

INTREPID 2nd Training School, Barcelona Prototypes

SEEDS

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On April 12, Thursday, a group of five people composed of Alexandra Silva, Marcel Leppee, David Heinemann, Doerte Weig and Igor Campillo started designing a prototype with the following scope, agreed during the exercise under the ‘three horizon framework for thinking the future of universities’:

The future of life-long learning in universities over the next ten years, involving leaders inside universities including learners, teachers and management, in order to:

- *help people connect and reconnect with themSelves and society, and*
- *create a transformative step towards a less wasteful world and more circular society.*

During the previous three days, the team members, together with the rest of the people attending Training School, had been experimenting with different dynamics for descending along the left side of the U. This process allowed the team to hold a generative conversation that very soon brought about an idea for a prototype addressing the above-mentioned scope. The team wanted to develop a project within a university that would raise awareness about the university as a holding space for life-long learning, involving the community in a circular way. The assumption was that along a lifetime we are continuously learning through different cycles and moments in which we can act as students, more active learners, or also teachers. Therefore, we wanted to design a prototype that could reflect this journey, with different stages in which the different people in the university could first hands-on experience this life-long learning approach leading to a radical transformation in the way the university thinks and delivers the teaching-learning experience. At the same time, we wanted that the process should help us be more aware of environmental sustainability and a ‘circular economy’ approach.



Setting the Scope

Our proposed prototype consisted of a collective cooking-eating journey involving different stages making it a circular process. This involved:

- Decision-making about what to cook, which ingredients and raw materials to use, how to get them, how to arrange all the logistics and so on, attending sustainability, and social and cultural diversity.
- Gathering all the ingredients and raw food to be processed and eventually growing them (veggie garden) or (taken care of them some livestock as hens, chickens, rabbits or other small animals).
- Cooking the food.
- Delivering and serving the food.
- Mindful eating, both individually and collectively.
- Washing, cleaning.
- Recovering and managing waste (closing the circle recycling for growing up veggies and animals when possible, doing a proper delivery of waste, etc.).
- Assessing the energy consumption in the full cycle.

The project would work involving different university people/profiles in all these steps throughout an academic course, so that all of them can participate in each of the different stages either as observers, learners, teachers, consultants. In this way they can teach-learn each other from their own perspective and experience and from their disciplinary training. For example, biologists teach others in the growing up or in the nutrition facts, or in the digestive process; engineers explain the cooking process from the energy perspective and can help assess the full process or the waste management; chemists can explain the transformation of food when cooked; all the people go through the process of making decisions at some point, and so on. At the same time all of them raise their awareness about the circularity of the food-cooking-eating-waste process and also they raise their awareness of the different roles in the teaching-learning-training experience at different moments in each one lives...

A first mock-up was produced of the prototype, as can be seen the following picture:



First mock-up

Feed back from the other Training School participants was received after a short presentation of the scope and prototype proposal with the first mock-up as a model for the prototype. Several issues and questions were raised during the discussion:

- Who is the target group? Students, teachers, Administration staff?
- Where would be implemented?
- Is there a chef?
- ...

All these questions and other comments helped us refine the prototype and think about a new improved version.



First presentation to Training School colleagues on Thursday April 12.

Furthermore, external contrast with three different collectives in the UPC was conducted. Three different representatives were randomly selected among administration staff, academics and students. Each of them answered to three questions:

- Where do you see yourself as a 'teacher' and as 'learner'?
- Do you think this is a feasible proposal?
- What would you suggest for improving the prototype proposal?

We must highlight that there was an initial resistance and reluctance to answer the questions and being involved in the survey, above all in the case of the academic researcher. In any case, all of them participated, contributed with suggestions and positioned themselves as 'teachers' and 'learners' in the different stages. It is remarkable that three representatives highlighted their needs to be learners in the 'growing up food' stage. The most relevant suggestion was that this prototype could be only implemented initially at a 'Department level' initially, and then, based on the success of the first year round with a Department could be scaled up at the Faculty level and, eventually, at the full university level.

A final version of the mock-up was produced, and the prototype was finally introduced to UPC's representatives on Friday April 13. The presentation was started with an invitation to mindfully eat a piece of an orange in a collective experience that could be considered as a metaphor of the prototype.



Our prototype was finally entitled 'Seeds' meaning both the seeds of a new life-long learning approach, and of a more sustainable university and world.

Annex: Relation to U-journey

SEEING: Ask yourself and the system what you imagine you are going to eat.

SENSING: Part of the meal will be done with eyes closed, sensing food from other perspectives.

ACTIVATE LETTING-GO: Collective silence eating.

PRESENCING: Change places. Join someone to eat together. What it really means to eat together.

CRYSTALLISING: Choosing symbols or elements that help the community identify the process.

PROTOTYPING: Story telling. Inviting other to join.

CO-EVOLVING: Scale up the full process at a faculty level.

