

LearnPeaks
Symposium

The final Symposium of
LearnScapes Programme

LEARN



PEAKS

22+23
September 2022



LearnPeaks Symposium

22.-23.09.2022

LearnPeaks invited past, present and future participants of the Learnscapes Programme were invited for two days of workshops, talks and get-togethers - an opportunity to take a deeper dive into the floating landscapes of knowledge production and explore practices of un-, co- and re- learning beyond academia.

Invited were all students and teachers, who have taken part in or organised workshops, lectures, seminars, design studios, etc. at Floating University, shaping the Learnscapes network, as well as everyone interested.

The symposium brought people together to exchange thoughts and practices of (un-, co-, re-) learning at Floating. Students and teachers offered workshops to each other and the public, an opportunity to dive into their learning experience. Further guests gave lectures about their unconventional learning practices on the threshold of artistic and urban practice – an attempt to contextualise Floating University within a broader discourse.

The symposium was also understood as an act of gathering and a reason to celebrate, while discussing and debating, holding speeches, engaging in formal and informal dialogues. Students and teachers were warmly invited to reflect on their experiences on site at the Discursive Dinner. The collective process of food preparation was accompanied by food for thought and discussion, with the aim of generating collective knowledge to bring back to one's own learning practice and environment.

About Learnscapes

Building on Floating University's various international collaborations with universities since 2018, we invite teachers with students –or students with teachers– faculties and seminars again to shape and inseminate the Floating Learnscapes.

Academic institutions and lecturers are invited to relocate with their groups to the site of the Floating Uni to stay and exercise their academic programme here. We would like to see students from all kinds of disciplines exchanging, researching and building sandcastles simultaneously in our inner city offshore campus.

They might range from critical research, questions of social, architectural, urban and environmental concerns and designs, to the making of a functioning of spaces for learning, communication, commoning and a self-organized civil society.

Learnscapes is Jeanne Astrup-Chauvaux, Markus Bader, Sarah Bovelett, Benjamin Förster-Baldenius, Kristin Laz (2022), Antonia Schlaich (2021) and Raul Walch.



Workshops

Idle Talk

By Meike Schalk, Heidi Svenningsen Kajita, Barbara-Rosa Siévi, Nelly Binner

This workshop takes the site of Floating University at the rainwater retention basin of the former Berlin-Tempelhof Airport as a starting point for situated learning. The study circle will explore the field in pairs and small groups, from within its specific environment, material conditions and (historical) context. The session will be concluded with the exchange and collection of “facts”, systems, representations, myths/rumours/metaphors, and imagined futures of the site and possibilities for co-learning. Environmental learning encourages participants to look beyond the often unquestioned ‘facts’, to understand systems that structure and inform ‘reality’, and to develop imaginaries that can drive change towards more socially and environmentally just futures.

The workshop concept for “Idle Talk” is developed by Meike Schalk (KTH School of Architecture, Stockholm / Anna Boyksen Fellow at the TUM – Institute of Advanced Study + Action Archive) & Heidi Svenningsen Kajita (University of Copenhagen + Action Archive). The workshop will be held by Barbara-Rosa Siévi, student of architecture at TUM (Chair of Gossip & Unlearning) and Nelly Binner, student of documentary photography at Hochschule Hannover.

Workshops

From drifting to floating - An introduction to the practice of flânerie

By Mirjana Mitrovic

“The space winks at the flâneur: What do you think may have gone on here?” (Benjamin 1999: 418 f.)

We will have a playful look at text fragments of the chapter “M [The Flâneur]” by Walter Benjamin. Thereby we will talk about the over 100-year-old practice and how it could be possible to bring it into today’s urban spaces from a feminist and postcolonial perspective. Afterwards, we will try out what happens when we drift from Floating university to the streets and back by ourselves. Finally, we discuss reflections, topics and urgent questions.





Die klingende Postkarte

By Linda Furker and Felix Classen

In this workshop we want to create a sound postcard together with the participants from sounds that we record on site at the Floating University with microphones.

From beats made from stones and sticks to music made from raindrops, birdcalls and the sound of the wind to a short radio play – many things are possible. We will be inspired by the objects and sounds we find in the Floating University and get to know a special place from an unusual perspective – through listening.

Workshops



Neue Bilder der Natur

By Ammar Hatem, Sifan Pan & Lilli Hellmons

Together we search for natural materials, such as leaves, bark patterns and sticks. By printing, stamping and sewing we will create a joint installation that will present nature in new images. What new images of nature will we find?

Hydrophones

By Michael Akstaller, Anouk Albrecht, Senta Hirscheider

(Quellkollektiv, AdBK Nürnberg)

The transition from water to air forms a fascinating and at the same time irritating boundary layer. We can physically simply get through it. However, our visual as well as acoustic perception is initially reflected by this boundary layer, we bounce off it. In a workshop we want to explore the perception of this layer, its barriers, its surface, its permeation, to dive into the opposite matter, to develop and build hydrophones, to dive for sounds and to tell about what we have heard.



Workshops



Speculative Storytelling

By Nina Fischer & el Maroan el Sani

The artists will offer a workshop about speculative storytelling, based on artistic strategies, they applied for the realisation of their latest film project: „Cloud Alchemy“, 2022 at the Floating Site, Berlin. By implementing performative elements, participants will develop utopian narratives, shifting the focus to a more than human perspective.

Lectures & Talks

Saskia Hebert

Floating Futures - Übe(r) Situationen

subsolar* architektur & stadtforschung,
Hochschule für nachhaltige Entwicklung Eberswalde



Andreas Lang

Learning Peaks

Public Works

Central Saint Martins



Discursive Dinner

By Kristin Laz, Paula Erstmann, Benjamin Foerster-Baldenius, Markus Bader, Raul Walch & all participants

The Discursive Dinner is an invitation to all past, present and future learners at Floating University – students and teachers alike. Together, we will cook and discuss, prepare the meals and set the table, hold speeches and dine.

At four cooking stations, participants are invited to prepare a meal, while reflecting on their experiences at Floating, searching for common ground and discussing different aspects of experimental learning practices and spaces. Four questions, which evolved in co-creative meetings with interested participants earlier this summer, will serve as a starting point for discussion. The outcome of each discussion will be graphically recorded, so that the generated collective knowledge can be brought back to one's own learning practice and environment.

The discursive food preparation will be followed by dining together and sharing food for thought. Before each course, the groups are invited to present their meal and outcomes.

#1 How to turn learning into playing?

table setting

The first group gathered around the question “How to turn learning into playing?” and transformed the setting of the discursive dinner into a learning playground. Setting the table turned into a playful learning exercise - the participants got to know some tricks through practice and approached the content of the discussion not by theorising it, but through practical experimentation, combining great fun with new skills.



setting the table...

Setting the rules for a game is a possibility to negotiate a new order



adrenalin for dinner

to play means to experiment. to be more open to the process and also to be okay with making mistakes

can failing be fun?



no game without negotiation



no risk

no fun



can you pull out the table cloth?
can you
can you



the cucumber challenge



smokey flavour



a balancing act



no time for social conventions



ye! we play with fire

-experimentisch-



this is not a sustainable act

the failing fork

the failing fork



the stealing spoon

aka räuber



the small spoon

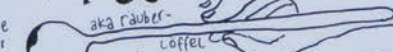


drop it like it's hot

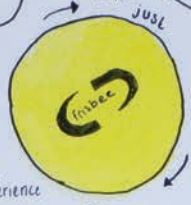
hands on! fuck it! let's go!



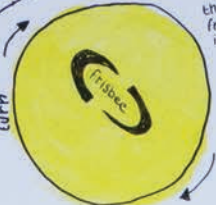
you have to get your hands dirty



Löffel



just



turn

what did you think how the frisbee was invented?

make it a body-experience

and turn Learning into playing

f n t u

#2 How to self-organise non-hierarchically?

appetiser

The appetiser group talked about flat and non-hierarchies while cooking, cutting and making group decisions, preparing several salads and pita bread. The group did not vote on a leader who decides how to prepare the appetisers, but rather listened to Paula's (the cooking expert) advice, which made the process of food preparation very natural, non-hierarchical and democratic. The cooks agreed that their goal is not to produce the perfect outcome but to form the way of working together. The group developed a system of taking decisions by formulating a question that needs to be answered - e.g. how big to cut the salad leaves - and leaving another person to decide. The act of cooking questioned pre-existing structures, responsibilities and hierarchies that are normally being performed and reproduced.



HOW TO MAKE A SELF-ORGANISED SALAD AND A PITANARCHY BREAD

#3 Learning from Floating - what institutional change do we need?

main course

The starting point of the discussion around the main course was the physical experience of the Floating learnscapes that helps the cognitive process. The cognitive mapping of the site, linked to physical experiences, discovers new, more diverse points of view. The circumstances - being exposed to weather conditions, but also being in a new setting, in a different environment from the well known institutional spaces - welcome students to create their own learnscapes, to appropriate, design and shape their new learning spaces, to follow desires e.g. to go out instead of sitting inside in summer. How can this spirit be brought back to the institutions? Architecture needs to change towards more flexibility and temporality. Space is the third pedagog after the teacher and the students. Both the physical and institutional architecture of universities create expectations that students need to succeed and some may feel trapped by that. There is thus need for more flexible and temporal spaces that support alternative learning practices.



List of ingredients FOR AN INSTITUTIONAL CHANGE RECIPE

THE BROTH
EVERY LEARNING PRACTICE NEEDS A BAIT & BAITER THAT WILL DETERMINE THE RHYTHM OF THE RECIPE. WITH OUR EXPERIENCE AT FISHING, WE SEE THAT BAIT IS A BAITER IF EACH LEARNING PRACTICE IS A BALANCED MIX OF ELEMENTS THAT NEEDS TO BE PREPARED IN ADVANCE AND COOKED FOR QUITE SOME TIME.

THE TIMES
WE HAVE TO CREATE A SITUATION WORTH REMEMBERING. A LEARNING TIME COULD THEM BE THOUGHT AS A COLLECTIVE LEARNING - SESSION WE CREATE A SCHEDULE THAT WE ALL SHARE. TIME IS USED IN WAYS IN OUR MUTUAL MEMORIES. LEARNING AS WE WERE DISCOVERING A NEW COUNTRY OF TASTE TOGETHER. LEARNING AS WE GO ON VACATION?

THE OLD-BLACK CABBAGE
THIS OLD-BLACK CABBAGE MUST HAVE A STRONG TASTE. WE HOPE IT WILL NOT SOBBET THE TASTE OF THE OTHER INGREDIENTS, WHICH DON'T TASTE SO STRONG. IS IT A MATTER OF AGE? IS THERE AN OLD-BLACK HEARTH IN OUR PAST? LET'S HOW TO PACKAGE THE TASTE TO FEEL EVERY ANGLER OF A DISH?

PERMACULTURE

IN THEIR VEGETABLE SHOW TOGETHER? ARE THEY PARTICIPATING? HOW DO WE HAVE TO FIND OUT? SHOULD THE CHIEF OF BOW INGREDIENT AND STAY FROM THERE TO MAKE A GOOD PERMACULTURE. ARE WE THE NEW-ORGANICAL RECIPE. ACTUALLY WE CAN MAKE IT.

THE SHELL

IT'S SWEET EXACTLY OUR HEART. ALL COOKS DO. WE REALLY HAVE TO INSURE. MAKE OUR SENSITIVITY EARLY WHEN IT COMES TO LEARNING. SOME SHELLS ARE SOBER THAT ARE ABLE TO LET US MATERIALLY THE OBJECTS OF OUR INTEREST.

TO CUT

WHEN YOU CUT ALL THE INGREDIENTS, BUT ALSO WHEN YOU COOK THEM, YOU CHANGE THEIR PARTICULAR STRUCTURE. MAYBE WE HAVE TO CUT THE INGREDIENTS LIKE USING SMALL PEEKS TO CHANGE THE LEARNING STRUCTURE. LIGHTEN THE SUPPLY CHAIN. LITTLE PECK BY LITTLE PECK!

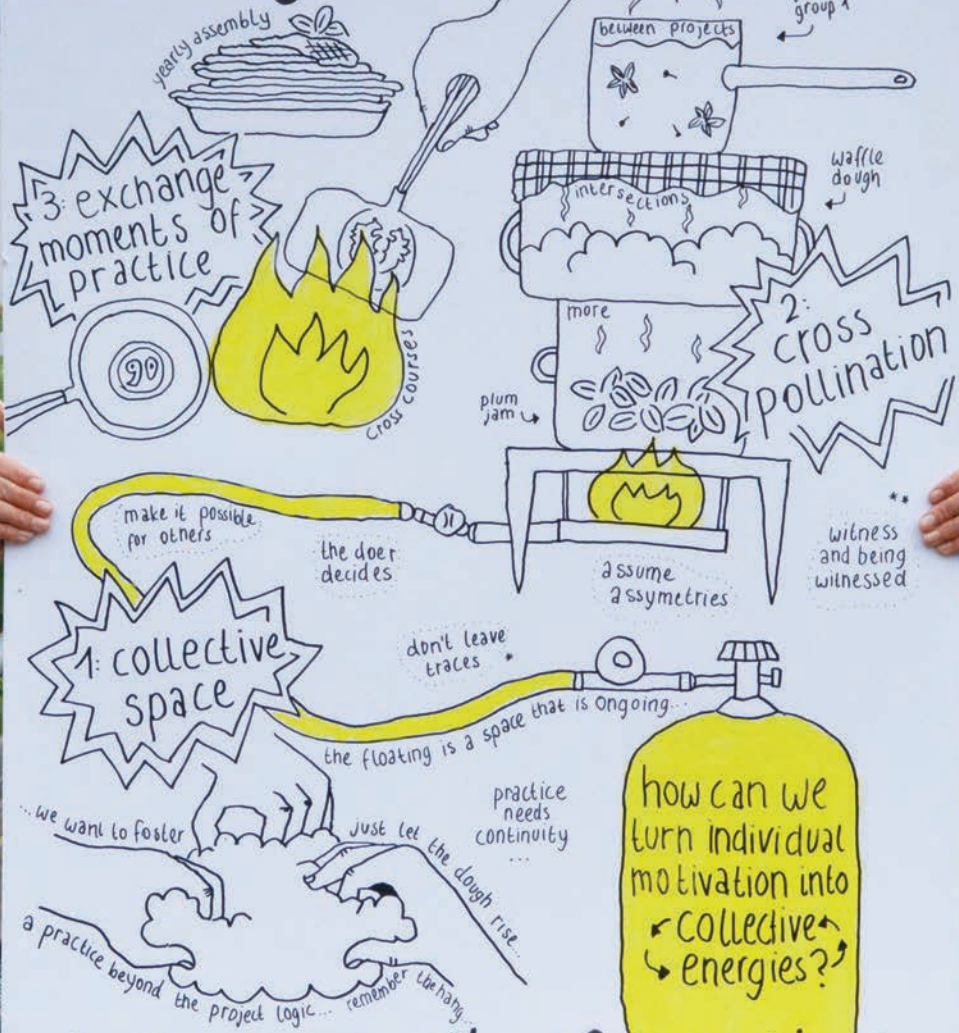
MUNCH & GO

#4 How can we foster a learning community of Practice?

dessert

Starting point of the discussion was the understanding of practice as the opposite of a project. Teachers and student groups isolate themselves in the comfort of their project work, defined by a semester. What could enable a practice that allows to go beyond the project boundaries? A practice needs continuity and a community. The group looked at Floating and their experiences on site. The way courses and design studios are run can be understood as project making, whereas Floating itself is an ongoing place. A community of practice is understood not as the process of generating disciplinary knowledge (e.g. how to design a building), but as an embodied position and a network of people. The group defined three steps towards a community of practice - (1) a collective space that is open in which to assemble; (2) cross-pollination (creating moments of exchange for different learning groups); (3) deliberately exchanging moments of practice. The group further developed two proposals: cross-courses designed to deliberately intersect and a yearly assembly (of the learnscapes network). A good reference was PAF - Performing Art Forum - a completely self-organised forum based on four rules : 1. Make it possible for all. 2. Don't leave traces. 3. The doer decides. 4. Assume asymmetries. With this in mind, new motivations and intentions for next year were expressed, how to turn the Learnscapes network into a community of practice. Stay tuned..

making waffles...



in a community of practice

* the four rules of paf performing arts forum
 ** 1st rule for floating?



Floating e.V.

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