

Competences Credentials Actions

Blueprints for Designers' Lifelong Learning

A Workshop on Curriculum Development
Istanbul Bilgi University
October 22 - 23, 2016

cca.istanbul-a-z.info

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Background

As one of this year's 3rd Istanbul Design Biennale activities, Istanbul Bilgi University has organized a workshop on *Competences, Credentials, Actions: Blueprints for Designers' Lifelong Learning* in collaboration with ico-D, the International Council of Design, and IIDj, the Institute for Information Design Japan.

Professional designers and experts from non-design areas, including academicians, administrators, educators, government representatives, corporate specialists, and activists gathered from 22 - 23 October 2016 at Istanbul Bilgi University for intense brainstorming on the future of an extended Design Curriculum.

David Grossman, President of ico-D, Prof. Dr. Halil Nalçaoğlu, Dean of the Communication Faculty at Istanbul Bilgi University, and Sébastien Shahmiri, Corporate Communication Specialist/Consultant, joined as moderators, while ico-D Vice President Cihangir İstek (Istanbul Bilgi University) and Andreas Schneider (IIDj and Guest Faculty of Istanbul Bilgi University) acted as curators.

Visions for vocational design education were discussed, departing from the following questions:

- What are the most relevant issues and references for Designers' Lifelong Learning?
- How can factors of Competences, Credentials, and Actions contribute to the development of new curricula and formats?
- Can we compile a Preliminary Manifesto/Agenda to catalyze future discussions?

This Istanbul workshop was the first of a series of multiple gatherings. The outcome of these expert-meetings will be summarized in a proposal to the First Global Design Summit in Montreal, 2017, to advance discussions of future vocational learning models with an international scope.

Motivation

From our own experience as Learners/Mentors/Facilitators we recognize not only an urgent need for new paradigms in Education - we also see tremendous opportunities for change. Here are some selected statistics that strengthen our motivation.

In *The Holy Grail of Future Work*, Kelli Wells quotes that *Less than 25% of German students are satisfied with the skills received in their formal education* (Kelli Wells, *The Holy Grail of Future Work*, 2016, url.istanbul-a-z.info/project-syndicate_61er).

In reverse this means that more than 75% of the students feel they did not learn anything meaningful.

The McKinsey Global Institute foresees that 20 to 23 million workers in advanced economies do not have the skills that employers will need in 2020 (McKinsey Global Institute, *The World at Work: Jobs, Pay, and Skills for 3.5 billion People*, 2012, url.iidj.net/google_GZ46).

A projection in 2010 by Anthony P. Carnevale from Georgetown University states that by 2018, 63 percent of job openings will require workers with at least some college education (Anthony P. Carnevale, Nicole Smith, Jeff Strohl, *Projections of Jobs and Education Requirements through 2018*, Georgetown University, 2010, url.iidj.net/georgetown_KXJZ).

Concept

04|05

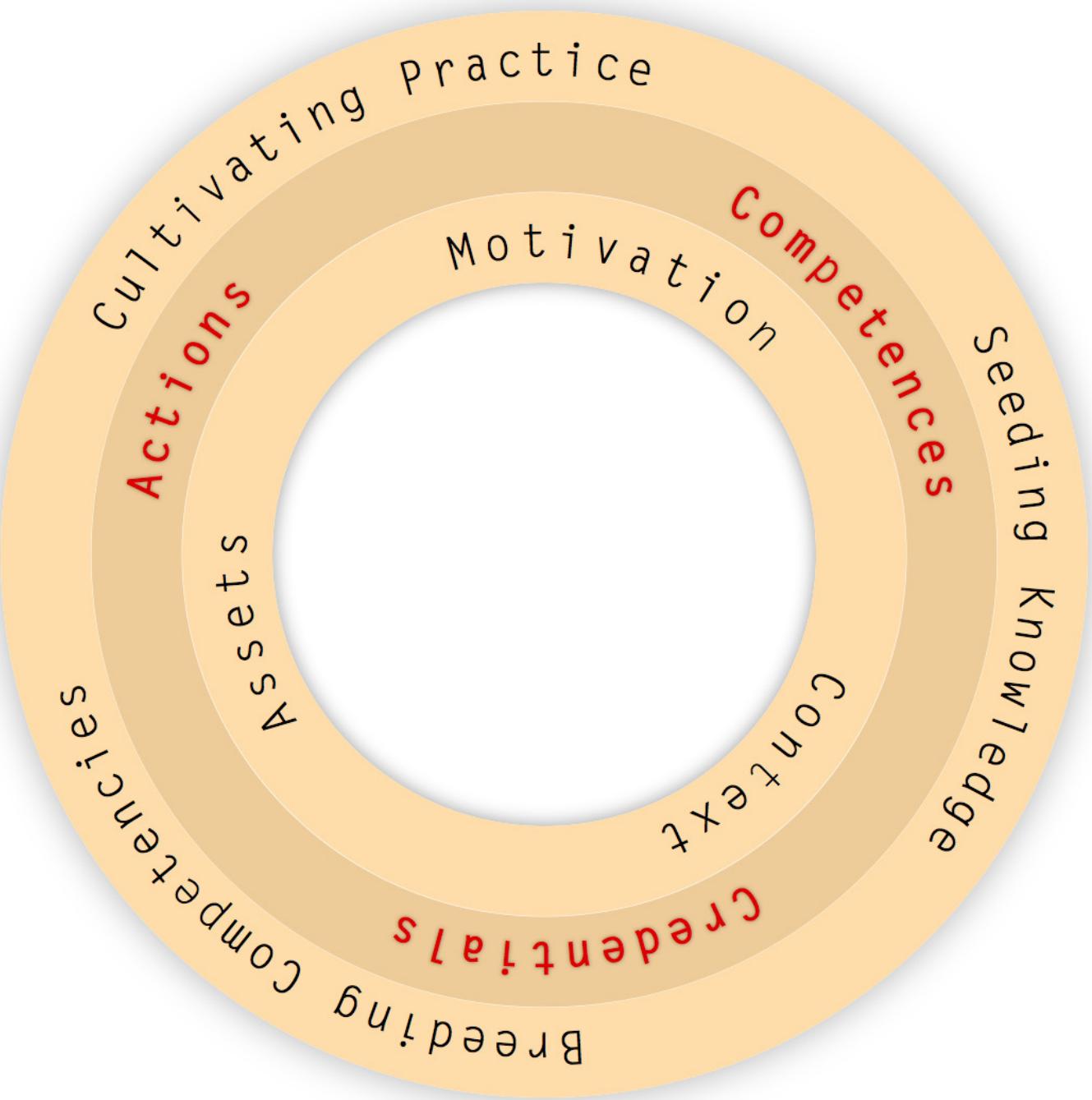
Reaching beyond traditional formats of learning, our understanding of **Lifelong Learning** focuses on:

- Gaining competences across ages and disciplines in formalized and informal training
- Sharing of knowledge, recognition, and practice in learning throughout life
- Engaging outside the classroom within a diversity of settings and sectors

Developments in society, professions, and technology are driving change at a rapid pace, pushing educational institutions to adapt to new needs, constraints, and opportunities of Learners, Mentors, and Facilitators from a wide range of age-groups and disciplines.

These changes challenge long-held assumptions. In short-term they request the inclusion of disciplines which so far have not been considered relevant. They also afford new formats such as multichannel curricular offerings, virtual classrooms, real-time reviews - including monitoring and assessments by social media audiences. Long-term education/training schemes from kindergarten to post-profession groups of elderly will be re-formatted.

As the complexity and interconnectedness of societal issues are increasing, design gains more and more recognition as a relevant discipline. Local communities, cities, and even countries emphasize the inclusion of design for understanding, planning, and implementation of solutions that benefit its citizens.



Outline and Structure

Preparing a submission to the World Design 06|07

Summit 2017 in Montreal, Canada, we expect this workshop to conclude with a preliminary Manifesto/Agenda that lists the most critical points for the development of Blueprints for Designers' Lifelong Learning - a list of actionable ideas on new curricular content and formats for decision-makers, academicians, administrators, educators, government representatives, corporate specialists, and activists.

Group-work sessions are organized around three aspects that we consider to be the core constituents of Lifelong Learning:

- Competences
- Credentials
- Actions

Examining relationships with a range of other factors (3factors.org/CC08UPBB) we brainstorm on ideas and visualize the results as blueprints for new vocational visions and formats. Teams investigate particular aspects in three sessions of explorations, discussions, and presentations.

- Session 1: Contexts
- Session 2: Scenarios
- Session 3: Future Projections/Agenda

Shuffling each group's participants across sessions exposes everybody to a wide stretch of questions, supporting the workshop's principal line of cross-disciplinary collaboration.

Expert-presentations provide further insights and help keeping discussions focused on the demands, constraints, and opportunities of Designers' practice in different fields and contexts.

Schedule

2016/10/24 (SAT)

- 09:00 - Wake-Up, Morning-Snack
- 09:30 - Keynote-Lecture:
Drafting Blueprints for Designers' Lifelong Learning
Investigating Competences, Credentials, Actions as components of Learning experiences
- Setting Groups:
Competences/Credentials/Actions
- 09:50 - Session 1:
Moderators present Learning Contexts
- 10:00 - **Me as Learner** -
Personal Accounts of Lifelong Learners
- 11:10 - Presentations
- 12:00 - Lunch Break
Shuffling Groups
- 13:00 - Session 2: Moderators present models/scenarios of Learning
- 13:20 - **We as Learners** -
Landscape Detailing One Lifelong Learning Experience
- 14:20 - Presentations
- 15:20 - Tea Break
Shuffling Groups
- 15:50 - Session 3: Moderators summarize findings of Sessions 1 and 2
- 16:00 - **Them as Learners** -
Future Projections and Preliminary Conclusion by Introducing three Persona as Lifelong Learners
- 18:00 - Conclusion of the Day and Remarks by ico-D Representative David Grossman

2016/10/25 (SUN)

08|09

09:00 - Wake-Up, Morning-Snack

09:30 - Outline/format of documentation
Curators

10:00 - Summary of Each Group
Moderator, Group-Members
Plenum review

12:00 - Closing Lunch



Sébastien Shahmiri

Sébastien Shahmiri is a Corporate Communication specialist and a lecturer at Istanbul Bilgi University. After studying Fine Arts at Beaux-art-de Paris and finishing Graphic Studies at Wimbledon School of Art, London, he worked in senior positions at large design and communications organizations in the US, France, and Germany.

Throughout the 1990s, he has been involved in the design of corporate lectures at CeBIT, the yearly global event for digital business in Hannover, Germany.

In 2001, he returned to England from Germany to work as lecturer at Edinburgh, East-London, Cambridge, Middlesex Universities, while serving as Senior Communications Consultant for various commercial organizations. At that point, he also undertook a Lifelong Learning Teacher Training Program. In 2010, he moved to Turkey where he started to work from Istanbul. Since 2011, Sébastien has been giving Design and Project Management courses at Istanbul Bilgi University.

Outline

Competences describe the ability or qualification a person has and that person can put into good purpose in the work. Identifying and communicating somebody's competences successfully makes that person a desired partner to collaborate with.

As there are many competences that defy standard categorization, during the workshop we will be seeking schemes that help giving them appropriate recognition and valuation.

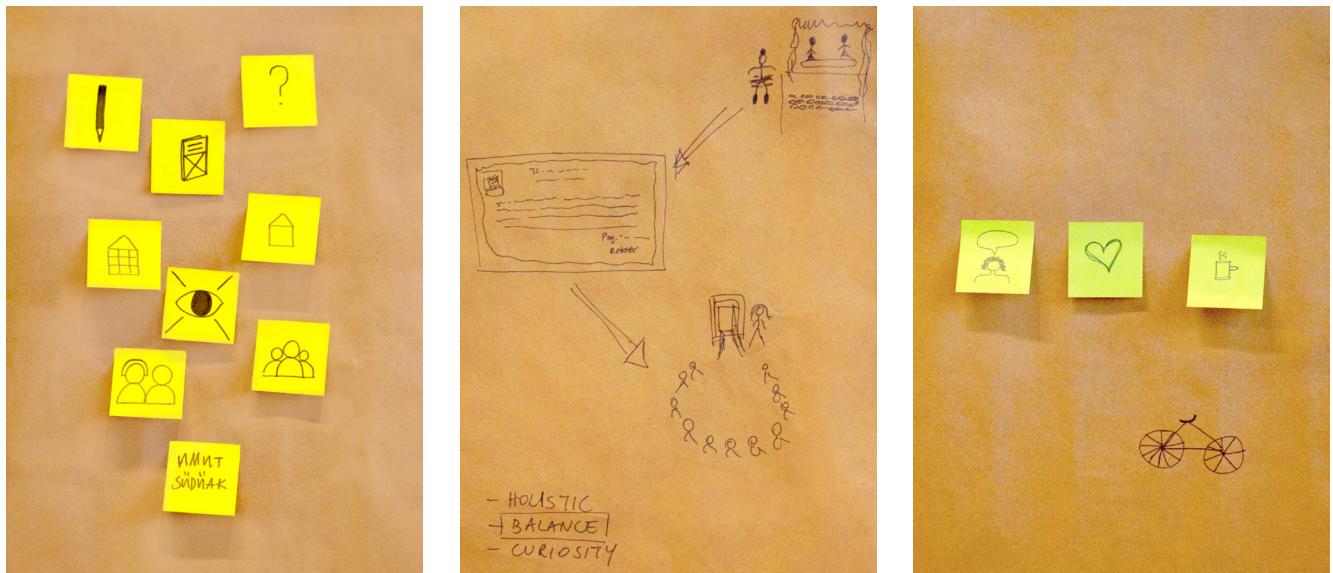
Relevant Questions

- What are the abilities and/or qualifications a designer should have?
- How can somebody's competences be identified and communicated successfully?
- What are the competences that produce appropriate recognition and valuation?

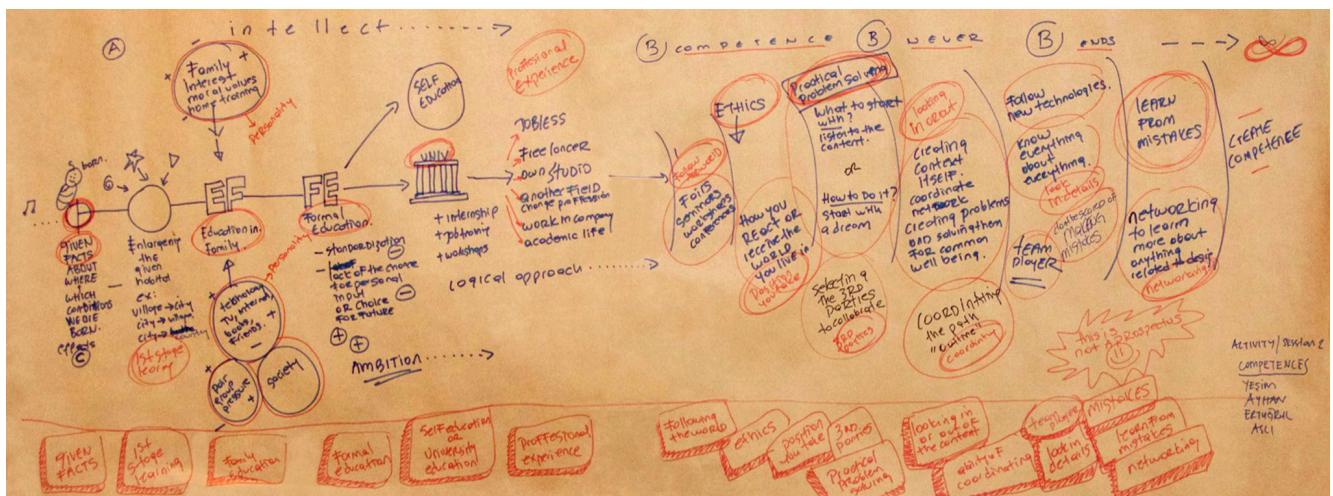
Summary

Starting from a collage of dictionary entries that cover the semantic space of 'Competences' this track aims to produce a list of competences relevant for a Lifelong Learning perspective. Special consideration is given to the evolution of working environments, such as growing social and cultural diversity, migratory patterns of short-term engagements, but also the fact that people will extend their working life well beyond the current accepted age of retirement.

Various processes that grow competences and make them recognized are examined through participants' personal accounts in education and competitive work-spaces. Taking employers'/mediators' role, the group seeks to understand how changing needs and demands for new competences can be feed back to educating/training institutions for the development and adaptation of appropriate curricula.



Session 1 - Personal learning experiences



Session 2 - Modelling lifelong competence building

URBAN DESIGNER	GRAPHIC DESIGNER TEACHER	INDUSTRIAL DESIGNER
<ul style="list-style-type: none"> A WOMAN URBAN DESIGNER 40 YEARS OLD ITU (BACHELOR) + BILGI UNIVERSITY M.A. SINGLE MOTHER + ONE DAUGHTER MORE THAN 10 PROJECT COMPLETION IN TURKEY PARTICIPATION TO 3-4 EU-PROJECTS TURKISH NATIVE SPEAKER ENGLISH AS A FOREIGN LANGUAGE IN ISTANBUL, HAVING AN OFFICE (5 STAFF) AIMED AT WORKING TILL HER DAUGHTER WILL GROW UP & HAVE A JOB 	<p>KNOW TIME TECHNOLOGICAL INVENTIONS</p> <p>MANAGEMENT VISITING LECTURER</p> <p>ADVANCED TEACHING SKILLS</p> <p>READ JOURNALS</p> <p>FOLLOW EXHIBITIONS</p> <p>TRAVEL OFTEN ENOUGH TO FOLLOW THINGS</p>	<ul style="list-style-type: none"> 35, male MA Teaching in the university Follows international design scene Member of an internationally recognised design organisation Specialised in a particular subject in the field. Team work player. Good time management <p>LEARN FROM MISTAKES</p> <p>NETWORK</p> <p>CREATE COMPETENCE</p> <p>ACTIVITY / SESSION 2 COMPETENCES Yesim Atman Ebrurol Asci</p>

Session 3 - Three personas as Lifelong Learners

Conclusion

Personal development and fulfillment, active citizenship, social inclusion and safe employment require competences that complement knowledge with the motivation for long-term learning and holistic understanding of particular contexts.

Throughout the three sessions a common thread emphasized the significance of learning in the very early stages of a person's development. Lifelong learning becomes a natural perspective for people who experience the cyclical patterns that hold observations, understandings, and modeling of knowledge. Seeded in primary education such experiences drive the motivation and ability to learn throughout life, leading to the sustained growth of competences.

Seven key competences have been identified: 12|13

- Mastering specific crafts and technologies
- Understanding and managing digital contents, structures, and processes
- Taking up initiative and entrepreneurship
- Communicating natively and in other languages
- Recognizing the variety of cultures and tolerating the unknown
- Embracing the need for constant evolution
- Learning how to learn





Halil Nalçaoğlu

Halil Nalçaoğlu is Professor and Dean of the Faculty of Communication at Istanbul Bilgi University. After graduating from the Sociology Department of Middle East Technical University, he earned his master's degree at the Social Sciences Institute of Ankara University and doctorate's degree at Massachusetts University. His areas of interest are Education, Theory and Philosophy of Communication, Cultural Studies, Deconstruction, and Media Ecology. Halil has penned many articles on topics ranging from Social Memory and Political Iconology to Internet and Youth in various publications and his own book '*Kültürel Farkın Yapısı*' - 'The Deconstruction of Cultural Difference' (2006). He also translated Slavoj Zizek's 'Did Somebody Say Totalitarianism' into Turkish. His educational philosophy and motto are 'Empower Students - Liberate Classrooms - Contribute to Community Life'.

Outline

Credentials are essential ingredients in people's motivation. Confirmation and appreciation of achievements by others become a seal of conclusion and also a ticket for next steps. Framing received credentials as proof of recognized competences is an active strategy in deal-making communications. While a range of standardized professional, national, and international certification schemes such as ECTS (European Credit Transfer and Articulation System), WASC (Western Association of Schools and Colleges), etc exist, Lifelong Learning requires other protocols for endorsement. This track explores formats that can provide proper credit for achievements of varying complexity across different contexts defined by age, expert domains, profession and other factors.

Relevant Questions

- How do standardized diplomas or credit systems confirm successful learning?
- What are the best formats to provide learners with appropriate credentials?
- How can credentials be managed across various contexts of learning/working?

Summary

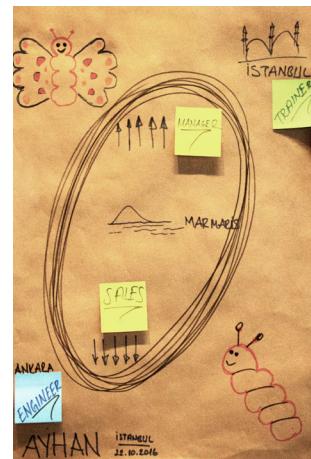
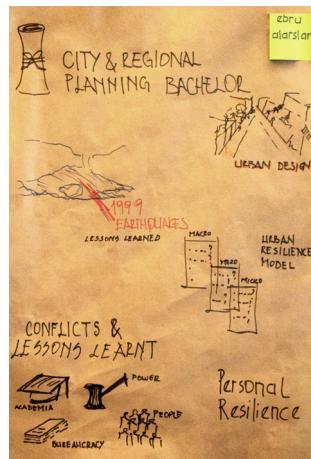
From reviewing career milestones to identifying patterns of reward collection and their impact on the remainder of professional pursuits, the discussions led to a broader view on the connections between *Life and Learning*. Descartes' Knowledge Tree inspired the second session to investigate the role of the soil, the tree is growing off. This foundation, as a faceless continuum, represents the stage for Lifelong Learning where formal accepted schemes of crediting and informal awards and acknowledgments occur more or less independently. Finally, in the third session, we focused on the possibilities of connecting these two schemes, likening this process to the hacking of established systems: while learning is experienced as a continuous shaping of one's personality, the official credits are coming in chunks. Designing appropriate formats for rewarding one's progression in Lifelong Learning starts from seeking for gaps and disruptions that could become opportunities for new connections.

"NO-TAG DESIGNER"
ARTIN
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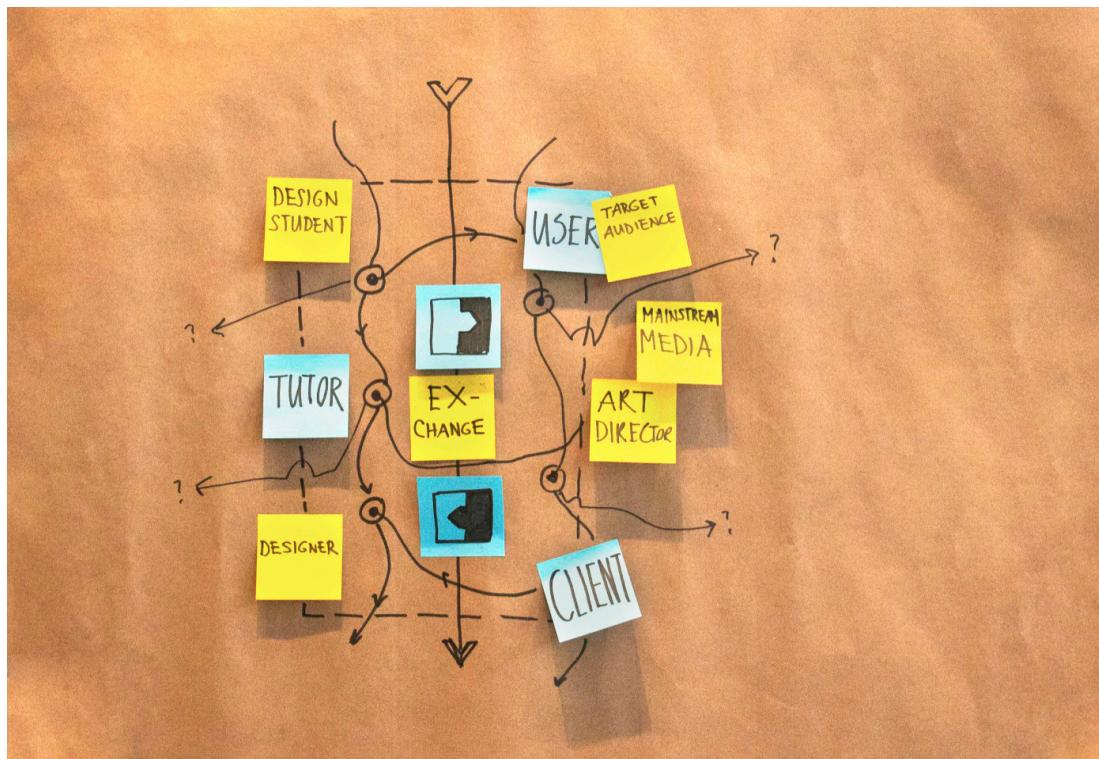
- Locally recognized
- Local / Grassroots Person/Maker
- Formally uneducated
- Recognized thru word of mouth
- Potential tutor
(if recognized by a circle/network of educators / LL initiative)

"TAG COLLECTOR"
. CAESAR CAESAR
• 45

- Educated formally
- Officially recognized
- Networked heavily
 - maintains contacts
 - manages reputation/credits
 - In the university/sch. system
 - Trophies/certificates
 - Registered achievements



Session 1 - Personal learning / career milestones



Session 2 - Organic integration of learning, real Life contexts and educational institutions

"NO-TAG DESIGNER"
ARTIN
65

- Locally recognized
- Local / Grassroots Person/Maker
- Formally uneducated
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 - Registered achievements

"HACKER"
- VICKI
— SEE N/A

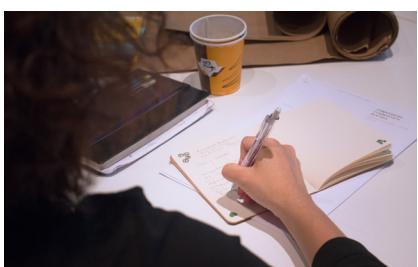
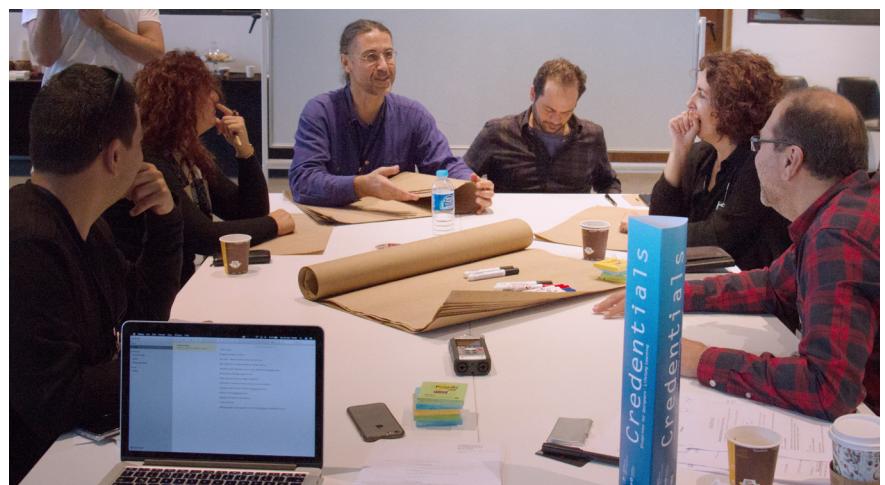
- Fault/gap seeker
- Has problem w/ formal systems
- Communitarily recognized
- Underground
- Open credit/source design
- Peer-to-Peer crediting

Session 3 - Three personas as Lifelong Learners

Conclusion

Lifelong Learning happens at any time, anyway. Credentials received vary from the very personal amongst peers - informal, yet delicately tuned by those who share the same language, to framed documents recognized by the general public - these could be trophies - or the space/attention given in mass media.

Recognizing that certification schemes of the established educational institutions are not able to appropriately keep pace with developments in society and technology. Hence, the challenge for this group was to identify the gaps that are not covered by credentials as dispensed by formal systems. Credentials may be the result of successfully hacking accepted norms and values, producing highly personalized badges of recognition and trust that could be collected, augmented, traded for higher valuations, and exchanged in various denominations.





David Grossman

David Grossman is the current President of ico-D (International Council of Design), the world's largest organization representing professional designers. He is an environmental graphic designer and partner of Daedalos Design Studio in Tel Aviv. David is one of the founders of the Israel Community of Designers and also a founder of Vital, the Tel Aviv Center for Design Studies, and the Graphic Design Department of Shenkar College. He has played a key role as organizer, editor, lecturer, and juror for many international design festivals, conferences, and exhibitions, catalogs, and annuals.

Outline

Lifelong Learning goes along with *Evidence-based Education/Learning*. Blueprints - that are made of new concepts - for new vocational formats should consider how project-driven learning within concrete use-cases can enhance the development of competences and produce meaningful credentials that help people join or build most fitting working environments.

Relevant Questions

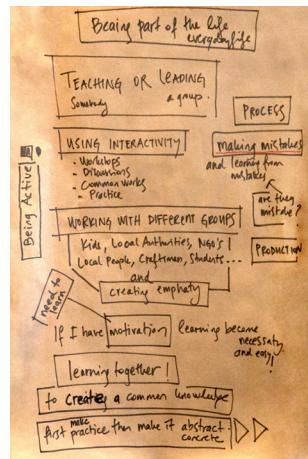
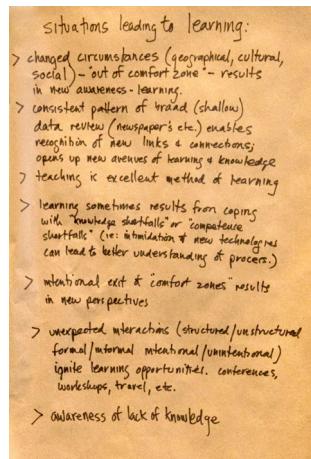
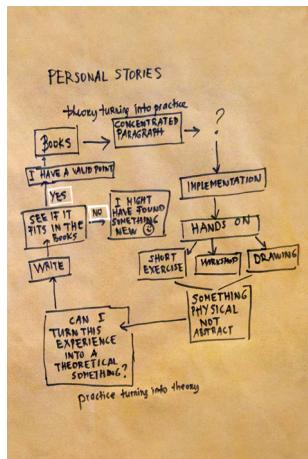
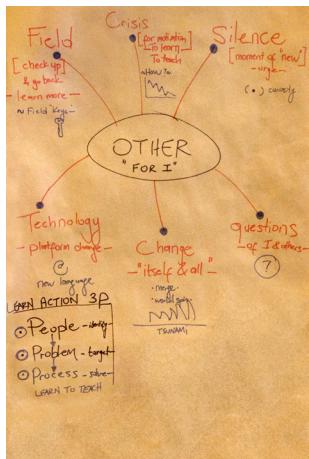
- Where is the need for Lifelong Learning most evident?
- How does project-driven learning impact the development of competences?
- What engagements can foster and reward learning as context anchored experience?

Summary

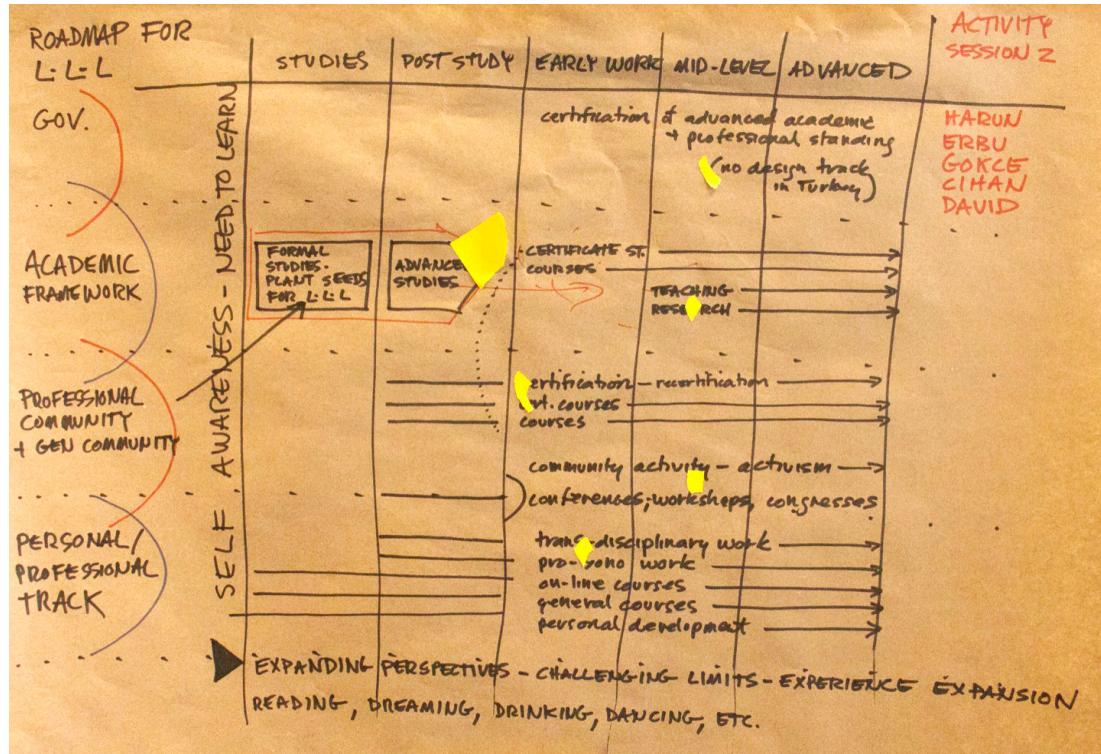
The set of competences required by professional designers is varied and changes dynamically during their lifetime. To maintain relevance and provide effective service, designers must continuously upgrade knowledge and skills. Knowledge- and skill-base established in the formal studies period serves only as a foundation on which to expand.

There are numerous opportunities for designers to continue learning - structured and unstructured, formal and informal, intended and unintended, recognized and unrecognized. These range from courses and formats that are offered by educational institutions and professional entities, to conferences, lectures, workshops, and also personal development efforts that can be highly individual.

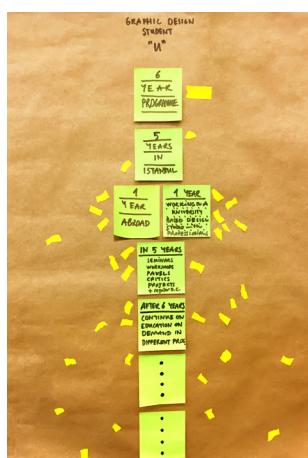
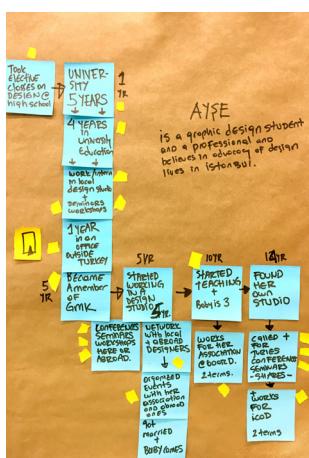
It is important to plant the seeds of lifelong learning in the minds of professionals at an early stage - as part of the formal study curriculum, and to make them recognize not only the need for ongoing learning, but also the readily available spectrum of learning opportunities. A system, best introduced and maintained by the professional community, that would measure, recognize, and record ongoing learning efforts can support such efforts, producing formal/informal credentials.



Session 1 - Recalling Situations / Actions of Learning



Session 2 - Road Map for opportunities in Lifelong Learning



Session 3 - Three personas as Lifelong Learners

Conclusion

The broad, ever-growing cloud of competencies required by professional designers is fairly easy to chart, as is the map of the very diverse and multi-faceted spectrum of learning opportunities.

The challenge is to infuse a ‘culture’ of Lifelong Learning in the minds of designers as an accepted ‘professional/social more’. This can only be achieved by a concerted effort of the professional community, academic institutions, and perhaps governments to engage in collaborations that span the development of curricula, the coordination of certification schemes, and the provision of working opportunities.

20|21



Competences

- **Seeding at an early Stage**

Imbuing cyclical patterns of observing, understanding, and knowledge modeling at a early stage in people's development prepares the foundation for Lifelong Learning

- **Map of Competences**

Visualizing experts' profiles reveals densities, relationships, and topographies that provide cues not only for navigating/expanding a personal career but also possible destinations for those who seek people with specific expertise

- **Identifying within Contexts**

While framed and certified competences are the building blocks of formal education, capturing and cultivating skills that are evidenced through successful acting in various situations requires adaptive strategies across domains and disciplines

Credentials

- **Holding Communities of Professionals to Account**

Institutions and associations are tasked to develop and expand learning opportunities, to establish certification criteria and valuations, and to promote collaboration across expert domains

- **Badges of Recognition**

Credentials as expert currency that can be exchanged to various denominations and traded across domains

- **Patching Gaps left by Formal Education**

Competences and professional execution - actions - are held together by seals of recognition.

Actions

- **Building a Culture of Learning**

Promote learning how to learn outside of schemes that are defined by a set curriculum, dedicated facilities, and socially sanctioned credentials

- **Lifelong Learning as Professional More**

Design practice is based on continuous explorations and efforts to advance competences in a wide array of fields

- **Engaging in Cycles of Actions**

Lifelong Learning is open ended, continuously evolving from the effective dealing with low-complexity tasks.

School



© BY CEE-HOPE - CEE-HOPE NGIZA FOR WIKI LOVES WOMEN PROJECT

IN NIGERIA, CC BY-SA 4.0, commons.wikimedia.org

Makoko Floating School

A visionary school responding directly to the needs of the community. The building itself has been designed for the particular situation in an area that experiences frequent flooding. Apart from providing space for teaching it also functions as a community center.

Competences

Primary Education

Actions

converting slums into colleges

en.wikipedia.org

School



© www.bigpicture.org

Big Picture Learning

Students take control of their own learning - aiming to go beyond the traditional classroom and create a population of learners.

Competences

In units of 15 students follow a highly personalized learning in close interaction with the group's advisor.

Credentials

Through Authentic Assessments in public presentations and exhibitions students identify their performance and abilities within real world criteria. Regular assessments by externals, coaches.

Actions

Internships from one day visits to experiences of several weeks are considered essential to the personal education

Actors

Students, Advisers, Coaches, Community, external Experts

Big Picture Learning

www.bigpicture.org

School



© www.brightworks.org

Brightworks School

Inspired by experiences from the [[Tinkering School]]:

www.tinkerschool.com

this became a lifelong learning environment based on the belief that everything can be learned through hands-on experiences.

Competences

Real materials, real tools, real problems to support students' curiosity and capacity to change, engage, think big, and do amazing things

Actions

emphasize social interactions within the school and also the community around. promote excursions, discoveries outside the school.

Actors

Bands - group of students of mixed age that makes the basic learning unit, collaborators - that replace the traditional teachers, neighborhood organizations

Brightworks School

www.sfbrightworks.org

School



© ukumbi.org

Sra Pou Vocational School

Initiated by architects from far away, this school became a local center for education, training, community issues, and events.

Competences

Enable people to earn their own living

Actions

Learning is tightly integrated with communal activities

Actors

Architects, Local NPO Blue Tent, Community

Sra Pou Community

ukumbi.org

<p>University</p>  <p>Professional Certificate Program in Innovation and Technology</p> <p>Non-degree programs for Professionals</p> <p>Competences Innovation and Technology, Real Estate Finance and Development</p> <p>Credentials CEU, Continuing Education Units</p> <p>Actions defined set of Core and Elective courses</p> <p>Actors Faculty, Peers MIT</p> <p>professional.mit.edu AG</p>	<p>University</p>  <p>Harvard Division of Continuing Education</p> <p>Non-credit professional development programs for mid-level managers</p> <p>Competences Communication, Innovation, Leadership and Management,, Marketing, Negotiation, Strategy, Technology Management</p> <p>Credentials non-credit as well as credit-bearing programs</p> <p>Actions online and on-site classroom, custom programs Harvard University</p> <p>www.dce.harvard.edu AG</p>	<p>University</p>  <p>Osher Lifelong Learning Institute</p> <p>Volunteer programm targeted particularly at nearby residents in Study Groups directed by Study Leaders</p> <p>Competences Studium Generale</p> <p>Actions Online Classes, Travel Dartmouth College</p> <p>osher.dartmouth.edu AG</p>
<p>University</p>  <p>Temple University</p> <p>offering non-credit courses for students of all ages</p> <p>Competences wide selection of academic disciplines</p> <p>Credentials Certificate</p> <p>Actions Classroom Temple University, Japan Campus</p> <p>www.tuj.ac.jp AG</p>	<p>University</p>  <p>Parsons Continuing Education</p> <p>targeted at professionals to either improve their skills - or start a new career altogether in non-credit courses</p> <p>Competences Digital Design, Fashion Design and Fashion Business, Fine Art, Foundation, and Photography, Graphic Design, Interior Design and Architecture Studies</p> <p>Credentials no degree, Certificate Program</p> <p>Actions Online Classes</p>	
<p>University</p>  <p>risd ce</p> <p>offering regular courses, weekend courses, and certified programs - all design related</p> <p>Competences Design centered, traditional sectioning</p> <p>Credentials no degree, Certificate Program, SUmmer Credit Courses</p> <p>Actions Classroom</p> <p>Actors Kids, Teens, Adults Rhode Island School of Design</p> <p>ce.risd.edu AG</p>		

NGO/NPO



Khan Academy

Learning anything for free

Competences
wide selection of disciplines

Credentials
no credits - learning for the sake of learning

Actions
Online Classes, Coaching

Actors
Students, Mentors, Supporters, Founding Partners, Corporate Sponsors, Mobile Technology Sponsor, Legal Services Sponsor, Internationalization Partners
Khan Academy

www.khanacademy.org

AG

NGO/NPO



www.samaschool.org

Samaschool

Provides digital skills training and a connection to internet-based jobs Helps people rapidly develop new skills to succeed in the digital economy

Competences
curriculum aligned with in-demand skills

Credentials
measuring outcomes

Actions
Accelerated Workshops, Online Courses

Actors
Faculty, Employers, Work-Platforms

www.samaschool.org

NGO/NPO



besocialchange.org

Be Social Change

Help People Build Purpose-Driven Careers, Businesses & Lives

Competences
social sector capacities

Actions
on-location classes

Actors
Founding Team, Volunteers

besocialchange.org

AG

NGO/NPO



edX

Provide access to high-quality education for everyone, everywhere Enhance teaching and learning on campus and online Advance teaching and learning through research

Competences
anything

Credentials
MicroMasters, Professional Certificate, xSeries EdX verified Credentials, University Credits

Actions
anytime, anywhere

Actors
partnering with Universities, Corporates edX

www.edx.org

Corporate Training



www.designthinkersacademy.com

Design Thinkers Academy

Train, develop and facilitate multidisciplinary teams and communities of change

Competences
search for innovation, design thinkers bootcamp, creativity leadership, facilitation training

Actions
bootcamps

Actors
DT Group
Design Thinkers Academy

www.designthinkersacademy.com

AG

Vocational institution



www.sva.edu

SVA

Competences
Design centered, traditional sectioning

Credentials
BFA

Actions
Online Classes
SVA

www.sva.edu

AG

Reference

5 Big Ways Education Will Change By 2020

Business Perspective on Education
Fast Company

www.fastcompany.com

Reference

Micro-Credentials

Proposals by Krista Moroder The site offers other related resources
Edutopia

www.edutopia.org

Reference

Three Trends Worth Watching for Continuing Education Leaders

Cathy Sandeen
The evolution

evolution.com

Reference

The Case for Social Innovation Micro-Credentials

"Digital badges as a credentialing tool may force us to re-think and redesign education, especially for emerging fields such as social innovation." Charles Tsai
Stanford Social Innovation Review

ssir.org
AG

Reference

Learning in the 21st Century: Research, Innovation and Policy

Detailed PDF, including relevant global statistics
OECD

www.oecd.org

Reference

Credentialing

Various aspects of credit-management, including aspects of technologies such as blockchain
Educcause

library.educause.edu

Reference

Educator Micro-Credentials

Proposing an ecosystem for micro-credentials
Digital Promise

digitalpromise.org
AG



Cihan Çankaya

Cihan Çankaya is a project and production manager as well as project grants designer in the areas of Food Production, Tourism, Movies, R&D, Sports, and Entertainment. After participating in the shooting of a James Bond movie in Turkey, he decided to dedicate himself to audio-visual productions and new technologies. In 2014 he founded DECOL - the Digital Experience Collective, where designers and artists are both stakeholders and employees, with a group of friends. Under the roof of Istanbul Bilgi University's Visual Communication Design Department, DECOL received government grants from the Istanbul Development Agency. In 2015, Cihan developed a project proposal for the DECOL Academy - a new platform for digital production education. Currently, Cihan is in charge of DECOL's cooperative resources, costumer services, and productions. He works on new projects to extend cooperative business models around the world.

Cihan's Lifelong Learning Statement:

Accumulation of Small but Life-Changing Shifts

Rather than abrupt changes, I do believe that the accumulation of many small changes impacts our career and lives more lastingly. I started my career as an engineer in a family-owned company producing dairies. There I learned a lot about living things/organisms and how they interact with the environment. However, the factory, business, and engineering environment became soon boring. Before creating DECOL - the Digital Experience Collective, I spent three and half years on the countryside, learning about permaculture.



Yeşim Demir

Yeşim Demir Proehl is a lecturer at Mimar Sinan Fine Arts University, Graphic Design Department. She has won many awards in design competitions of The Turkish Society of Graphic Designers (GMK) where she also served as Chairwoman of the board (2005-2012). She has been Vice-President of ico-D (International Council of Design) in 2011 and 2013. In 2014 she has been member of the advisory board of the 2nd Istanbul International Design Biennial. She has lectured in seminars in Turkey and abroad and participated in many national and international jury panels. At demirtasarim Yeşim is focusing on exhibition, book, and corporate identity design.

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Yeşim's Lifelong Learning Statement:

Layered Learning and Rewards of Life

My lifelong learning started from early childhood bringing depth to what I am today. The most valuable thing that I learned then was that I could make mistakes, but I would do my best and never relent in my efforts to improve. Later, I applied this attitude in my professional design life: doing my best as a practitioner, sharing all the knowledge I have with my clients, and being in touch with fellow designers and professional associations as part of a big family. When I was elected as the chairwoman of The Turkish Society of Graphic Designers Board I took this as acknowledgment of performance at that time. I learned how listening to others and being a team player are important. These experiences had a huge influence on my work as designer. Later, nominated to the Board of ico-D, I again learned new things: the acceptance of time, the respect for others' ways of thinking, and the importance of methodology over trial and error.



Harun Ekinoğlu

Harun Ekinoğlu is an Urban Designer at the Istanbul Metropolitan Municipality Mayoral Advisory Office Istanbul Tourism Atelier. After receiving his Bachelor's degree from Bilkent University and Master's degree from the Politecnico di Milano in Urban Design with honors (2006), Harun and his team received an honorable mention award in the urban design competition 'Historic District Renewal and Design Strategy' organized by UNESCO and UN-HABITAT World Urban Forum III. He has been involved with various architectural, industrial, and urban design projects as well as national and international competitions within the Istanbul Metropolitan Municipality. Recently, Harun has been a TUBITAK Visiting Fellow at Columbia University (2014 - 2015). He currently continues his research on Urban Spatial Analysis and Participatory Design as a PhD candidate at Istanbul Technical University.

Harun's Lifelong Learning Statement:

Staying Curious, Persevering, and Devoted

Society often expects us to perform in certain ways. However, curiosity, perseverance, and devotion help us keep our own course. In the 6th grade of my formal education, I became interested in dance and stage performance groups. Rare opportunities in a small town like Elazığ, where I come from. I registered during my extra time from school. Soon however, my poor time-management skills made me fail in Maths. Yet, I felt the uplift to be part of important performance projects. I had to make a choice - and stopped the acting. In university I found another area of interest in no time: radio broadcasting. Joining the university's broadcasting unit I produced a program over the next two-and-a-half years that attracted a good group of fellow academics. In these years I also became curious to speak French and Italian and travel the world. I could cover quite a range, thanks to my post-graduate studies in Milano.

Currently, while being a full-time government employee, I am doing a PhD on urban analysis software. As I am not trained as a software developer, my academic advisor initially dissented. Alas, during a stay at Columbia University as visiting scholar I had the opportunity to collaborate with some good engineers, producing what I had set my mind on.

Curiosity, perseverance, and devotion for the ideas we really want empower us to excel even in areas we are not competent in.



Aslı Kiyak İngin

Aslı Kiyak İngin is Lecturer at the Industrial Design Department of Istanbul Bilgi University and Tutor at the Post Industrial Design Master Programme, University of Thessaly. Aslı has been active in many NGOs and served as Vice President of the Industrial Designers Society of Turkey Istanbul Branch (2006-2009) and as President of the Human Settlements Association (2008-2010). In 2006 she has initiated the Made in Şişhane project that evolved into the Informal Academy during the 2nd Istanbul Design Biennial. She has also been academic coordinator of the Masterpiece of Beyoğlu project as a model for integrating traditional and informal master-apprentice training systems with formal education systems in a contemporary way. Her publications include İstanbul Para-Doxa and Made in Şişhane.

Aslı's Lifelong Learning Statement:

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Teaching and Collaboration as Learning Experiences

During my childhood years, I was always trying to help some of my friends with their school work. I realised that by teaching somebody, I learn myself. Even today I follow this approach. While teaching in university, I am learning from my students. It is always a process. In my work, I collaborate with different groups of people - local authorities, NGOs, residents, and students. My practice becomes a learning platform that generates common knowledge, not only for myself, but for everyone involved. Workshops, discussion panels, common works, and practice are very important.

Creating Empathy at Work

When I work with different groups, creating empathy is important. I start thinking with the mind of local authorities, seeing with the eyes of kids, listening with the ears of craftsmen. This has become another learning conduit for me.

**Umut Südük**

Umut Südük is a graphic designer and lecturer at Mimar Sinan Fine Arts University, Graphic Design Department. In 1998, he received his bachelor degree from the Graphic Design Department of Mimar Sinan Fine Arts University, and in 2000 his masters degree in communication design from Central Saint Martins, University of the Arts London. Throughout his career, he has received several national and international awards, organized workshops, and served at jury panels. Since 2012, he is president of the Turkish Graphic Designers Association (GMK). Umut has his own freelance design practice in Istanbul.

Umut's Lifelong Learning Statement:

Paths and Junctions in Self-Learning

When I try to recall the origin of my current path, which is graphic design, I realize that it all started in childhood with drawing, looking at magazines, and simply following my curiosity. My parents and the home environment had a great impact. In the past I encountered junctions that made me take turns. One important junction was certainly the Mimar Sinan Fine Arts University, which since has a strong influence on my professional life.

**Ebru Alarslan**

Dr. Ebru Alarslan is Urban Planning Expert on Disaster Mitigation and Urban Resilience at the Turkish Ministry of Environment and Urbanization, Directorate General for Infrastructure and Urban Transformation Services. She received her doctoral degree from the Technical University of Dortmund. Recently Ebru has been acting as Advisor to the Municipality of Yalova in the Campaign of 'UNISDR Resilient Cities', as Reviewer to international journals, and as Board Member of the EU Horizon 2020 Projects. She produced several publications on Disaster Mitigation, Urban Resilience, Spatial Data Infrastructure, and Geographical Information Systems.

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Ebru's Lifelong Learning Statement:

Finding the Self in Life's Conflicts and Developing Personal Resilience

When I graduated from university, I looked at myself as an urban designer. Then, in 1999, while I was working in the Ministry of Public Works and Settlements, we experienced two devastating earthquakes. Putting all my time and energy to help in one of the affected areas became an important milestone in my career: I realized that I had to produce a guidebook that could show people how to become more resilient in such a situation. This led to my doctoral thesis and to more focused work in this area. Facing the loss of so many people on the ground, I was under the grand illusion that I found the recipe to save people's lives. Swiftly I became aware of the many conflicts between beneficiary people involved in this work.

It doesn't matter what we know or how we solve something. Important is to re-draw our paths again and again to reach our goals and satisfy our ambitions.



Hande Akyıl

Hande Akyıl is Certificate Programs Executive at Bilgi Education ‘Lifelong Education Centre’ of Istanbul Bilgi University which has programs for professional development, art, and culture. She holds a Bachelor’s degree in Italian Language and Literature from the University of Istanbul and a Master’s degree in Communication Sciences from the University of Florence, Italy. Hande is currently involved in designing and implementing training programs as Education Coordinator. She also completed a one-year certificate program in Design Culture and Management at Istanbul Bilgi University in collaboration with Domus Academy, Italy.

Hande's Lifelong Learning Statement:

Lifelong Learning as a Process of Imagination, Curiosity, and Motivation

I am a strong believer in lifelong learning and consider myself fortunate to work in this field. In our lifetime, we pass through many education phases, starting in early childhood with the family. Later experiencing formal education followed by many lifelong learning processes that teach us important knowledge and skills. Among these Motivation, Curiosity, and Imagination stand out as very personal competences we may not acquire in formal education alone.



Bengisu Bayrak

Dr. Bengisu Bayrak is Associate Professor of Fine Arts at Nişantaşı University in Istanbul. After completing her studies in Fine Arts at Marmara University, Bengisu received her master’s degree from Istanbul Bilgi University and her proficiency in art from Marmara University. She participated in many solo and group exhibitions and received numerous awards and won many competitions. Bengisu continues her research in the areas of Painting, Print Making, Installation, Photography, Video, and Film.

Bengisu's Lifelong Learning Statement:

Knowledge Transmission between the Abstract and the Real

I like reading books, and also like to know how the things read apply in real life. Are these valid propositions? When I read a book about my profession, I always try to write a concentrated paragraph that summarizes the whole book. Then I question if there is a relevance for real life, or if I can use what I have learned from that book in real life. I try to either find applicable real life examples or to see if the arguments made are working in reality through a simple exercise. In the end, the abstract knowledge or summary that I gleaned from the book become almost something physical I can hold in my hand. Not abstract anymore. At that point, I test if that physical thing can turn into something abstract again. I write it down to see if it would fit in any of the books I have read or any of my knowledge. If the answer is ‘Yes’ I have found a valid point. If the answer is ‘No’ I might have discovered something new. In both cases I have expanded my learning.



Gökçe Dervişoğlu Okandan

Dr. Gökçe Dervişoğlu Okandan is Assistant Professor at the Faculty of Communication / Department of Arts and Cultural Management of Istanbul Bilgi University. After her studies at Innsbruck University and the Copenhagen Business School's Center for Art and Leadership, she received a Ph.D. on the role of Corporate Support in Culture and the Arts. She has held consultancy positions for integration/turnaround projects in the Turkish industries and has presented on various conferences on Culture and Creative Industries, Social/Cultural Entrepreneurship, and Strategic Management.

Gökçe's Lifelong Learning Statement:

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Connecting Self with Body and Mind

Typically, I see myself as a strategic management scholar who works in the fields of culture and design. During this workshop, I unexpectedly became aware of my body. Something I must have known for long, tacitly. My primary education was in classical ballet, moving on to modern dance and the performing arts. This strict training and the spontaneous improvisations of modern dance, made me recognise the value of body. In retrospect, these competencies of living the moment, being aware of my own body, and connecting with an audience all inform and impact my current career of professional moderation as a business consultant.

Becoming Holistic and Curious for New Things

In my current work I build on a body of knowledge and empirical evidence. Creating the space, that brings theory and practice together directed me to a holistic view that substantially enhances the quality of my work. Moderating between different disciplines is challenging but also encourages my curiosity for new things and expands my scope of understanding.

Balancing Competences and Knowledge

To sustain our personal development and to find fulfillment in our work we have to complement our accumulated knowledge with the attestation of acquired competences.



Ertuğrul Belen

Ertuğrul Belen is Founding Partner of the Business Networking Academy in Istanbul, where he provides coaching for professionals and entrepreneurs to improve result-driven and effective business relations, and to develop successful networking strategies. He graduated from the Galatasaray High School and the University of Wisconsin. Networking projects Ertuğrul developed and executed have received many national and international awards. He also held various roles as founder and board member of prominent ventures and NGOs in Turkey. Ertuğrul is the author of bestsellers such as *Networking: The Art of Meeting, Referring and Getting Known* and *The Golden Rules of Entrepreneurship*.

Ertuğrul's Lifelong Learning Statement:

Learning from People, Contexts, and Processes

I mostly learn from the problems other people have. Teaching for example I learned by considering the people in front of me. Likewise every context or situation I find myself in teaches me something specific; if my current knowledge does not help me in a particular context, I have to learn. Stuff, that then I can share with others. Crises are excellent opportunities for learning, those are the times when my competences grew exponentially. Yet, there are also times when I am silent throughout the whole process and feel there is nothing new. Silence becomes an interesting urge for me to break the moment and to go back and accost something new. Curiosity! Questions are always triggers for learning and action.

Changes in Technology produce Motivation for Learning

The facts of today may not be the facts of tomorrow. Change is pervasive. Technology changed the foundation of our communications. While face-to-face communication is still very important, we have other channels, such as LinkedIn, today. How do we cope with that? Technology compels us to learn all over again what we thought we knew already.

**Ayhan Fişekçi**

Ayhan Fişekçi is Human Resource Management Consultant and Business Development Director at iCanRecruit. After receiving a civil engineering degree from the Middle Eastern Technical University in Ankara, he worked as a financial advisor and trainer, using his experience in marketing and sales of life and pension products. He also worked as a personal performance coach. In 2010, he was hired by ING Bank as Corporate Development Vice President, responsible for the International Talent Development Programs, Branch Manager Development Programs, Performance Management System, and HR Reorganization Projects. Making his entry into the retail industry in 2011, Ayhan became the Head of Training and Development of Colin's Academy, where he was responsible for developing and building the Strategic Performance and Career Management Systems.

Ayhan's Lifelong Learning Statement:*Diverting from Set-Career Plans*

Learning is something we begin in a cocoon before becoming a butterfly, joyfully exploring the world around us. Although I studied engineering, my corporate life started in a sales department. Working as a salesperson for two and half years, I learned how to communicate and sell to people. In contrast to , Life was not that systematic and machine-like as I had learned during my former studies in engineering. I realized that working with people, we need to know how to communicate and how to sell ourselves, our ideas, and the things we produce. This experience helped me a lot in the later stages of my career.



Cihangir Isteck

Cihangir Isteck gained his MSc. from University College London and a PhD from the University of Tokyo. Cihangir has held several faculty positions and has been teaching design based on Learning-by-Doing and Real-Life Projects with a focus on Space and Environments at various universities. Currently, he is ico-D Vice-President and Vice-Chair of the Department of Communication Design and Management at Istanbul Bilgi University.

In addition to his academic work, he has taken on several design and consultancy roles with international scope, including the founding and directing of an interdisciplinary design practice. Since 2008, Cihangir has been an Associate and Design Representative in Istanbul of the Institute for Information Design Japan (Tokyo).



Andreas Schneider

Andreas Schneider worked as corporate concept designer for Weathernews International in Japan, after teaching several years as an Associate Professor at the Visual Communication Department of the Academy of Fine Arts Berlin. In 1996, he became one of the founding members of the Department of Information Design at Tama Art University in Tokyo.

From 2001 to 2010 he has been professor at IAMAS, the Institute for Advanced Sciences Arts and Media and a visiting lecturer at Waseda University, Istanbul Bilgi University, the National Institute for Design in Ahmedabad, India. Andreas is co-founder of IIDj, the Institute for Information Design Japan in Tokyo.

Curator's Statement:

We have identified three core domains to follow in our Lifelong Learning activities: Competences, Credentials, and Actions. We do research in these areas, develop design interventions with concerned people, and curate/produce workshops, conferences, exhibitions, and publications that make findings available to larger audiences. Producing tools that help our work, visualizing complex relationships/data, and collaborating with experts from non-design fields excites us most!



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