

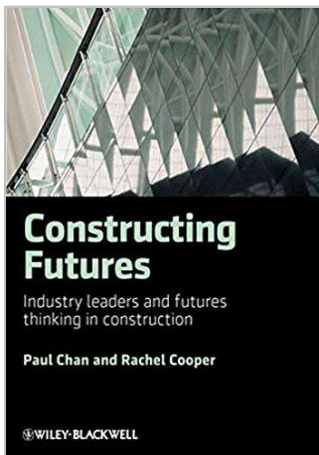
Designing Challenge-based Education

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Constructing Futures as a Starting Point



Constructing notions of leadership Practitioner Perspectives

Leadership as Making an Impact
Leadership as Influencing through
People, Places and Events
Leadership as Challenging Status Quo

Leadership as an Emergent Process
emphasising Experience, Adaptation
and Learning

Constructed notions of leadership Theoretical Perspectives

Leadership Traits and Styles
Leadership as Contingent
Leadership as
Transformational / Transactional
Leadership as Distributed
Leadership as Structural

Leadership as Formulated Categories
emphasising what Leadership is and
what Leaders do

Source: Chan, P. and Cooper, R. (2010: 42) *Constructing Futures: Industry leaders and futures thinking in construction*, Oxford: Wiley Blackwell.



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Activating through Art

The Engineering Project Organization Journal (August 2017) 7, 1



Imagining a Sustainable Future: Shaping Emergent Thinking by Reflecting Through Aesthetic Action

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Abstract

The contested nature of knowledge about sustainable development makes it difficult to embed sustainable development in engineering curricula, which tend to have a deterministic approach to understanding theoretical concepts. Such an approach does not align well with the emergent thinking of sustainable development, where thinking about the future requires dealing not only with what is known, but also with what is unknown and at times unknowable. Text-based approaches that privilege explicit and codified knowledge are limited in helping students visualise what a sustainable future might look like. To facilitate such visualisation would require expansion of the repertoire of tools and artefacts beyond text-based materials. In this article, we critically reflect on a series of student-centred 'Open-space' workshops over the past several years aimed at promoting debate and co-production of knowledge around developing sustainable futures using a range of artefacts such as pictorial illustrations, wiki terms, art materials and chill-out music. Attention is paid on critically appraising the role artefacts play in developing knowledge to empower students to collectively reflect on, imagine and visualise sustainable futures.

Keywords

artefacts, participant observation, rich pictures, sensemaking.



Source: 15.Chan, P. W. and Räisänen, C. (2017) Imagining a sustainable future: Shaping emergent thinking by reflecting through aesthetic action, *Engineering Project Organization Journal*, 7(1), 83-98.

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Returning back to Leadership... for Transitions

Strategic Visioning



The Big Idea to The Grand Challenge

What is it?

Learning from Practice



Connections, Coalitions and Strategic Case

Why? How? When? Where?
So what (outcomes)?

Personal Legacy



The Big Pitch and Activating the Senses

Who?
(Leadership and Followership)



Looking Out and Ahead

Looking Back and In

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Closing Thoughts and Reflections

- Management-in-action
- Unsettled science?
- Embodied experience and activating the senses
- Role of the teacher
- Linking learners/teachers, researchers and society