Community-oriented Patterns and Pattern Languages - Implicit and Tacit Knowing for Community Psychology

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This creative and experience-based workshop will present a card deck tool that will be useful for students, teachers and community actors interested in: experiential learning; community psychology; community development and community-university partnerships. The tool is based on the pattern language concept developed by Alexander, Ishikawa and Silverman (1977) used in many disciplines such as architecture, urban planning, software design and organisational development. As Alexander (1977, xiii) says:

“… no pattern is an isolated entity. Each pattern can exist in the world, only to the extent that is supported by other patterns: the larger patterns in which it is embedded, the patterns of the same size that surround it, and the smaller patterns which are embedded in it. This is a fundamental view of the world. It says that when you build a thing you cannot merely build that thing in isolation, but must also repair the world around it, and within it, so that the larger world at that one place becomes more coherent, and more whole; and the thing which you make takes its place in the web of nature, as you make it”

The workshop facilitator will introduce the tool, which is borne out of a ten year transdisciplinary campus-community partnership processes for social innovation. Within the workshop we will discuss the research concept designed to develop competence models for experiential learning. The aim is to develop a competence model as a pattern language for experiential learning and research based upon competencies developed for students, teachers, and community actors.

Systematic developments for ‘pattern languages’ for Campus Community Partnerships started recently (Baumgartner 2012; Miller, Ruda & Stark 2015; Stark 2015). In a nation-wide project in HEI in Germany, we identified 75 Design Patterns for Service Learning Activities to be relevant to plan, implement, design, conduct and evaluate Campus Community Partnerships in HEI (Stark, Miller & Ruda 2015). Design Patterns for Service Learning are written in a specific form (challenge – forces – proposed solution) and can appear in long and short versions.

This approach can enhance a culture of campus-community partnerships and to develop a new identity of science and research based on societal responsibility.

Participants of the workshop will experience hands-on participatory research and practice and a tool for evaluation and innovation to develop useful social competencies based on experiential learning.