Porvoo Campus 2010 – Living Lab for Creativity, Learning and Innovations

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ABSTRACT

Porvoo Campus 2010 is a new and creative concept for knowledge, business and culture. It will be a place for learning for all the stakeholders working in the area. Main Campus partners are HAAGA-HELIA and Laurea, both universities of applied sciences, and Posintra Ltd, the local development agency. Porvoo Campus 2010 with its Living Lab methods will unify in one campus studying, living and leisure time in a user-driven way. The planning of the Campus started already four years ago. The process has changed from a traditional construction project to a creation of an added-value space to enhance development and innovations through learning. Porvoo Campus is a part of a wider on-going development project in the center of Porvoo, a town about 50 kms east of Helsinki. This development project combines the Campus, Art Factory and new residential area to meet the needs of the residents, students and other stakeholders. These three projects have proceeded side by side by using the Living Lab method in each of them. The Campus project has included the empowerment of the academic staff to create a new joint curriculum for six programs and new ways to promote learning in the coming premises.

1. INTRODUCTION

HAAGA-HELIA University of Applied Sciences is the leading implementer of high-quality expertise, regeneration and innovation needed for competitiveness, particularly in the service sector and entrepreneurship in the Helsinki Metropolitan area, Finland. HAAGA-HELIA provides students with knowledge and skills for lifelong learning and development in the workplace and furthermore, an option to participate in research and development. The professional growth and learning are built on strong expertise in the chosen areas, on the extensive use of learning contents and methods supporting the acquisition of expertise in the chosen areas as well as on continuous regeneration. HAAGA-HELIA is a university of about 10 000 students and 600 employees. The fields of education are business, tourism, hotel and restaurant management, information technology, journalism, management assistant training, sport management and vocational teacher training. Porvoo unit as a target organization in the development project described in this paper represents education in tourism and business management with about 1 000 students and 60 employees.

The development task in this paper is a common curriculum for six existing programs (tourism and business management in three languages: Finnish, Swedish and English) and tools to promote learning in the new Campus in Porvoo. This task is parallel to the construction project of the Campus with a huge importance in the curriculum development and development project of the Art Factory area in the town of Porvoo about 50 kms east of Helsinki, capital of Finland. Porvoo is a dynamic town fostering culture and traditions in a human scale for its inhabitants. The town has about 47 000 inhabitants and it is the economic and cultural centre for the Eastern Uusimaa province. Porvoo is a bilingual town with about 33% of the inhabitants speaking Swedish as their mother tongue. More than half of the citizens of Porvoo gain their livelihood from trade and services, compared to the third who works in the industrial sector. The town of Porvoo is also a popular tourist destination and the importance of tourism is considerable both for retail trade and service sector. The annual number of visitors is estimated to 750 000, and the main attractions are related to culture and history.

The aim of this curriculum and toolbox development task is to guarantee learning in the future, fulfill the expectations from the stakeholders’ side in the new campus, and get especially the academic staff involved in the development and engaged in something new.

The scientific approach in this development task could be described as constructive. The constructive approach means a procedure for producing innovative constructions intended to solve problems in the real life. The constructive approach allows a wide range of data collecting and analysis methods as well as the participation of a larger group of people in the development work. The methods used this far have been anticipation and trend analysis, Blue Ocean Strategy, and learning cafés.

This on-going development project will last, in this form till the end of May 2010. The results will be in a form of a curriculum and toolbox with a minimum requirement of the pedagogical assistance for the academic staff.

2. PARALLEL PROJECTS

Porvoo Campus 2010 project is one of the three development projects that will make the Western Riverbank area in the heart of Porvoo a place (a space) for learning and innovations (picture 1). Porvoo Campus 2010 is a project to develop a new curriculum for six programs at HAAGA-HELIA’s Porvoo unit. Furthermore, it will provide the academic staff with a pedagogical toolbox to meet the needs and requirements of the future learner and learning. The very close project with the curriculum development is the construction of the campus building itself. The content and the walls in the campus must match. It is not possible to move to a new and well planned house designed for learning in the future with the old ways of
working. This would be very tempting, of course but the spaces are not designed for that. These two projects are in the responsibility of HAAGA-HELIA’s Porvoo unit. The third project in the Western Riverbank area is the Art Factory development project executed by the local development agency Posintra Ltd and the town of Porvoo. The aim is to create a dynamic and innovative area for culture, tourism, business, leisure, shopping, living, and learning. The Porvoo Campus is an essential part of the area.

![Diagram of development projects](image)

**Picture 1. Three parallel development projects in the Western Riverbank in Porvoo.**

It is occasionally difficult to separate especially the aims of these three development projects even though they are executed by two different operators in a close co-operation. In the first stage of the Campus 2010 and construction projects the goal was to create a

1. Campus for Learning and Innovations
2. Campus Art and Culture
3. Campus Business
4. Campus Plaza
5. Campus Park
6. Campus Spa and Hotel
7. Campus Living

With the Art Factory development project the goals above begin to be more or less shared and today they can’t be separated for an individual project only. The goals do not mean just buildings and operators; it is ways to work and network, find innovative and profitable processes in co-operation, mixing together representatives from different industries in a new way. The Art Factory should mix in the very near future operators from the higher education, wellness and well-being, media, art, KIBS, MICE and tourism sectors as well as retailing and cinema. The curriculum project should make possible a more industry based approach in promoting learning instead of the traditional approach in teaching and studying. HAAGA-HELIA’s Porvoo unit will be an essential operator in the Western Riverbank area in the town of Porvoo. The curriculum development project will be finished in this form by the end by May 2010. The new Campus building will have its inauguration in October 2010, and the Art Factory itself renovated till the end of May 2011.

### 3. CURRICULUM DEVELOPMENT

The need for a new curriculum became very clear during the campus building planning process. It was understood that there is no sense entering to a new building with the old tools of education. Furthermore, there was absolutely a need for both a new curriculum and pedagogical approach. Also the idea of teaching and studying was doubted. Is it all about teaching and studying? The focus should be in learning. And learning should not only be the privilege of the students.

The curriculum and pedagogical approach development works go hand in hand. Can you even separate them? Traditionally yes, but in this time of extreme quick changes universities need a lot of fresh thinking when preparing students for the working and real life.

The development task of this project is to create two new models to promote or enhance learning among different stakeholders of the Campus. It could be even said that it is about producing innovative constructions. Therefore, the scientific approach in this work is constructive. The core characteristics of the constructive approach require that the development task focuses on real-world problem and produces an innovative construction to solve the problem. It includes also an attempt to implement the developed construction as a test for its practical applicability. The constructive research implies a close involvement and co-operation in a team formed by the researcher and practitioners that looks for an experiential learning. The constructive research is always linked to prior theoretical knowledge and reflects the empirical findings back to theory (1).

The development work started by creating a core or working group that had the main responsibility in the process. They also involved the rest of the academic staff in the development as a target group for data mining and practitioners of education now and in the future. The development work as a process is quite simple. The settled goals come from the Porvoo Campus 2010 work (2), and vision of HAAGA-HELIA University of applied sciences. The starting points are HAAGA-HELIA’s basic values, pedagogical approach (investigative and developing learning) (3), the common idea of knowledge, man and learning, and university’s strategies. In order to solve the development task and reach the settled goals, the core group needed further information especially in future trends and learning in the future.

The development methods used to develop the curriculum and ways of working were trend analysis, brainstorming and learning café. Trend analysis is a concept of collecting information and attempting to spot a pattern, or trend, in the information. Brainstorming is a group creativity technique designed already in the late 1930s to generate a large number of ideas for the solution of a problem. Learning café is a gathering place to learn, meet others, share meaning and explore new thinking. A special method in this development work was the Blue Ocean Strategy especially for a new curriculum concept and innovation strategies. The blue ocean strategy used is the implementation of Kim’s and Maurbogne’s (4) argument that traditional competition-based strategies (red ocean strategies) are necessary, but not sufficient to sustain high performance. Companies need to go
beyond competing. To seize new profit and growth opportunities they must create blue oceans.

According to the trend analysis the meaningful megatrends for the development task and affecting education and learning are aging population, economies of global knowledge, changing networks, sustainable development, lifelong learning, and information flood. The other issue related to anticipation is ways of learning in the future. The following trends could be found there: Cooperation, participation, independence, challenge, curiosity, communication, and commitment.

Learning cafés with the academic staff helped the project group to proceed in their task. These meetings gave the developers further ideas of learning in the future as well as new methods to carry out learning in the future with shared tools. Learning cafés were also encounters to report the participants the stage of the process and position of that time, and receive colleagues feed-back of the work.

The blue ocean strategy gave ideas for a new curriculum strategy and innovation strategy to execute it. The curriculum strategy defines that learning should take place in projects from the working life where learners (students, members of the academic staff and principals) participate in the implementation and development in a responsible way. The proper concept to describe this could be an application of cooperative learning (5). Cooperative learning in instruction uses small groups so that learners work together to maximize their own and each other's learning. The innovation strategy emphasizes new roles for learners. The roles can change during the process and in different projects according to the needs. The chronology of the process is described in the picture 2.

The process of the development task.

After the analysis of the data four concepts of know-how or expertise were concretized that were formed by various competences from the data. The concepts of expertise are project expertise, development expertise, coaching expertise and know-how to work individually. The competences forming the fields of expertise above are in the pictures 3a-3d.

To be honest, the concepts forming the fields of expertise are not only competences. They are also words that describe a good way of working or a wanted characteristic.

The pedagogical approach and toolbox for the teaching staff was the next step in this development process. The curriculum work gave also guidelines to this part. And of course, HAAGA-HELIA university of applied sciences has its own
pedagogical approach that must be applied in this work. The background of the investigative and developing learning is in the idea of investigative learning presented by Hakkarainen, Bollström-Huttunen, Pyysalo and Lonka (6). Investigative learning is based on the framework of constructive pedagogy. The main ideas are linked to learning together, shared expertise and reflection. The curriculum is carried out through semester themes that are confirmed loosely beforehand. The themes and projects combined to them are tentatively planned by a group of teachers who also figure out the possible ways to work. When the process actualizes, the other learners will join the teachers to execute the theme based projects. The implementation of the investigative and developing learning is in this case in six phases:

1. Setting up the development task
2. Building up goals and content in the implementation plan
3. Agreement on working theories
4. Construction of knowledge together
5. Reflection
6. Sharing the knowledge

The new pedagogical approach demands a lot of cooperation between the learners in the campus. It will be very challenging to the academic staff because the tradition has been to work alone. Furthermore, new methods to promote learning are needed. Lecturing is not enough. Perhaps the biggest threat in this change is to step down from the platform and become a learner.

4. INFORMATION AND COMMUNICATION TECHNOLOGY IN LEARNING

The importance of Information and Communication Technology became evident in the very beginning of the development project. There are at least three different aspects to the issue: ICT as a tool in learning and ICT skills as a competence. The third aspect is the openness and sharing the knowledge outside the campus. ICT as a tool in learning is already an everyday activity in every university. It is a tool to write reports, create presentations and do accounting and statistics. It is also a tool for communication and management of studies and other administrative processes. ICT allows digital learning environments and access to the library and other services for students and teachers.

Megatrends and future competences show as well the importance of the ICT in education. Information flood and management of information are related together. Social networks operate more and more in the digital world. Experts must be able to surf in and manage them. Social competences will also be connected to digital environments. The need for ICT-know-how and ability to cooperate on-line is evident. Most of the competences and competence-like concepts found during the process have a link to ICT. Intelligence, social information, peer-to-peer operations, internationality, challenge among the others, are also ICT-related.

The third aspect of ICT in the Porvoo Campus 2010 project lies in sharing the knowledge and openness of all the activities to the outside. New technical solutions are looked for to share the digital networks of three independent organization working under the same roof in the near future. Another challenge is to be linked with the other actors in the Art Factory area. A concrete suggestion is a joint room or space management system with a booking option. To enhance the cooperation and networking between the stakeholders in the Art Factory area is supported by Digital Campus-project financed mostly by the European Union.

5. CONCLUSION

The Porvoo Campus 2010 is an interesting development project that has given an opportunity to create something new in a Finnish university of applied sciences. To empower a unit and its academic and supportive staff to build a campus of the future is not very usual. The execution of three parallel projects very close to each other with two administrators is challenging. Some of the issues lap over but there has been an option to benefit from each other. For example, when asking vocational students ideas for the campus building, some of the ideas were also applicable in the curriculum development. The curriculum development is still in process. After defining the competences and pedagogical approach, the next step is to go to the working life to listen to its ideas of contents of the competences found in the run of the development process. The academic staff will dismount to companies for a structured interview in a group of three (two teachers and one student). This data will be the base for the common study or learning plan for the three business and three tourism programs at HAAGA-HELIA’s Porvoo unit.

6. REFERENCES