

Innovation in the Wilds (aka Peripatetic Learning)

Deep or long-term learning occurs when individuals are taken outside of the context of application and where experiential and compelling stories link the landscape and the learner to create knowledge scaffolds (virtual access structures to reach points of complex learning) which in turn brings about tacit knowledge (in part defined by the 'ability to act' as an outcome).

1. Method

- The course combines classroom-based learning, with compelling experiential learning in the wilds whilst visiting and exploring locations rich with industrial heritage and by hearing of the innovation challenges faced by the visionaries and innovators of the past.
- The course also utilizes structured reflection and simplistic, but vibrant case studies to bring the learners up to date on the innovations they have experienced.

2. Requirements

- Each learner will experience examples of industrial heritage, but in remote and inaccessible location (for modern vehicles) – they must therefore be mobile and reasonably fit and healthy and provide suitable clothing and footwear.
- Access to the learning space is seasonal – the most enjoyable experiences will take place in the Spring, Summer or Early Autumn. Learners will be challenged by the ruggedness of the location, inspired by the countryside **but must not be** deterred by the weather or terrain underfoot.

3. Potential solution/outcome

- Provide an understanding of a number of key innovation theories, brought to life by viewing them using real, but historic example, e.g. in an industrial/natural heritage environment
- Consider the modes of transferring knowledge and creating deep learning using a case-based learning technique but that is presented in an unfamiliar learning environment (i.e. not in the classroom or company premises boardroom) to create a rewarding and a novel
- Learners will be confident in developing scenarios and examples where they can focus on taking their cohort on a learning journey, using experiences and locations to build tacit knowledge and engender in their students and ability to act, on the requisite challenges they each face in their workplaces.
- Learners will understand the role that knowledge, knowledge transfer, internalization and adoption play in enabling individuals to access new skills and change their perceptions.

4. When should you use it?

- To provide grounding and practicality to the fundamental theories of innovation.
- To convince learners of the challenges they face but importantly demonstrate the potential that exists to solve them.
- To create and strengthen project teams, linked by common experiences, who can then face challenges collectively.
- To break the cultural norms around in-company or education.

5. Main Sources

- Klein (2012) The peripatetic learner-the role of mobility in the formation collaborative learning spaces
- Wikipedia (Link: https://en.wikipedia.org/wiki/Peripatetic_school)
- Benedek (2014) Mind the Gap_Between standards and practice of mobile learning experience design