

# Ambidextrous Learning Approach knowledge exploitation and exploration in the 'Experience Economy'

Keynote Speech

1-5 November, 2015  
Sibiu Romania

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# Agenda

- Experience Economy (and Creative Economy)
- On Learning from Confucius to Dewey
- Learning as Experience and experiments (experiential learning)
- Reflective Learning Laboratory – a case of experiential learning
- Conclusion: From old to new Education and Learning Paradigms



# Experience Economy?

- Joseph Pine and James Gilmore' (1998):  
Welcome to the Experience Economy,  
*Harvard Business Review*
- Alvin Tofler (1971): *Future Shock*, “experiential industry”
- Gerhard Schulze (1992/1995): *Experience Society*
- Rolf Jensen (1999): *The Dream Society*



# Past, Present and Future?

- Agriculture Economy
- Industrial Economy (Manufacturing of Goods)
- Services and knowledge Economy
- Experience Economy (creative economy)
- Transformational/contributinal Economy ?
- Shared and Ethical Economy ? (value and meaning searching: green consumption, voluntary organization..)



# Cost of Experience?

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- Baking pizza at home (2 USD)
- Buy a frozen pizza at supermarket (3 USD)
- Order a pizza from a pizzeria delivered to one's home (4 USD)
- Eat the same pizza at the pizzeria (4,25 USD)
- Eat at a new stylish Italian restaurant with good music and good atmosphere (15 USD)



# Experience?

- Includes two meanings
- In many languages (Korean, Chinese, Japanese, German, Danish, Swedish, Dutch) two different words are used:
  - 1. amusement, escapism, a meeting with a 'new world'
  - 2. learning and what one has collected of useful knowledge throughout the life
- The core of the phenomenon experience relates to amusement, escapism and the like, and learning is part of experiencing.

# Human Needs & Drivers

- From biological survival to social and self-realization needs

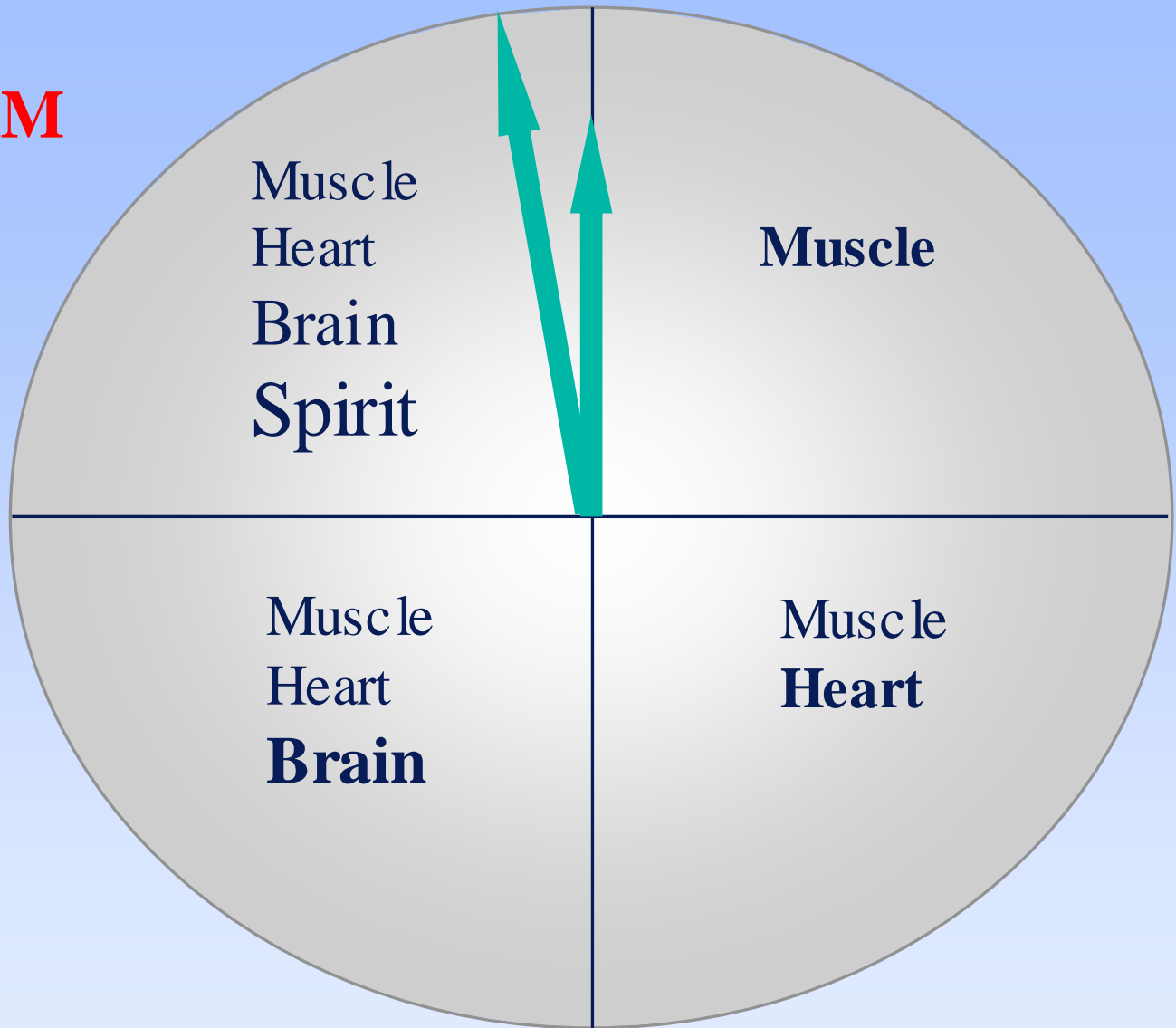


2020 / 1900

**THRM**

1990

1930



1960

**hrm**

Su Mi Park Dahlgaard



# Learning in Confucianism

- Study without thinking is waste of time, thinking without study is dangerous (Reflection in exploitation & exploration)
- **When there are just 3 persons gathered, you can find a teacher**
- The real fault or error is when you don't correct mistakes
- **The ideal way of learning is to attain new knowledge every day (exploration) and at the same time to maintain existing knowledge (exploitation)**
- 'Small man' (小人) attain knowledge for the sake of accumulation, 'great man' (大人) attain knowledge in order to practice (exploitation)
- 'Great man' (君子) makes people's merits to grow and demerits to decrease, while inferior man does the opposites
- **The fastest way of learning is to love those who are learned and to keep close to them**



# John Dewey (1859-1952): The founder of the modern Theories of Learning (epistemology)

- Learning=Experiencing=Life=Transaction
- The theory of Learning



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# Experience (Dewey, 1958)

- Experience is a matching point between mind and body, knowing and known, and subject and object.
- Experience is a central concept of living through which the world is continuously re-perceived (learned),
- and through which individuals realize themselves in an ongoing process of growth (transformation)

# Experience

- Through experience new meaning, new understanding, new shape, new color or new images are created between human individuals and the world.



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# Reflective Learning Laboratory

- Building a learning community, in which everyone learns and everyone teaches.
- Students are co-creators.
- Creativity and “*Joy in Learning*” is important!:
- Deming, W.E. (1900 - 1993): *The New Economics – for Industry, Government, and Education (1993)*

# Reflective Learning Laboratory

- Rethinking roles and responsibilities
- Students are considered as co-creator in learning and knowledge achievements
- building relationships, groups, teams building, and collaboration culture
- Reorganizing structures and processes
- Everybody's proactive participation
- Open to observation
- Developing structures enhancing participation

# Professor's role in RLL

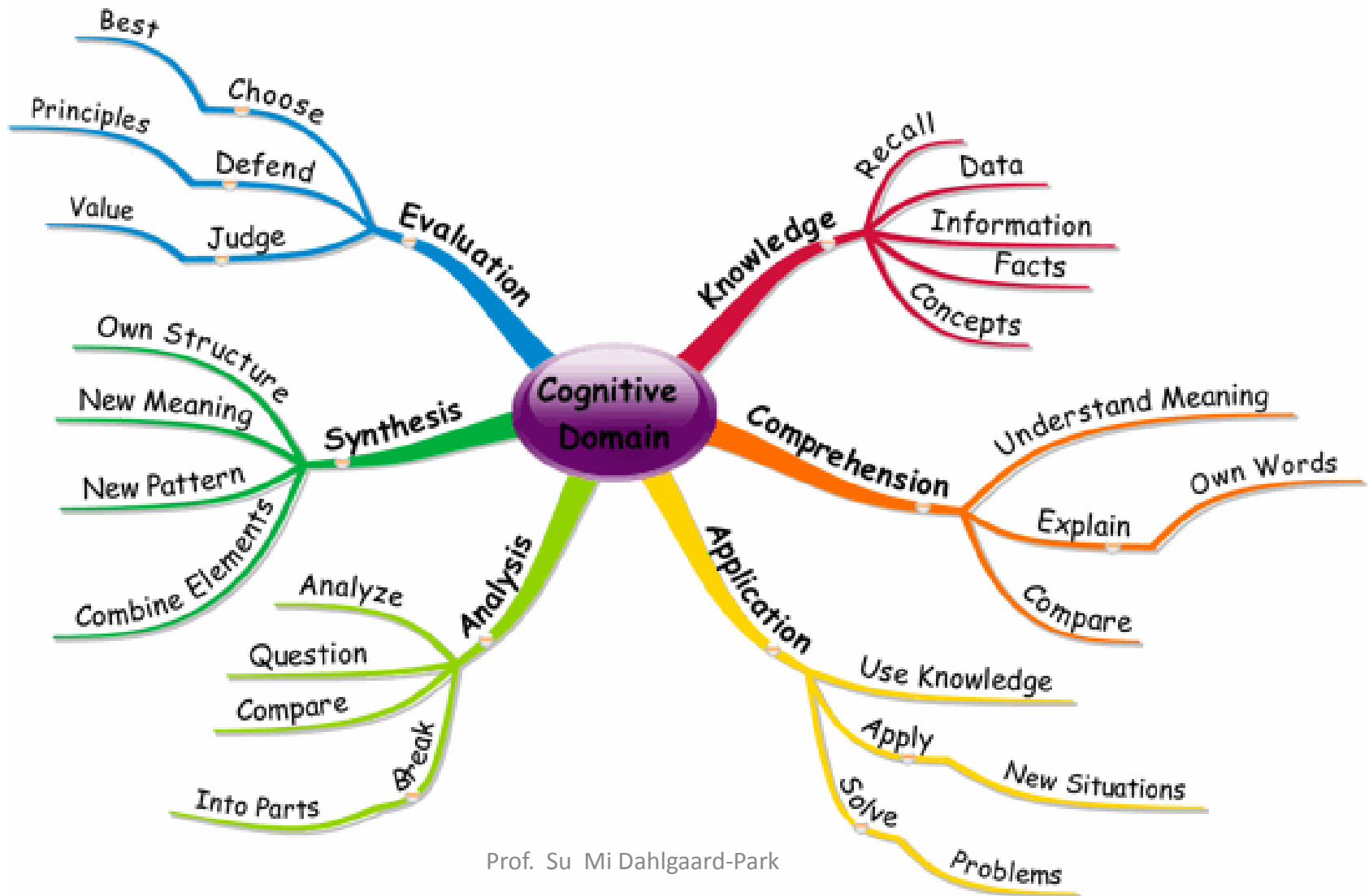
- Providing intellectual and emotional stimulation
- Encourage to see things and phenomenon from multiple perspectives (from various angles)
- **Having high expectations for students and their results**
- Focusing on creativity and undiscovered potentials
- Experimental – encourage risk taking and initiatives
- Modeling behaviors
- Providing leadership opportunities for students.
- **Encourage cooperation with others (Team Building),**
- Respect differences of each other
- Provide a good learning environment (physically and psychologically)

# Course Design

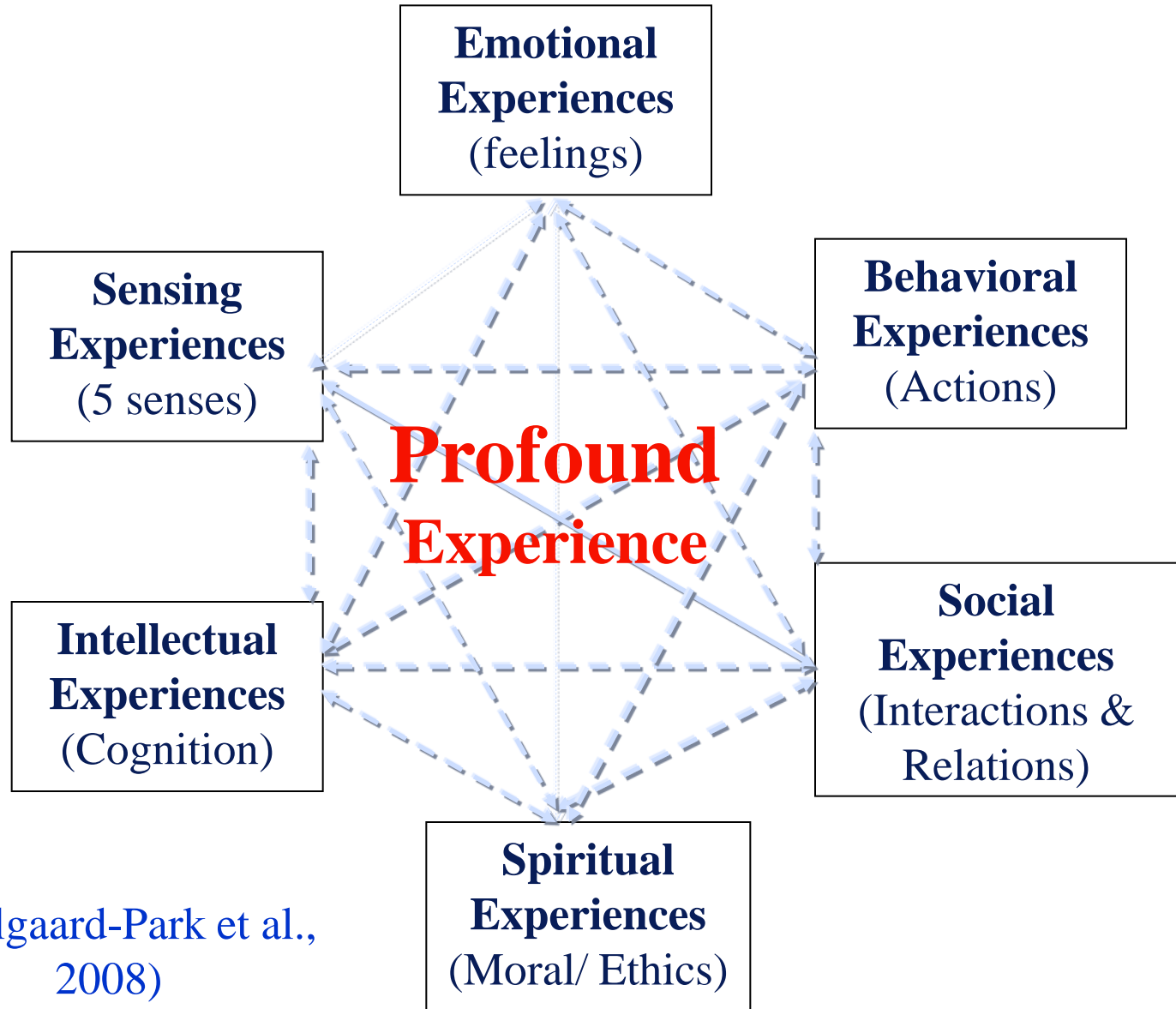
- Two or several structural processes for
- Knowledge Exploitation (Maximizing on studying existing theories)
- Knowledge Exploration (Creative Discovery)
- Two groups of students prepare presentations which are relevant to the presented theory
- Group A prepare confirming aspects
- Group B prepare other aspects



# Knowledge Exploitation & Exploration



# The **Diamond Model** for Creating **Profound Experience**



(Dahlgard-Park et al.,  
2008)

# Experimental Learning and Knowledge

- Experiential learning models aim to transform experience into knowledge.
- They connect subjects, activities, and environment. It is a simple concept, which acquires complexity as users move further along in the process.
- On the basis of previous experiences and current actions, the subject draws up mental, retrospective, and anticipatory constructions, with standardized meanings.
- These are to be applied specifically to new transformations, which will provide new experiences, and ultimately, a personal transformation.
- This will lead to *learning to learn*.

# Meta Learning (Learn to learn) competences

- Give a man a fish and you feed him for a day.  
Teach him how to fish and you fed him for a  
lifetime!!



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# Education and Learning Paradigms for Experience Economy?

## Traditional

Passive  
Taught  
One way communication  
Authoritative  
Static curriculum  
Theory-based  
Books in libraries  
Academic/supervisor control  
Controlling  
Knowledge  
Competitive  
Individual

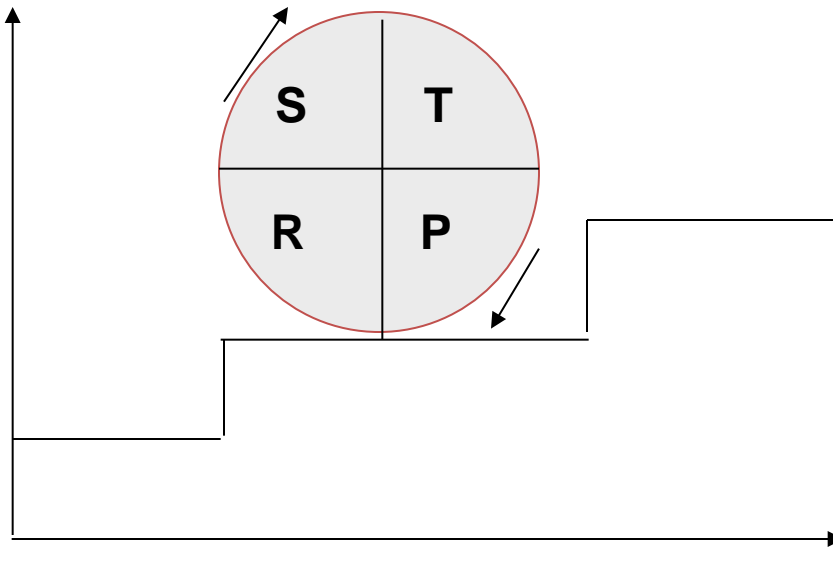
## New (Confucius, Dewey, ..)

Active  
Facilitated  
Multiple communications  
Participative & critical thinking  
Dynamic curriculum  
Theory, practices & reflection  
Virtual library  
Learner control  
Supporting & empowering  
Learning  
Co-operative  
Team



# Confucius Learning Model

Knowledge & skill improvement



Study (cognitive), Thinking (cognitive evaluation), Practice (physical internalization) and Reflection



# *Excellence can be achieved if we*

- **Care** more than others think is wise
- **Risk** more than others think is safe
- **Dream** more than others think is practical
- **Expect** more than others think is possible

