

MINDFUL OR

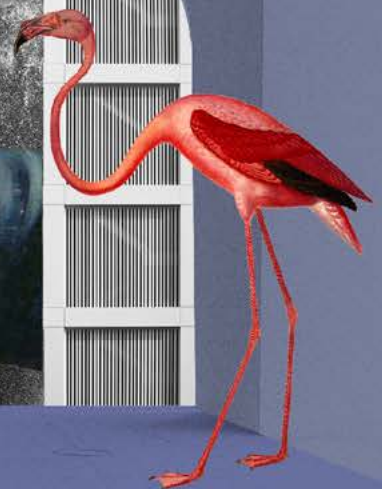
MIND FULL?

2022



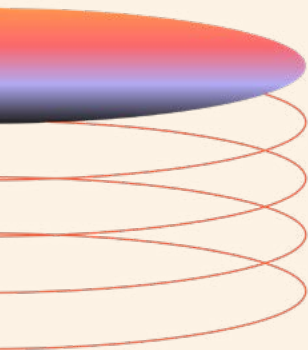
Shifting the learning paradigm

POSTER
HEROES
.ORG



"WHEN YOU STOP LEARNING, YOU START DYING."

ALBERT EINSTEIN



When's the last time you learned something new? Hopefully today. Equal access to education and knowledge forms one of the pillars of today's society. Fostering equitable, inclusive, and open access to learning influences the world's citizens to promote social justice, peace, respect for diversity, and basic human rights. The 2030 Agenda even named "quality education" one of the Sustainable Development Goals.

The Goal defined by the UNO aims to provide safe, inclusive, and non-violent educational environments and build and strengthen educational structures that respond to the needs of children, disabilities, and gender equality.

Learning contents and methods rest upon the crossroads of analyzing the past, living the present, and looking toward the future. Compare traditional spaces created for learning with today's pedagogical needs to witness the monumental transformation. And yet, this evolution is far from balanced. With rising virtuous models and innovative solutions, come greater disparities and accentuated inequalities.

LIFELONG LEARNING FOR LIFELONG LEADING

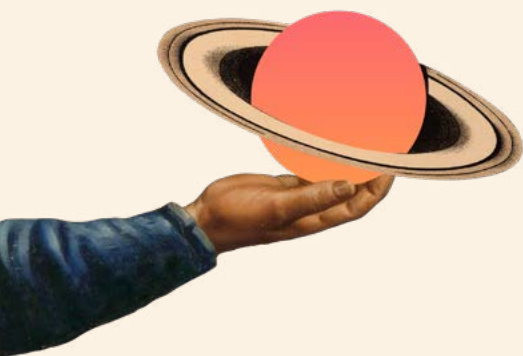
We live in an age of information overload, ever-accelerating technologies, and split-second learning. Given our current, constantly changing reality, learning no longer belongs to a specific phase of life. But rather, people today are required to continuously reskill, upskill, and newskill to keep up with this new pace.

The learning process must become lifelong, combining formal and informal modalities, specialized and general knowledge, and old and new tools. Only this way may we pave the way toward equitable employment, active citizenship, and social inclusion.

LEARNING, FAST AND SLOW

Learning is a matter of time, an indispensable value that allows everyone to store concepts and information. In a society where being performative is perceived as a priority, how slowness may be seen as an element that favors learning? Indeed, often this factor is not considered, causing stress and oppression in students. Teaching and training today must overcome the paradigm of simply transmitting pre-packaged knowledge to be quickly memorized and immediately forgotten. The time has come to replace fast learning.

How might we slow down in this sped-up society? The Slow Food movement paved the way for a good, clean, fair future. And now, we're putting on the brakes to also learn at this new tempo.



"Experience is not what happens to a man; it is what a man does with what happens to him."

Aldous Huxley

DIG DEEPER, THINK LONGER, AND LEARN SLOWER.

Slowing down means taking back control of time. It means regaining the time to try, to fail, to get passionate, and even time to rest. Let's praise questions over answers, observations over evaluations, perspective changes over points of view, and self-reflection over criticism. Let's allow learners to explore the world fluidly, at their own speed. Let's slow down the rhythm of learning.

SLOW LEARNING, A PEACEFUL EDUCATION

Education has a crucial role, as a vehicle for the balanced development of individuals and as a unifying element in terms of values and behavioral models. For too long, competitiveness has driven educational processes, sometimes promoting extreme individualism and aggressive attitudes. To promote peace, the training process should be focused on cooperation and solidarity, passing by conflict analysis and experimentation with non-violent and constructive paths to solve them. The awareness of the need to seek a dimension of reciprocity between the multiple forms of diversity that coexist within the school environment is crucial.

"Everyone talks about peace but no one educates for peace. In this world, they educate for competition, and competition is the beginning of any war. When educating to cooperate and owe each other solidarity, that day we will be educating for peace."

M. Montessori

LEARNING BY DOING

Educational theory and practice can't be separated. Experience is the core of the training process enabling a mutual exchange with the surrounding environment in order to adapt and learn. From the philosopher John Dewey to the artist Bruno Munari, many thinkers and pedagogues promoted a learning-by-doing methodology through laboratories and games that promote active participation and creativity.

A hands-on approach means presenting real-life problems and accompanying students to face and solve them, through experimentation, sharing of experiences, and cooperation.

"I hear and I forget. I see and I remember. I do and I understand."

B. Munari

A POLITICAL MATTER

Despite being often associated with private education and elite environments, slow approaches in primary education have been widespread for a long time. The Montessori Method, for example, is based on the autonomy of the child, the Reggio Emilia Approach enhances their ability to choose their own personal path, while the Steiner-Waldorf methodology places curiosity at the center of the training path. More complex is the situation of Higher Education, which has become governed by marketization and competition in terms of funding, students, and research.

The Slow Education movement, in fact, was born in England as a reaction to the National Curriculum introduced in 1988 which emphasized standards-driven agendas. Curricula focus on training individuals for the job market, restricting student opportunities.

Training plans are standardized and formalized in terms of minimal knowledge and skills, instead of promoting intellectual emancipation and the development of informed civic agents. The dominant instrumentalism also undermines the contribution that academic scientific research can make to society. Indeed, excessive control of times and objectives often limits the possibility of pursuing paths that include a broader and longer view.

"Standards-driven education isn't very different from a fast-food outlet, where packages of test-shaped knowledge are swallowed, but never properly digested."

Maurice Holt

Training plans are standardized and formalized in terms of minimal knowledge and skills, instead of promoting intellectual emancipation and the development of informed civic agents. The dominant instrumentalism also undermines the contribution that academic scientific research can make to society. Indeed, excessive control of times and objectives often limits the possibility of pursuing paths that include a broader and longer view.

NOW, MORE THAN EVER

There's nothing "normal" about the "new normal". We live in an age significantly marked by the COVID-19 crisis. The pandemic disrupted learning worldwide. Schools, universities, adult learning institutions, and vocational training centers closing affected 1.6 billion learners in over 190 countries (UNESCO). A global analysis by Save The Children estimated that 112 billion days dedicated to education have been lost worldwide. Although governments around the world offered alternative solutions, at least one-third of learners remained excluded through distance learning. In absence of interventions, the loss of learning could be equivalent to 0.6 years of school and a 25% increase in the share of lower secondary school boys and girls below the minimum proficiency level. These losses will be greater for students who come from less-educated families, confirming the unfairness of the consequences of the pandemic.

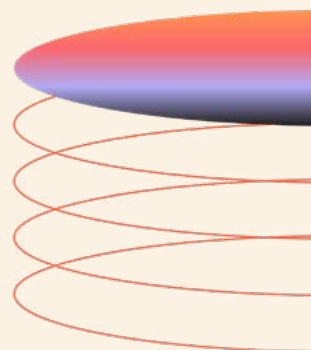
Now is the time to invest. Time to invest in professional development for teachers and trainers. Time to invest in inclusive infrastructure that leaves no one behind. Time to invest in more human, deeper learning models. Lessons from the tortoise and the hare taught us what happens when we're slow and steady. **Could a snail-like pace make learning more sustainable?**

POSTERHEROES calls upon the international creative community to express themselves through a poster:

- **How might we transform existing learning and training models?**
- **How might we address the limits of the current paradigm?**
- **How might we reimagine the future of learning?**

"In the last twenty years, the majority of innovations made machines more like humans and humans more like machines."

Alec Ross



www.posterheroes.org
staff@posterheroes.org

A project by:



FAVINI

