummels, 2021)

Designing for Transforming Practices exists to catalyse ecosystems into transforming existing practices into truly sustainable ones, through design. It does it by initiating and curating multidimensional synergies, driven by beauty, diversity and meaning. The scope is to imagine and propose sustainable futures, which are those futures where all beings are respected and actions to heal the planet are taken, towards a horizon of collective thriving. Those futures are populated by people living purposeful lives, in beautiful living spaces.



## Transformation | noun

trans·for·ma·tion | \ ,tran(t)s-fər-'mā-shən , -fôr-\

Transformation is a substantial change, often associated with innovative and radical change. Transformation occurs when one configuration is converted or changed into another, whereby the change is major or complete (Mirriam Webster dictionary). We use the term 'transformation' when designing for transforming practices (TP) to denote substantial enduring change of values, ethics, and related behaviours of a person, a community or society, triggered by the need of creating alternative ways to engage with the world, addressing specific societal challenges. In this context, people and communities become and are transformation. This demands a leap, a paradigm shift, even when referring to smaller personal transformations (Hummels et al., 2019; Hummels, 2021).

Designing for Transforming Practices is a way to capture transdisciplinary endeavors, making use of a design approach revolving around complexity, ethics, aesthetics and situatedness, aiming to co-develop practices within new alternative paradigms.

## FOUNDATION OF TP

approach

repository

## Designing for Transforming Practices

is an approach or a methodology, but at the same time, it is a repository, an attitude, an aspiration, a quest, ... towards transforming existing and developing new alternative practices to engage with the world in co-responsible ways.

attitude

aspiration

methodology

Why is there a need for transforming practices?

The socio-technical revolutions that our humanity has produced relate to paradigmatic leaps. Scientific and engineering developments, in connection with natural resources and the establishment of new infrastructures open up for new ways to engage and transform our reality, building new formats of value exchange.

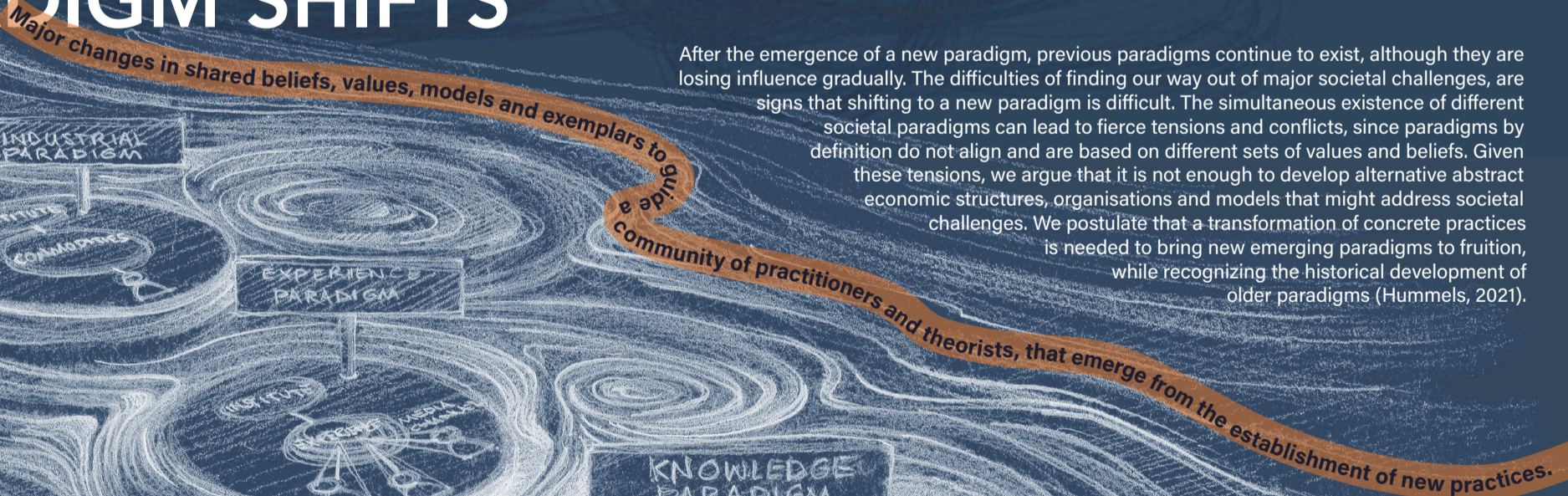
And where are we now and where are we currently heading? For many years now, humanity has witnessed, with growing concern, a relentless increase in the number and impact of societal challenges. Values, such as respect and equality for more than human species are acquiring more and more space in driving the way that we design our futures. The models of a "Purpose Economy" or the "Transformation Economy" follow these lines.

The World Economic Forum urges building new models of value-creation, acting upon the principles of complexity. Developing open, flexible, adapting, adaptive, and therefore resilient systems, which are based on interconnections that cannot be reduced or brought back to separate elements, disrupts the dominant adage of certainty, truth, efficiency, simplification, and objective knowledge. These systems might be able to handle external shocks or disruptions like global warming or Covid-19.

## "Tensions in paradigm shifts are asking for the transformation of practices"

After the emergence of a new paradigm, previous paradigms continue to exist, although they are losing influence gradually. The difficulties of finding our way out of major societal challenges, are signs that shifting to a new paradigm is difficult. The simultaneous existence of different societal paradigms can lead to fierce tensions and conflicts, since paradigms by definition do not align and are based on different sets of values and beliefs. Given these tensions, we argue that it is not enough to develop alternative abstract economic structures, organisations and models that might address societal challenges. We postulate that a transformation of concrete practices is needed to bring new emerging paradigms to fruition, while recognizing the historical development of older paradigms (Hummels, 2021).

## PARADIGM SHIFTS



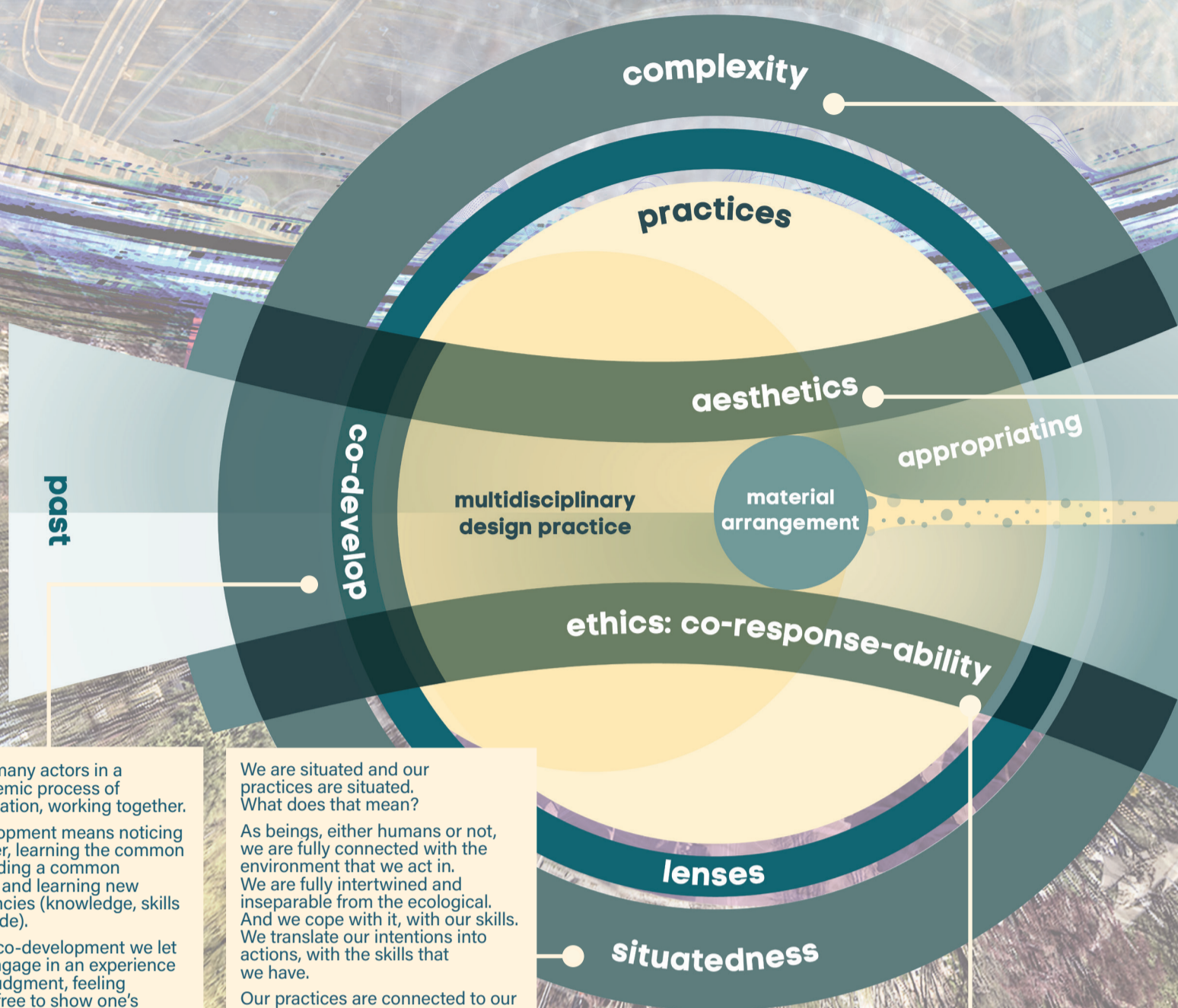
In the last decades, the value propositions that companies develop has greatly evolved. It has transformed from pride of ownership using the companies' manufactured commodities to empowering creativity through platforms that such companies provide, next to or instead of their goods. What also evolved are their economic drivers, which have gone from mass production and consumption to mass participation on platforms, including peer-to-peer transactions. Another element that notably transformed is companies' geographical perspective, which went from local to possibly global and then to glocal, together with their relationship with consumers: from linear top-down to networked.

## PARADIGM SHIFT IN COMPANIES' VALUE PROPOSITIONS



# DRIVING PRINCIPLES

world



Humanity, in an endangered planet, is dealing with a new level of complexity, that cannot be ignored in the comfort of the existing silos.

New, complex, interconnected systems are made of structures, people, processes, rules, and practices. When Designing for Transforming Practices, those systems' complexity is respected and understood. Choosing not to focus only on some details, but considering and working with them in their entirety.

And in doing so, giving space to the many different perspectives that all the actors have, within the system. Where all actors feel included. Where all actors become aware of their contribution and their gains in the process of understanding such complexity and changing parts of the system.

Aesthetics: it is not inherent in a thing itself. It emerges through an experience: what is beautiful for you, how do you make something that is of your own, how does something become meaningful for your purposes, how does something tune with your intentions, wishes and wants?

Aesthetics and beauty can refer to small details as well as impress complex systems. Through design, we can propose possible futures and design for beauty.

What is the beauty of a tax system? What is the beauty of a business model? Or of a bus station?

Taking responsibility together. Taking responsibility for society requires freedom and 'real' individualism. Borrowing from Saul, who claims that an individual can only be an individual within society, as part of it and taking responsibility for it. Such taking responsibility is grounded on equality, honesty, choice, and sustainability. Becoming able to respond together.

Hummels (2019)

Imagine many actors in a long systemic process of transformation, working together.

Co-development means noticing each other, learning the common game, finding a common language and learning new competencies (knowledge, skills and attitude).

Through co-development we let people engage in an experience without judgment, feeling safe and free to show one's vulnerabilities, to respond to surprises through reflections.

Co-development and co-creation generate different kinds of results: tools, methods, models, platforms, products, systems, services, policies, media and stories that prototype possible futures.

These prototypes can be experienced, discussed, reflected upon and tested in relation to nowadays practices and past learnings.

We are situated and our practices are situated. What does that mean?

As beings, either humans or not, we are fully connected with the environment that we act in. We are fully intertwined and inseparable from the ecological. And we cope with it, with our skills. We translate our intentions into actions, with the skills that we have.

Our practices are connected to our context. Therefore, when designing for Transforming Practices, we work with global societal challenges, by acting in a local way, depending on the specific context, with local actors, on local practices.

We aim at realising the transformation economy. The transformation economy consists in creating meaningful context-specific proposals, built with long-lasting profitable, ethical and fair businesses, based on multiactors' collaborations and value sharing.

# ACTIVITIES IN TRANSFORMATION

Designing for Transforming Practices relies on carrying out a series of activities, supported by a series of tools. The activities can be divided in two categories: 1) design and research activities aimed at the creation of material arrangements, and 2) activities focusing on collaborating and learning.

The activities can be carried out more than once and in any order, although we generally start from the two activities: "continuous orientation" and "immerse and empower." The pace of jumping from one activity to another in an iterative manner can be determined by the team, although a higher pace is recommended, especially during the early phases of the design process, for it allows to gather insights into

the challenges and opportunities. During the later phases of the design process, maintaining a high pace can still be beneficial, to stimulate the process of reflection in- and on-action, so as to produce new knowledge relevant both for the specific project, and for the development of skills and experience in Transforming Practices.

Before all activities are set in motions and along the whole process, it is necessary to work with actors on their attitude and approach; it is important to establish a contract about a shared code of conduct, that discusses and internalises the foundational principles of Designing for Transforming Practices; such contract is constantly renegotiated in a constructive climate of trust and openness.

It is important to start working, right from the beginning, with all actors, on the notion of "continuous orientation." Involved actors will be asked to continuously revisit the challenge at hand, from their personal perspective as well as from the perspective of the organisation and community that they represent. The collaboration does not follow traditional rules applied by the current innovation system: it is neither goal-oriented nor solution-driven. Problems are continuously identified, as they emerge along the process, contextualised in the system that engenders them, and addressed in a systemic way.

This dynamic emergence of new challenges along this collaborative process, requires a constant re-orientation of attention and efforts to hack and transform existing systems. In this process, the constellation of actors evolves: some leave, some enter, some stay.

Actors are trained to be and embody change, activated and empowered towards transformation.



immerse & empower



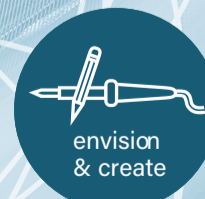
continuous orientation

Through designerly ways of doing, understanding what is the ecosystem we want to target and affect, and in what ways, in addressing a specific societal challenge.



reflect & learn

Creating and maintaining a learning curve through reflection in- and on- action.



envison & create

Collaboratively building design proposals addressing the challenge.

Embodying yourself in the relevant context. Trying out different lo-fi prototypes through small interventions with relevant actors in different environments. Reflecting in- and on- action (evolving awareness). Documentation of the experiences to use throughout the process.



act & experience

Empathy and equality as an attitude in communication. Use of different media to share progress and to engage with each other: logs, interviews, prototypes, documentaries, exhibitions. Experiential ways of communication to be able to feel/understand each other's perspectives.



communicate and engage

Acquiring insights about the context through qualitative and quantitative methods. Empirical and experimental field studies with design interventions.



collect & analyse

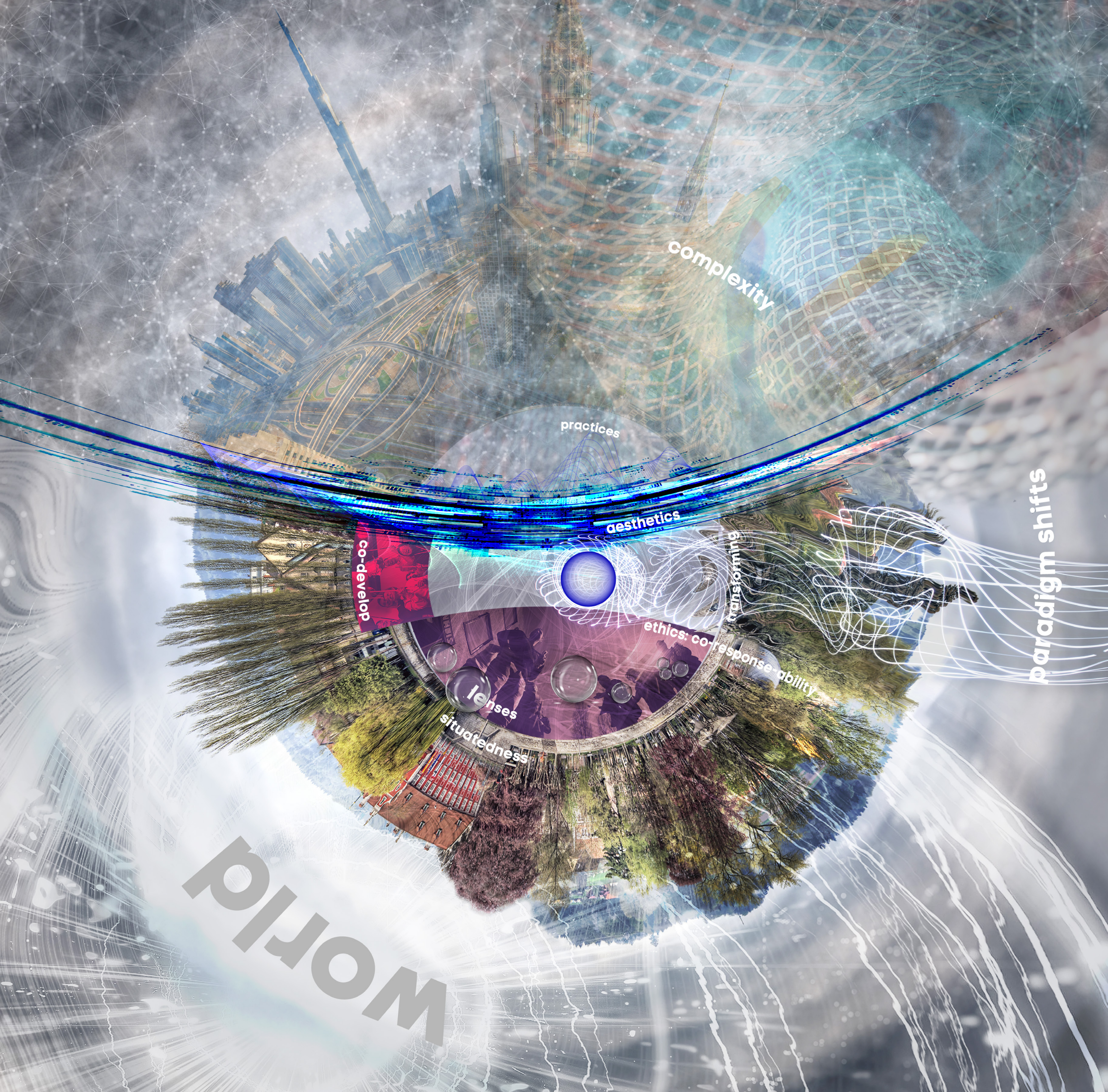


collaborate & organise

Organising collaboration modes: Identification of skills and ways to support each other. Continuous constructive dialogue for tuning of expectations & planning Formalities: arranging funding, setting up of contracts, permits, agreements etc.

Hummels et al. (2019)





# LAYERS OF TRANSFORMATION

Designing for transforming practices is an approach that transforms current practices into more sustainable ones. In the course of complex processes of responsible codevelopment, a variety of outputs are produced. Such outputs, however, are not the end-goals in and of themselves. Rather we see them as manifestations that inform the transformation of existing practices. Each of these outputs constitutes alternative practices while at the same time it is constituted by practices.

Transformation happens on different levels, at the same time. All these layers of transformation need to take place, in order for an alternative practice to be established. The meaning of values and aspirations changes; it is imperative that all actors involved in the process embody such transformation; the transformation is reached by carrying out together a series of activities; those activities produce new compositions of socio-material entities; the transformation needs to be situated in a specific context, characterised by specific elements.





To approach and respect complexity inherent to transforming practices, we need to collectively take into consideration a multitude of perspectives and goals. And equally important is to be able to individually move within this multiplicity of perspectives. The use of lenses make this possible. The list of lenses is extensive and it continues to grow, informed by the various experiments and discussions conducted through transforming practices activities.

These lenses enable to characterize:

(i) the perspective taken by each of the participants in terms of their motivation, values, behavior, social situation, and so forth (e.g., cultural lenses such as power distance index – uncertainty avoidance – individualism vs. collectivism – masculinity vs. femininity – long-term vs. short-term orientation – indulgence vs. restraint) (Hofstede, 1991)

(ii) the scales of human, geographical, temporal relationships (e.g., scale lenses such as micro, meso, and macro considerations)

(iii) the modes of engagement in co-creation (e.g., engagement lenses related to ownership – responsibility – accountability)

### Micro-meso-macro

To observe and operate on various levels of attention, transforming practices consider three lenses inspired from evolutionary economics and sociology: the micro, the meso, and the macro. These lenses are often utilised to consider various societal levels as well as their dynamics.

The meso lens, at the center of this triptych, may be defined as one set of rules and the agents following these rules.

The micro lens is taken into perspective when one set of rules is followed by a unique agent.

The macro lens relates to many sets of rules followed by as many intertwined groups of agents.

Therefore, these three lenses are connected: the meso is an interrelation of micro lenses, and the macro lens is the interrelation between meso lenses, involving multiple rules and related agents.

The apparent variation of complexity while shifting between lenses invite for different objects of attention and different approaches in design.

### 1st/2nd/3rd-person perspectives

The variety of viewpoints in transforming practices enriches both the variety of insights, and the scope of solution opportunities. The 1st, 2nd, 3rd-person perspective lenses help to identify such viewpoints and to consider multiple stakes.

The 1st person perspective lens invites to design for oneself, considering one's own experiences, social involvement, and action possibilities. It is empowered by intimate rationales.

The 2nd person perspective lens invites to design for a specific person or a comprehensively accessible group of people, considering their experiences, social involvement, and action possibilities. This approach is still situated yet encompasses richer observable and describable experiences.

The 3rd person perspective lens suggests a more global consideration on society and ecosystems, away from any specific and situated cases. It demands for expertise and a rather objective view on ecosystems.

Taken separately, these three lenses provide different sets of values to work with towards transformation. Combined, they provide new values contributing to each and all perspectives.

### Possible, plausible, probable, preferable futures

Hancock and Bezold (1994) describe four perspectives on the future: the possible, the plausible, the probable, and the preferable future. These four lenses clarify the amount of uncertainty towards the future.

The possible future is about everything one can imagine even beyond reasonable; the plausible future is a narrower scope considering what may be possible considering current knowledge; the probable future relates to what is more likely to happen considering current appraisal of the situation and of the trends. The preferable future lens is specific as it includes transformation: it describes how today we would want to work towards futures in becoming.

The complex relationship between actors is made comprehensible and operationalizable by the use of lenses engaged in the project throughout the project. It allows to discuss the complexity of the nested challenges at stake, while open to unexpected remaining developments.

# LENSES FOR TRANSFORMATION

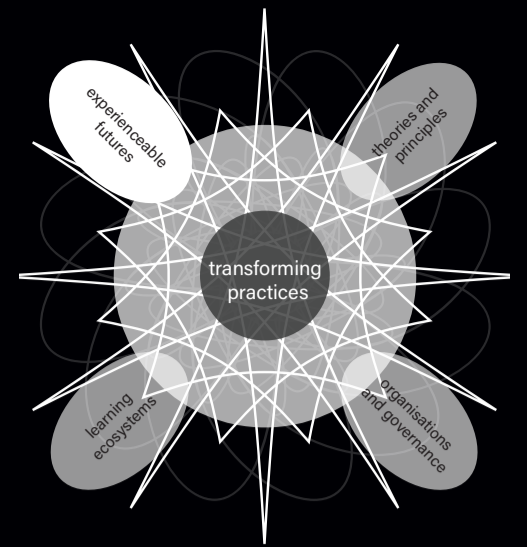


# EXPERIENCEABLE FUTURES

## STATION OF BEING

The fully functional 'Station of Being' was completed and officially opened in the Northern Swedish city of Umeå in 2019. The design provides a more pleasant waiting experience for commuters: from wai(s)ting time into time to reflect, to feel, and to be.

The aim of the Station is to make public transport more attractive and promote increased use, thus having positive environmental impact by lowering the carbon emissions of the city.



conical mirrors allow passengers to see an arriving bus from different positions in the station

dynamic lighting fills the space to alert passengers which bus line is arriving while also informing passengers approaching the station

an open and visible space to increase the sense of safety

hanging wooden pods can be fully rotated to find shelter from the wind and create solitary or social spaces while offering a surface to lean on

the pods can be turned out of the way for a snowplough to clear all snow in a single pass, removing the need for ground heating

additional distance between bus and station afford quick boarding and avoid unnecessary stopping

a different soundscape for each bus line echoes fragments of the final destination, gently alerting passengers to the bus' arrival



Developed through Transforming Practices, the Station of Being project was design-driven, addressed a societal challenge in a locally specific way and involved multiple stakeholders. The end result is a fully functional prototype that elicits a new type of experience and thereby influences related behaviour.

The project drew upon a wide-ranging group of local stakeholders. This includes stakeholders involved in the design and research process, such as students and staff from the local design school (Umeå Institute of Design), as well as key actors of the system in which this design project was situated (e.g. public transport

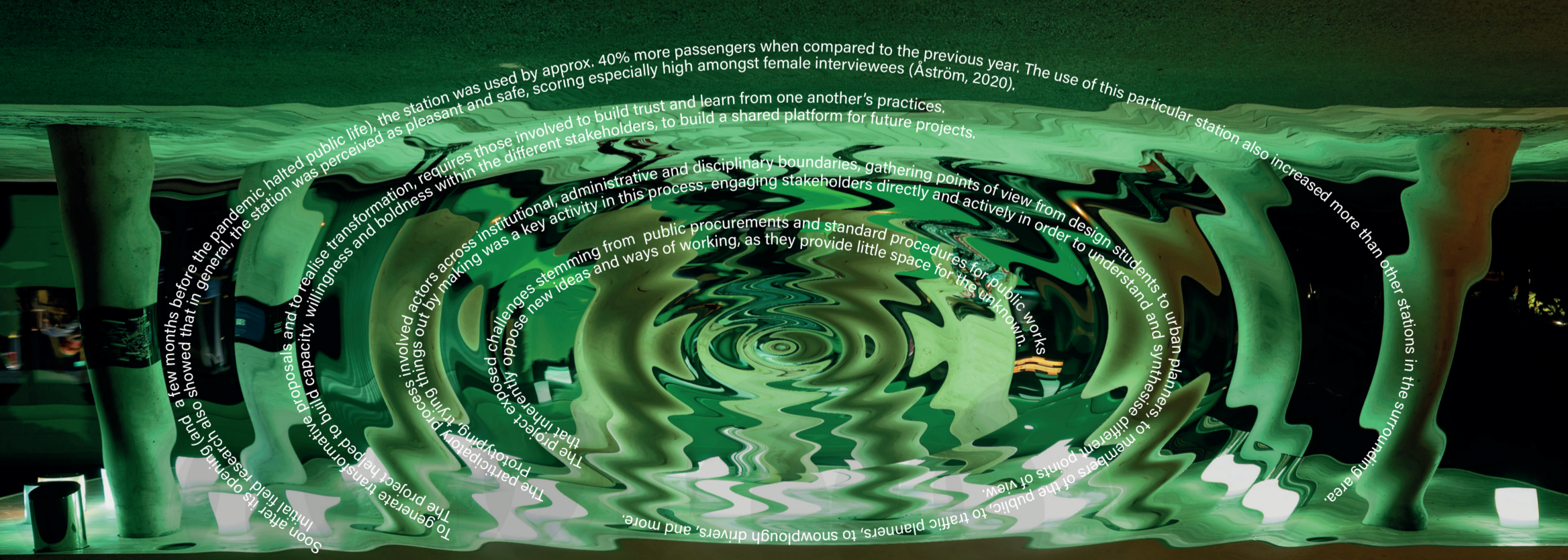
company, a real estate owner, a local power company, etc.) and several companies involved in the production of the station.

The Station of Being is an example of a type of Transforming Practices output we call "experiential futures."

As a fully functional prototype that can be experienced by the public, a possible new future becomes visceral, perceivable, and directly impacts the daily life of people and surroundings by affording new behaviours: thus, prompting "transformation."

Importantly, the transformation prompted by the Station of Being extends beyond the specific design artifact and the specific challenge it aimed to address.

Zooming out, the design and the process create a ripple effect, with practices beyond the use of public transport, kindling further transformations along the way. For example, in addition to having an impact on the use and perception of public transport infrastructure, the Station of Being contributes in a concrete way to establish a vision for Umeå as a Smart City and to embrace the capacity and skills of the involved stakeholders to develop this vision further.





# THEORIES AND PRINCIPLES



## How to address the dynamics of mediated human-world relations, where new technologies are not there yet, and which might not be there for the upcoming decades or even century?

To address this question, we explore how taking a first-person perspective influences the imagining of probably, plausible, possible and preferable futures, as well as the influence of the kind of human-technology relations we use for this.

The CRISPR toolkit is a handy suitcase to bio-engineer the environment, more specifically blue-green algae, also known as cyanobacteria. It is one of the prototypes developed for RWS Expedition 2050

In the RWS Expedition 2050, we have explored how design can support Rijkswaterstaat (the executive agency of the Dutch Ministry of Infrastructure and Water Management) to imagine and discuss a range of futures, so that it is better prepared to anticipate and deal with the changing situation in the Netherlands over the coming 30 years. We created various short stories of persons living in 2050, physical discussion tools, as well as connected speculative prototypes of technologies that might live in 2050. We facilitated several discussions within a cross-section of the Dutch population using these designs.

The stories, discussion tools and probes were used both internally and externally to enrich and discuss the (re)organisation of Rijkswaterstaat. At the same time, the project served as a concrete case to extend an ecological and enactive account of imagination towards the realm of design research. Where most existing design approaches leave the notion of imagination implicit, or where made explicit, are characterizing it as a cognitive process only happening 'in the head', we studied how the stories and objects provide affordances for shared imagination (Smith et al., 2021; Hummels et al., 2021).

"Imagination, as understood in ecological and enactive terms, is not a merely mental activity individuals do by themselves, but a shared and embodied activity scaffolded by their social and material environment. The design is shaped by and is itself scaffolding the imaginative process."

(van Dijk and Rietveld, 2020; Smith et al., 2021)

"In contrast to Norman's notion of affordances, recent movements in ecological and enactive philosophy have led to an account of affordances with a much broader application than motor possibilities. In this account, affordances are situated in the context of a form of life, they are skill-dependent and can be perceived as relevant."

"Arranging the social setting and designing the tools have an influence on the kind of imaginative process that can unfold in a Practice. People are not first imagining the future world in their heads and then building this world from the objects on the table. Rather, relations made by tracing the conversation and assigning meaning to objects and the way other participants act in the process become affordances for further imagination. In other words, the imagined future world unfolds in the shared placing, replacing, moving, taking away and talking about the artefacts on the table. Imagination from this perspective can be regarded as a shared and scaffolded activity."

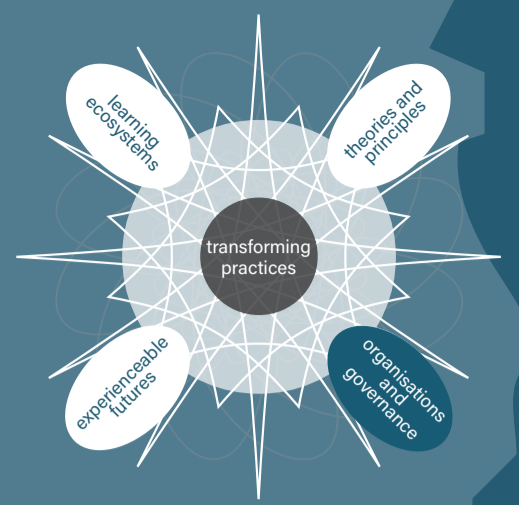
The shared and embodied activities scaffolded by a social and material environment of which our designs were part of, were making the future relatable and discussable from a first-person perspective. For example, by hearing a very vivid story about Delft being underwater in 30 years time, one of the directors of RWS suddenly realised the real impact of the future explorations, since he was living himself in Delft and now could imagine the consequences from the up till then abstract concepts he encountered in his work.

Smith et al. (2021), Hummels et al. (2021)



# ORGANISATIONS & GOVERNANCE

RISE RESEARCH INSTITUTES OF SWEDEN - ORGANIZATIONS IN TRANSFORMATION



RISE is a state-owned research institute working in close collaboration with industry (both Swedish & International), academia and the public sector, with the aim to support sustainable innovation through the development of products, services, processes and technologies. RISE has 3000 employees situated all over Sweden, with expertise ranging from tech developers to philosophers and from designers to business and innovation managers. The company has been in an extensive process of re-organization. New constellations of groups and management were created, resulting in employees having to adjust to new colleagues, managers and working processes.



In the unit Societal Transformation (a group of 22 employees within RISE), the need arose for an internal transformative process whereby the team would codevelop a unified offer. In this co-creative process, the aim was to find a way to navigate the complexity of working with complicated stakeholder networks, wicked societal challenges, new colleagues, the pandemic, the wide range of different expertise within the group and the different dreams and intrinsic motivations.

The target for this project was not merely to deliver an offer to communicate externally, but was focused on designing a process that would allow for co-creating a common foundation, purpose and mission, and organise the work of the unit accordingly. The project aimed to create space for alternative ways of looking at business strategies, business development and personal development. Throughout this process, a dynamic learning ecosystem started to emerge - a space for continuous growth and development within the organization, whereby the practice of understanding each other, of working together and communicating the offer of the unit Societal Transformation is continuously transformed in line with the experimental nature of the unit.

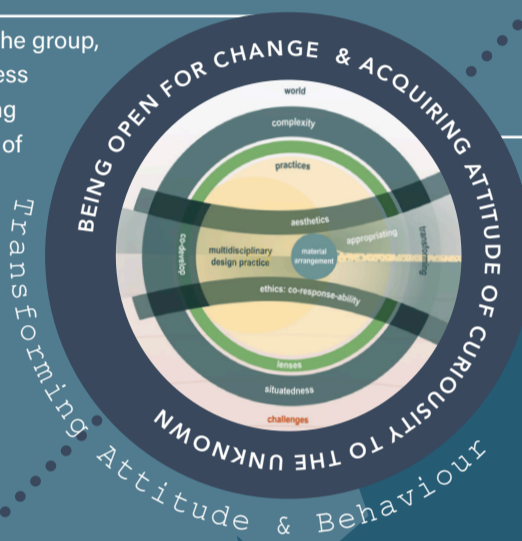
Throughout the project, **different forms of transformations** emerged due to different activities within the transforming practices process



**Outcomes**  
 Definition of core values, answers on what transformation means for the group of people in this team, familiarity with new colleagues. Transforming perception of who we are as a group, and what can be achieved collectively - transforming the perception of what it means to work in such a constellation.

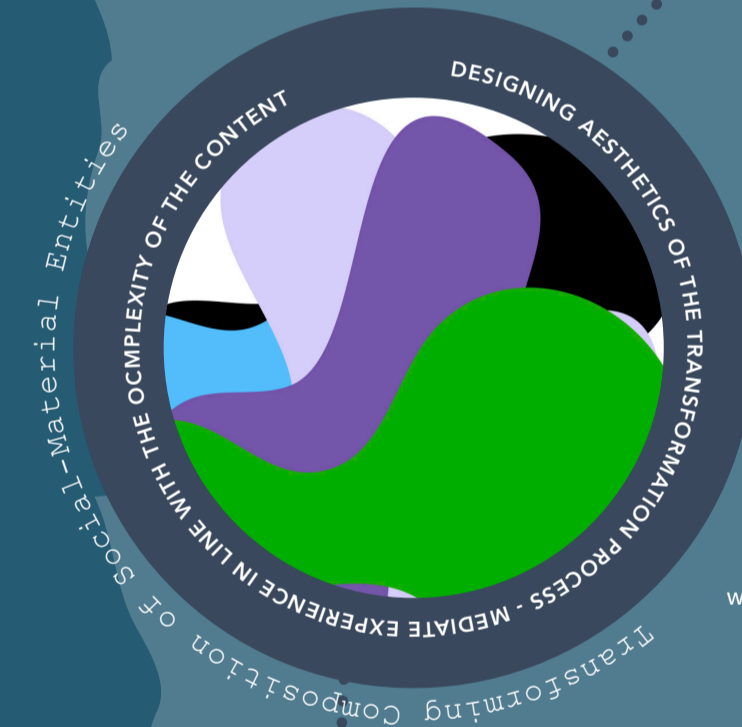
**Activities**  
 reflect & learn, collect & analyse  
**Reflection** on personal dream projects, on personal values, and personal intrinsic motivations. What do we want to bring to this world, and why?  
**Collect & Analyse:** collecting the above from all the team members, reflecting and analysing outcomes. What does it say about us, how do we connect and how do we differ?

**Outcomes**  
 Creation of support within the group, willingness to use the process of designing for transforming practices. Growing attitude of openness and curiosity for the unknown - wanting to transform together.



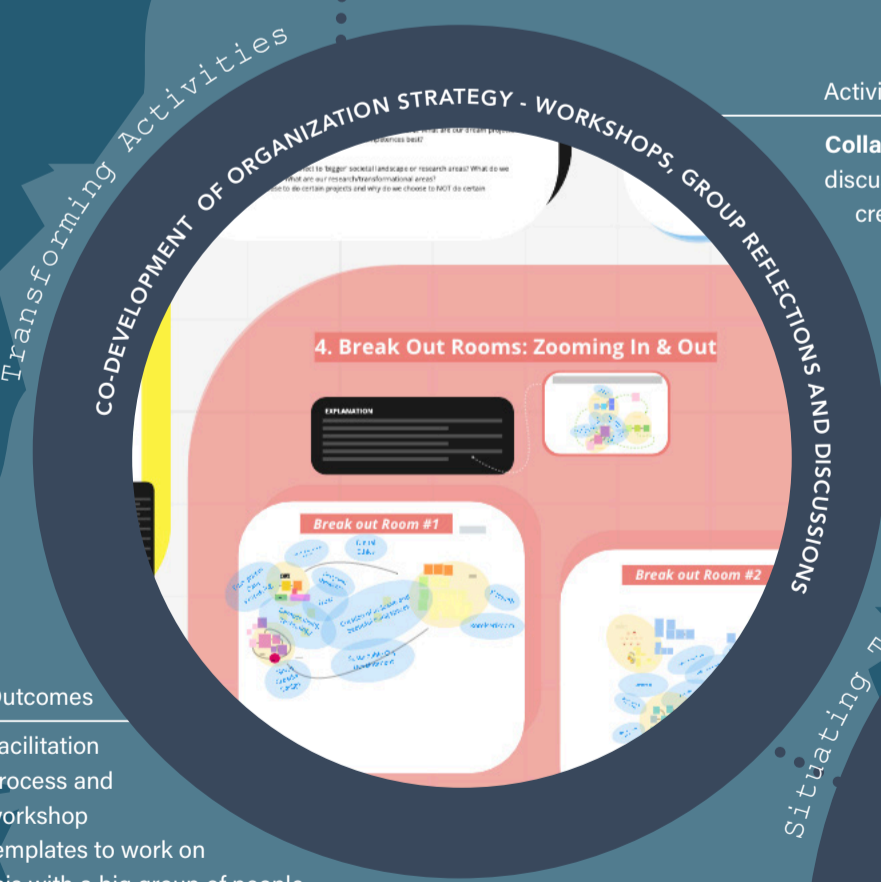
**Activities**  
 continuous orientation, immerse & empower  
**Immerse & Empower:** immerse in the TP process, methods and tools and empower others to use it and read about it.  
**Continuous Orientation:** Writing internal unit offer text to understand the contribution of the unit to the outside world.

**Outcomes**  
 Keynotes, internal/external communication, experimental platform to navigate through offer and complexities of context/content.



**Activities**  
 envision & create, act & experience  
**Envision & Create:** transforming visual language to match complexity of the offer and using experimentation and ideation as aid in understanding relations and processes within the unit.  
**Act & Experience:** experimentation with different mediators - what works, and what doesn't?

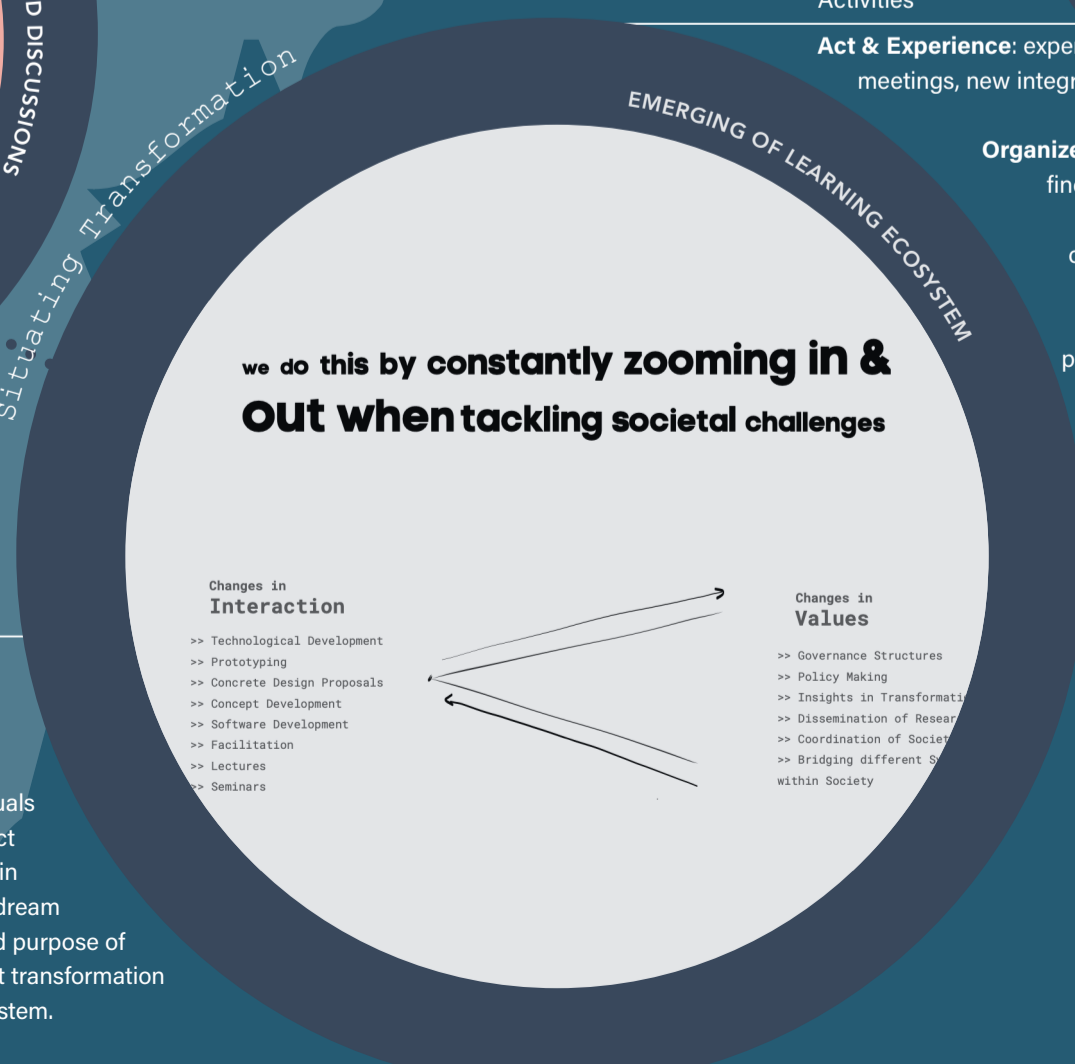
The process consciously moved from the scale of the individual to the scale of the organization. Exploration along this scale led to a discussion that opened space for intrinsic motivations and dream projects to be coupled to the realization of the unit offer. Making sure to leverage individual drivers when creating the business strategy, connecting every individual to the strategy whilst also connecting every individual to each other. Here two things happened: all individuals have their own space within the strategy, whilst also recognizing that the combined effort of the team together creates a unique offer for their customers and clients. Outcome: Recognition of emerging qualities that were not recognized before.



**Activities**  
 reflect & learn, collaborate & organise, collect & analyse  
**Collaborate & Organize:** host workshops, discussions with group to work on content creation. What are we doing how do we identify ourselves?  
**Collect & Analyse:** organizing the findings of discussion.  
**Reflect & Learn:** reflect and reiterate on the findings.

**Outcomes**  
 Facilitation process and workshop templates to work on this with a big group of people. Experimentation of different mediators. Common agreement on process and landscape of our unit.

**Activities**  
 act & experience, collaborate & organise  
**Act & Experience:** experience new weekly meetings, new integration of content in weekly processes.  
**Organize and collaborate:** finding new research applications, new connections within organizations, connecting dream projects to strategy, organizing new collaborations.



**Outcomes**  
 Unit offer, visual societal transformation landscape, description of working processes. Awareness of organization, and how individuals in the organization can connect to it. Being able to find others in the organization. Connecting dream projects to mission, vision, and purpose of the company. Trust in constant transformation process within learning ecosystem.

- |   |  |   |
|---|--|---|
| <p><b>Changes in Interaction</b></p> <ul style="list-style-type: none"> <li>&gt;&gt; Technological Development</li> <li>&gt;&gt; Prototyping</li> <li>&gt;&gt; Concrete Design Proposals</li> <li>&gt;&gt; Concept Development</li> <li>&gt;&gt; Software Development</li> <li>&gt;&gt; Facilitation</li> <li>&gt;&gt; Lectures</li> <li>&gt;&gt; Seminars</li> </ul> |  | <p><b>Changes in Values</b></p> <ul style="list-style-type: none"> <li>&gt;&gt; Governance Structures</li> <li>&gt;&gt; Policy Making</li> <li>&gt;&gt; Insights in Transformation</li> <li>&gt;&gt; Dissemination of Research</li> <li>&gt;&gt; Coordination of Societal</li> <li>&gt;&gt; Bridging different scales within Society</li> </ul> |
|---|--|---|



# NEW LEARNING ECOSYSTEMS

Alternative learning ecosystems are needed to address the major societal challenges; these learning eco-systems have to anticipate and contribute to the establishment of future paradigms, formed by a set of shared beliefs and values, common models and acknowledged narratives (Kuhn, 1970). Over the past 20+ years we have been working with colleagues, students, and partners to explore and develop alternative learning ecosystems and alternative practices of learning together (e.g., Hummels & Vinke, 2009; Hummels, 2017; Hummels & Lévy, 2021). Even though it was not always made explicit at the time, all our efforts with regard to learning were based on the principles of transforming practices: complexity, situatedness, aesthetics, co-response-ability and co-development (Hummels, 2021).

Since upcoming paradigm shifts are by definition (literally) challenging and unknown, the development of accompanying practices requires a particular attitude and approach: experimenting, learning by doing and daring to fail, working with resistance and ambiguities (Sennett, 2008, 2012; Trotto, 2011). There is a need for lifelong learners in an environment that continuously allows them to learn "in minor key" (Ingold, 2017), i.e., by reflectively exploring and experimenting without a fixed goal.

Transforming practices support people to engage in a learning experience without judgement, respond to surprises by reflecting, and to learn from their actions with the possibility to transform (Hummels and Lévy, 2021; Hummels, 2021).

Western society seems to trust education systems that embrace objectivity, reductionism, determinism, and predictability (Doll, 1986), modelled on principles of industrialism, where students are generally treated as products divided into batches according to age, as they pass through 'factory lines' (Robinson and Aronica, 2016).

Are our contemporary education systems empowering people to develop, grow, learn and to bring out the best in themselves?

Are our education systems fit for preparing people for uncharted futures, at least 40 years from today, when the current generation of students is working?

Do current education systems support people to handle complex challenges and build paths to sustainable futures?

Are nowadays education systems based on present scientific views of reality, complexity, self-organization, and emergence?



DEVELOPING NEW SKILLS BASED ON TRUST



DIGITAL SPACES FOR MAPPING AND LEARNING



PROBING EMERGING FUTURES



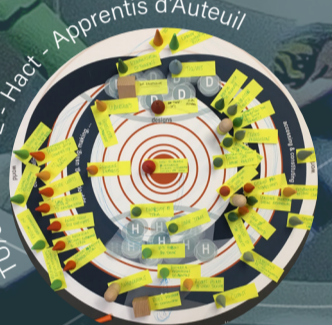
MATCHMAKING AT PROJECT MARKETS



ENGAGEMENT CATALYSERS TO BREAK THE ICE



POP-UP EXHIBITIONS



EMBEDDED INTERACTION FACILITATED WITH TOOLKITS



EMBEDDED INTERACTION FACILITATED WITH TOOLKITS



CREATIVE & OPEN CO-DESIGN SPACES



PHYSICAL MAPPINGS FOR GROUP REFLECTION



EMBEDDED POLICY LEARNING



HYBRID COMMUNITY LEARNING ENVIRONMENTS

The experiences and competences we have built up during this long journey have brought us to our next step, which is creating learning ecosystems that enable the transformation of practices on a European scale and beyond.

In June 2021, RISE, in collaboration with the Eindhoven University of Technology, initiated a Design Competence and Experience Centre, with the purpose of catalysing ecosystems and transform existing practices into more sustainable ones. The centre initiates and curates multidimensional synergies, based on beauty, diversity, and meaning to tackle nowadays grand challenges and to boost the creation and establishment of alternative paradigms.

## Design Competence and Experience Centre

**PURPOSE** exists to catalyse ecosystems and transform existing practices into more sustainable ones

**MISSION** by initiating and curating multidimensional synergies

**VALUES** with beauty, diversity and meaning

**VISION** for sustainable futures



MULTIDIMENSIONAL SYNERGIES

Sustainable futures are those where lives of all beings are respected and actions to heal the planet are taken  
 Actors in our ecosystems: cultural and creative actors, researchers, researchers (in particular Architecture and Design), government/regional offices/officials, public sector/civil servants, business owners/leaders, experts of large corporations across industries

By re-designing and transforming existing professional practices, the Center will produce:

- New entrepreneurial and business formats that evolve the existing notions of value-creation in a direction of sustainability
- Experienceable manifestations of sustainable futures, that will support the transformation of existing practices into more sustainable practices
- Life-long learning paths
- New social dynamics/governance formats, to implement sustainable practices across sector





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