Title of paper: **Dreams and Realities – The Choreography of Porvoo Campus**

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Theme: **3&5. Co-creation and Promoting Regional Innovations**

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**FULL PAPER**

The purpose of this paper is to examine the process of moving into the new Porvoo Campus premises. The focus of the study is on expectations and assumptions expressed by staff members at the Porvoo Unit of HAAGA-HELIA University of Applied Sciences. The impact of the Campus space on the everyday work pattern as well as the communication and interaction between different actors on Campus is investigated. The implementation of a new Campus Curriculum is illuminated by theatre metaphors since the building manifests itself architecturally as a stage for learning for future competencies. In sum, the question on how and where we work as well as with whom we work is determined.

Keywords: Porvoo Campus, learning space, curriculum reform

1. **Introduction**

The purpose of this study is to examine how the physical room or space of the new Campus in Porvoo will enhance an increased co-operation between its actors. The central idea of the Campus being co-operation, we ask ourselves whether the space as such will promote interaction and generate cross-disciplinary projects. We combine dance theories with learning and organization theories in order to find out how far or close dreams and realities are at Porvoo Campus. The research question is whether the new Campus fulfils the expectations of the management and staff members concerning closer co-operation, improved internal communication and cross-disciplinary projects. How does the new physical environment affect our everyday work pattern? In other words, how we work, where we work and with whom we work.

The newly built Porvoo Campus embraces staff and students of HAAGA-HELIA University of Applied Sciences in January 2011. The new Campus was warmly welcomed by its users, since the current situation in the old premises was not supporting the new ways of learning stated in the curriculum that was introduced in August 2010. Previously, the facilities have been scattered around the town of Porvoo, on three different locations and are designed for traditional classroom teaching. As the new Campus gathers all activities under the same roof, there seems to be high expectations for a new level of co-operation.
The new campus is seen as a space for emerging relationships and enhancement of individual and collective knowledge sharing (see Nonaka 1995). What will happen in reality during the first couple of months? Are people mixing and will there be open dialogue?

The new Campus is designed to be a living lab for creativity, learning and innovations, bringing together learners from different fields such as business, tourism, culture and wellbeing. Face-to-face interaction is considered to be one of the cornerstones of conversion and transfer of tacit knowledge. In the new campus we have created a physical space where people can interact and discuss. Open office and class room design are also planned to support this aim. How do people use the space and for which purposes?

We understand learning as an active social process and thus the focus is not only on knowledge as a commodity but also on knowing in action and in practice. Situational learning theory defines learning as ‘an integral and inseparable aspect of social practice (Lave & Wenger, 1991). Knowing also requires an understanding of who we are and what potential we have. On Porvoo Campus both teachers and students are expected to be active learners. What is our perception of ourselves in relation to others in reality? How do we understand our identities and has the new campus changed our roles in the work environment?

The data for the study was collected in December 2010 when staff members were asked to express their expectations on how the new Campus would influence their interaction with the actors on the Campus and whether this interaction would lead to increased cooperation. This was followed up by interviewing four teachers in February after the move to the Campus. Simultaneously, a group of tourism students in their second semester, thus following the new Campus Curriculum, were requested to record the process of taking the Campus building into possession. The results of the study provided us with information on the behaviour of users in the new campus as well as on spaces supporting and encouraging people to meet and interact.

2. Construction of Porvoo Campus as a learning space

Through education, research and development, HAAGA-HELIA prepares professionals for business and services. Study programmes are offered on six campuses, the fields of education include business, hotel, restaurant and tourism management, information technology, journalism, management assistant training, sports management and vocational teacher education. HAAGA-HELIA offers education for somewhat 10 000 students and a workplace for 600 employees. (HAAGA-HELIA 2010)

HAAGA-HELIA Porvoo unit`s tourism and business education moved into a new Campus in January 2011. The education is offered in three languages, Finnish, Swedish and English. The six degree programmes launched their new curricula in the autumn semester 2010. The pedagogical method and the new way to work on Porvoo Campus are based on inquiry learning. Accordingly, inquiry learning and joint curriculum work between the six degree programmes aim at implementing real life projects.

This new approach at the Campus manifests itself in meaningful learning tasks that are carried out in conjunction with companies, teacher teams and students. These tasks will enhance meta-skills needed on the job market: project management, research and development, coaching, creative problem solving and innovation.
Designed by Siren Architects Ltd and furnished by Sistem Ltd, Porvoo Campus represents novel thinking and space utilisation. The campus houses the staff and the students of two universities of applied sciences in close cooperation. Both the campus’ activities and the space utilisation are characterised by a spirit of openness and encounters, with the aim of fostering mutual learning, trying new things and sharing expertise. The activities on Porvoo Campus involve working in mutual projects and learning together. The campus is also open daily to the public. The public has the opportunity to enjoy a pleasant restaurant, a professional library and many comfortable meeting spots. (Porvoo Campus 2011)

The west bank of Porvoo remained for a long time completely underdeveloped and the planning of the area was more or less neglected for several decades. Today, the plans are taking form with the renovation and enlargement of the Art Factory. This is the first step towards a new, creative centre for tourism, culture and wellness. A project called Luova Länsiranta, Creative Westbank, has been set up in order to coordinate the activities, to encourage a new kind of cooperation between actors and to develop concepts for new business opportunities. The campus in the direct proximity is part of these plans and together with all actors creating tourism, business and wellness for the local people as well as visitors.

Porvoo Taidetehdas - The Art Factory in Porvoo, Finland - is under construction and will be opened on the year 2012. When completed, it will be something totally new in the Porvoo area combining art, culture, events and business as a fresh new concept. The Art Factory and the so-called Creative West Side of the Porvoo River will together form a five hectare sized area devoted to culture, events, travel and trade. There will be facilities for exhibitions, seminars, congresses and work ateliers for several artists. At the same venue there will also be a Media Center with cinemas and auditoriums and many other interesting places to visit such as a shopping area, bars and restaurants. Close to the Art Factory resident quarters are constructed as well. (Taidetehdas 2011)

A Living Lab is an open innovation area for user-centred innovation in real life scenarios, helping the promotion of user-driven methods and tools for improving the real-world development of products and services. A Living Lab also implies joint development, learning and sharing of best practises.

Porvoo Campus has its own Living Lab, Symbio Living Lab, introduced in September 2009. Symbio Living Lab aims to involve the users in the research and development processes which as a result will contribute to the wellness of the people living in the area.

The Symbio Living Lab project is coordinated by HAAGA-HELIA Porvoo Unit and operates in cooperation with Laurea Porvoo Unit. The project is ESR funded and Uusimaa Centre for Economic Development, Transport and the Environment is acting as a financer. Other financiers include HAAGA-HELIA University of Applied Sciences, Laurea University of Applied Sciences, and Posintra Ltd. (Porvoo Campus 2011)

The possibilities of working and developing the region through the Living Lab have not yet been fully exploited. This opens up new ways of working and bringing partners together to search for new solutions.
2.1. Campus planning process, involvement of staff members

The curriculum reform work in HAAGA-HELIA Porvoo Unit has been organized in a bottom-up direction. In other words, the work has been coordinated by two teachers, thus representing regular members of the educational staff. The staff members have been invited to participate in different working groups, in the initial stage to work with blue ocean strategy and later on in more specific working groups laying the foundation for different study modules. In spring 2008 the entire staff visited a couple of universities of applied sciences to benchmark new ways of organizing and promoting learning.

During developmental days in 2008, 2009 and 2010 the curriculum reform has been on the agenda and the view on learning and metacompetencies defined in the curriculum have been discussed in learning cafés. The initial idea was to involve the members of staff in the planning process in order to facilitate the implementation phase. During the entire process of co-creation, a virtual learning platform was used to share thoughts and comment on different versions of the curriculum. This platform is still in use and gives each member of the staff an opportunity to comment and reflect on the implementation of the adaptation level of the curriculum.

One turning point and breakthrough in the planning process was experienced in autumn 2009 when the use of a theatre metaphor in creating a vision for a future learning space was invented. This will be presented further in Chapter 3 of this paper.

The benefits of implementing a theatre metaphor in creating a new curriculum emerged during the process. The theatre metaphor offered a vision of learners working together in a community, a vision of action and of versatility. The metaphor encourages to creativity and innovation, naturally, in a theatre everything happens in interaction, between director and actors as well as between actors and the audience. The methods of experimental theatre were also present in the brainstorming process. The use of metaphor released new energy and was a source of inspiration for those who were most actively involved in the reform work.

The metaphor enables a language use that is free from burdens and restrictions that might threaten the reform process. The use of metaphor has a central role in supporting communities in organisational change (Gherardi, 2000).

In autumn 2009 the entire teaching staff took part in interviewing representatives from our core business fields: tourism, wellness and knowledge intensive businesses. This part of the process was very concrete and gave strong indications that the chosen competencies were in line with the competencies required in future.

When the work with the metacompetencies had been completed and accepted by the management, the work with the study modules could begin. During 2010 this work was completed so that the curriculum for the first level could be approved by the board of HAAGA-HELIA in May 2010. The implementation of the new curriculum started in August 2010 in the old premises, which made the starting point even more challenging since the new working methods require different types of facilities. The implementation of the curriculum was preceded by the staff members participating in spring 2010 in training aimed at improving the coaching skills of the staff.
As an additional challenge to the reform work, we had to face the fact that we had had two strong working cultures operating in the Porvoo Unit. On one hand the Finnish tourism education with long-established traditions in Porvoo, dating back to the 60s, and on the other hand all the other degree programmes operating in another building. The Finnish degree programme in tourism had recently renewed their curriculum to be based on the problem based learning methodology and staff members of that degree programme had recently gone through the process, moreover, extensive discussion on learning and knowledge-building had already taken place. Thus, the starting point for the curriculum reform was very different depending on which degree programme the teachers were part of.

2.1. Curriculum, study modules and meta competences

The pedagogical method and the new way to work on Porvoo Campus are based on inquiry learning. Inquiry learning and joint curriculum work between the six degree programmes aim at implementing real-life projects where cooperation focuses on the fields of tourism, wellbeing, Knowledge Intensive Business Services (KIBS), and the creative sector. This new approach on the Campus manifests itself in meaningful learning tasks that are carried out in conjunction with companies, teacher teams and students. These tasks will enhance the meta-skills needed on the job market: project management, research and development, coaching, creative problem solving and innovation. (Curriculum. 2010.) These generic competencies are not developed by means of traditional teaching methods, but the development of these skills require real-life problem solving in teams. Thus, the role of the teacher radically changes from teaching to facilitating the learning process.
Figure 1: Students’ Professional Growth

Students develop their professional skills and the generic meta-competences needed in work life through the following three phases: adaptation, application and development. The competences and skills of the students develop in an integrated way when they work in projects that provide increasing challenge as the studies advance.

The study modules communication skills, operational environment, production and sales of services, social and collaborative skills, business and entrepreneurial skills form the basis for the professional growth.

2.1. Curriculum reform and reactions among teaching staff

Educational reforms are always challenging for the individual teachers but also for the whole community, since differing approaches and ways of responding to change may cause internal conflicts. The varying roles and expectations on the teachers from the three main fields, the pedagogical task, the research and development task and working with regional development are not always easy to integrate. Combining these roles and involving students in all three fields is challenging and obviously requires other competencies than mere subject-founded professional skills. The curriculum in the Porvoo Unit sets out to combine these three tasks, the developmental projects should be carried out as student-driven projects and they are designed in cooperation with regional companies and organizations.

This way of working obviously requires more administrative tasks and project management skills. The shift from teaching to managing multi-voiced developmental project with a pedagogical dimension is at hand.

One of the writers of this article has been functioning as a coordinator for the curriculum reform and it has given us the opportunity to observe from a very close range the impact of the curriculum reform on our community. Vähäsantanen and Eteläpelto (2009) have in their study of vocational teachers found three main orientations towards reform: a resistant orientation, an inconsistent orientation and an approving orientation. During these 3 years it has become clear that this categorization is very well applicable to our community as well.

The authors continue by describing teachers changing role and reactions to change. Just like other workers, teachers now need to have a highly dynamic and flexible work identity. Additionally, an adaptable disposition towards change is needed, regarding change as normal, as an opportunity rather than a problem. (Vähäsantanen and Eteläpelto 2009).

The authors refer to studies that have been examining teachers’ role in educational reform work and it can be concluded that teachers play an important role, mediating between policy and practice. Furthermore it is stated that the implementation of any reform will remain superficial if the teachers do not have any sense of ownership to it. (Vähäsantanen and Eteläpelto 2009).

The curriculum reform in Porvoo unit was designed bottom up, where the management’s function was to provide the resources and make decision based on proposition made by the working groups. This way of working is supported by a higher degree of commitment, but it proved to be challenging since the lack of power structure led to confusion and made the process slow and demanding. The reform was and is still running in partnership
with teachers, some of which have adopted the reform, some wait and see, some continue with business as usual.

The change in the teachers’ job description and competence requirements has forced many teachers to question their former professional identity and its foundations. The identity of the individual or organization cannot be constructed from external guidelines or orders, instead one’s own input and personal investment in change have an important role in the acquisition of reforms. (Auvinen)

The curriculum reform at HAAGA-HELIA Porvoo Campus is not yet stabilized, and different ways of working and attitudes towards learning and knowledge are co-existing. The first reactions of the implementation are discussed in 3.2.

3. Assumptions of learning vs. assumptions of space

When we started to plan our new Porvoo Campus, we tried to focus on learning as our main activity on the Campus. As that was our point of departure, we had to first define how we understand learning. In one of HAAGA-HELIA’s project called Learning Network, we created an experimental learning environment called SYMBIO. The aim was to create a learning environment which would correspond with a ‘real’ working environment (in contrast to the traditional school-going-activity) and that the participating learners (usually called “students”, “teachers” and "representatives of companies/real working life") would plan and participate in a development project together, with the primal purpose of learning.

As we developed the new learning environment we also conducted action research and wrote several articles. In one of our articles (Lassila, Mäntylä & Kantola 2007) we attempted to approach the topic of what learning is by exploring the following sub-questions:

- Who is actually supposed to learn something?
- How is learning to be organized? Where and when does the learning take place?
- What are we actually trying to achieve, and how can our effort be justified in terms of learning (theories)?
- What have we learned so far?

When looking for answer to these sub-questions we have referred to theories of practice-theoretical perspective of teaching and studying (Korpiaho 2007), situated learning theory (Lave & Wenger, 1991, Handley et al., 2005), ‘activity theory’ (Engeström & Middleton, 1998; Engeström, 2004; Engeström et al., 2005), ‘communities of practice’(Lave & Wenger, 1991; Wenger, 1998), and learning in ‘practice based’ context (Gherardi & Nicolini, 2003).

Since the personnel of HAAGA-HELIA held a rather varying understanding of learning, the expectations for the new Campus also differed. Those who emphasized the social nature of learning favoured a space which would encourage encounters, discussions and exploration. On the other hand, the myth of a good teacher is rather strong among our personnel and also among our students. Ahvenainen et al (2002, 218) describe that the myth of a good teacher is based on our understanding of ‘a good teacher’, who never makes mistakes, is always happy and patient and who always knows more than students. The myth is part of a teacher’s self-identity; how we perceive who we are and what potential we possess (Alvesson and Willmott 2002).
It seems that we teachers do not have a common understanding of what the teachers’ transforming role signifies and we are wondering how this change should take place (Lassila & Sipilä 2009). The transformation process can be experienced as threatening as indicated by the following comment 'What will happen if the roles change? What happens to my role as professional? I think it is scary.' (Advisor N9, 2008)

These assumptions that form the foundation for how we understand learning are reflected on our assumptions of space. Traditionally teachers have been telling and students listening while there has been a clear power distance between educators and those who have been educated. Class rooms have been designed to support these traditional assumptions of learning, which are listed here by Chism and Bickford (2002):

- Learning only happens in classrooms.
- Learning only happens at fixed times.
- Learning is an individual activity.
- What happens in classrooms is pretty much the same from class to class and day to day.
- A classroom always has a front.
- Learning demands privacy and the removal of distractions.
- Flexibility can be enhanced by filling rooms with as many chairs as will fit.
- Higher education students are juvenile:
  - They will destroy or steal expensive furnishings.
  - They need to be confined to tablet arm chairs to feel like students.
  - They are all small, young, nimble, and without disabilities.
- Amplification is necessary in large rooms only to make the instructor or technology audible

3.1. Porvoo Campus Expectations

The work on Porvoo Campus started in January 2011. Prior to the move to the Campus, our colleagues were requested to write short stories of their expectations on what it would be like to work on Porvoo Campus. The stories were written during HAAGA-HELIA Porvoo’s development day on 3 December 2010. We were obtained 57 stories which represent about 90% of HAAGA-HELIA’s Porvoo Campus personnel.

Porvoo Campus personnel were given two different triggers, one for each person.

1. Picture yourself on the new Campus few months from now. Please write a suitable ending.

   You have been working on the campus for a few months. On the whole, you are positively surprised by how smoothly everything is working. Moreover, colleagues and students see pleased. Which factors contribute to the positive flow? How do you perceive the change and development in the activities?

2. Picture yourself on the new Campus a few months from now. Please write a suitable ending.

   Picture yourself on the new Campus a few months from now. Write a suitable ending. You have been working on the Campus for a few months. You are frustrated as things have not turned out as expected. What is obstructing your work? Which measures should be taken to improve the situation?
All the personnel had rather positive expectations and the list of positive factors was much longer than the negative ones (Table 1). Five of the respondents didn’t have anything negative to write, even though they were asked to.

<table>
<thead>
<tr>
<th>Positive factors</th>
<th>Negative factors</th>
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<tbody>
<tr>
<td>Collaboration (15)</td>
<td>Way of working (9)</td>
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<td>Changing work (11)</td>
<td>Premises/design (8)</td>
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<tr>
<td>Feeling (10)</td>
<td>Booking system (7)</td>
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<tr>
<td>Campus design/premises (10)</td>
<td>Rules (5)</td>
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<td>Communication (10)</td>
<td>Nothing (5)</td>
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<td>ITC (8)</td>
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<tr>
<td>Proximity (6)</td>
<td>Communication (3)</td>
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<td>Booking system (4)</td>
<td>Relationships (3)</td>
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<td>Areas of responsibility (3)</td>
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<td>Parking (2)</td>
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<td>Learning (3)</td>
<td>Other (2)</td>
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<td>Flexibility (2)</td>
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<td>Parking (1)</td>
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Table 1: Factors affecting the positive and negative flow expectations at the Campus

The social nature of learning and work is emphasized in the positive stories. Internal communication runs smoothly and everybody helps each other. Being together under the same roof and working together helps us to get to know colleagues and everybody is heard. The personnel would get the information they need and weekly meetings are actively attended by people. The teachers’ lounge is lively and full of discussion as opinions and space are shared. The personnel has learnt to work in the silent space, when they need peace. People approach each other easier because we live closer and therefore it feels natural. Physical proximity has brought people closer and significantly reduced unnecessary e-mails, as we can communicate more face-to-face without a risk of misunderstanding.

‘More interaction between degree programmes.’

‘Working space is experienced only in a positive way because being together increases common understanding, communication between many people, social action and understanding.’

‘The feeling of community has strengthened as we are in same premises. We are proud of the new environment and we want to cherish it. People have a will to get things done and function so that the good feeling reflects also outside and strengthens also the importance of the society.’

The Campus is perceived to enhance co-operation also with companies and students as it brings people together. Glass doors and walls increase visibility, creating a sense of physical transparency. There is a smaller power distance between teachers and students and tolerance towards different kinds of people prevail.

‘Campus is a beautiful place to work and learn: working together with different people, a lot of information to process and new partners and projects.’
‘We work is more efficiently and we are already used to the way of working. Teachers and students are closer together and students dare to present their own ideas about different topics.’

‘Different companies, also outside Porvoo, are interested and they want to cooperate with us.’

‘Cooperation between different language groups seems to work out. Tolerance towards skin colour, religion and cultural background has increased.’

‘I can meet students in more flexible manner. I am more visible to student and they are more visible to me. Communality between teachers and other personnel increases’

‘Common action model is enhanced by better cooperation between students groups and physical transparency in spaces with glass doors and walls.’

In the positive stories Campus as a work space and transformation in the way we work seem to go hand in hand. Investigative learning and new projects are considered to bring variety into work, however, at the same time work becomes more demanding. Interesting projects and the new premises motivate peoples so that they do not even want to go home. The identity of a teacher is changing.

‘Teachers don’t want to go home. Students enjoy themselves and work hard and achieve great projects.’

‘There will be an increase both in the frequency and speed of activities. There will also be more business flavoured discourses that manages teaching and learning activities. The change will also affect teachers’ identity. They will have to display more charisma, act as salespersons both for HAAGA-HELIA, the students, enterprises and their own teaching-activities. Overall success will not be only measured in number of graduates, but also in monetary value that teachers and students can bring to the special projects’

‘Working is target oriented, cooperative and respectful. All are able to do, they do, develop and participate.’

Some of the personnel think that frustration arouses from project-based learning, which leads to an increased work load. Ad hoc projects make working unorganised. On the other hand, old practices still exits and those who attempt to change feel that they are fighting against windmills.

‘Ad hoc project work takes too much resources and important things can’t be done in a satisfied manner because there is no planning.’

‘Too much work too many old practices – fighting against windmills.’

‘The workload is bigger and there are no resources’

The positive flow has resulted in more flexible and innovative work. A Campus spirit is born. The glass walls, open office and the booking system are one of the main reasons
for negative flow. Students and teachers cannot concentrate and teachers feel themselves trapped in an aquarium under constant surveillance. The poor booking system leads to double bookings and situations, when there are a lot of empty spaces even though the system claims the opposite. People reserve places in the personnel space and leave their things even when they are not even working at the Campus.

‘More and better spaces than we ever imagined. We are all flexible, moving and inspirational, full of ideas and innovative, we develop and research. We get energy from the space and each other.’

‘Working is more free and I have got rid of old teaching material and learning methods. We move more and write less, talks and sense more. We accept unexpected situations as such, they do not incapacitate us but open new.’

‘I try to reserve space through ASIO programme but there is no empty space. I walk around campus and notice for my surprise that there are a lot of empty space. Some persons have forgotten to cancel the spaces, which they do not need. Frustrating!’

3.2. Comments of teachers after moving in to campus, February 2011

According to the results of interviews made by first year students of the Swedish speaking degree programme in business administration in February 2011, the teachers have adopted the new curriculum mainly in a very positive way. 6 teachers from different degree programmes were interviewed.

When asked what are the strengths of HAAGA-HELIA Porvoo Unit and of Porvoo Campus, the answers contain comment on the size of the town and of the unit, it is regarded as something very positive to be able to work in a community where everybody knows each other.

“The fact that Porvoo is a small town means that HAAGA-HELIA is a well-known partner for developmental work in the region. We have a good network of partners.”

The new campus and a modern learning environment are perceived as great opportunities, accompanied by the fact that Campus is operating in three languages. Furthermore, the following factors are mentioned: flexibility, freedom to do things in a new way, to experiment, to be open for new ideas.

Threats are also identified, two teachers mention the risk of “doing things in the old ways even though we have a modern facility and advanced curriculum”.

Weaknesses mentioned included proximity to Helsinki, strong competition with the capital area and its educational offering, “small unit, not wellknown, in the periphery”.

When asked about the implementation of the curriculum, teachers state “laptops are a great benefit, students can look for information and work independently, wherever and when ever”
“Traditional lecturing doesn’t seem to work anymore, even though its useful in some cases. Now you have more channels and more versatile methods at your disposal. Curriculum is project-based so you get to do things hands on right away.”

Another respondent answers: “I believe fully in this pedagogical approach, students might be overloaded with work during certain phases of the project, but they learn working in teams, communicating, problem solving, project management and leadership skills.”

Not all teachers are convinced: “Personally I like to go through things theoretically first and then implement in practice. The risk is focusing too much on project related issues and the basic stuff suffers. We are not yet ready with this reform, it will take at least three years.”

Frustration vis-à-vis the fact that things are done in the old way is visible in some of the teachers’ comments: “The progress is too slow. We have created something new and valuable and we have to make sure we stay on this chosen path.”

The teachers were also asked to describe the cooperation with companies.

“Working well at the moment, I think more time of the teachers is required for maintaining the relations to the business partners, to develop existing ones and create new contacts. It’s crucial to make build the partnership in an authentic way, so that the voice of the company is heard and the cooperation is based on interaction and reciprocity –a dialogue situation.”

“The students understand business realities and come closer to the field, it gives them more possibilities.”

“Cooperation is increasing all the time and we are actively looking for partners. Hopefully it will develop so that students get the contacts and they create partnerships with companies and organizations, so that the project is completely a thing between students and companies. This is the direction that we want to encourage. It would guarantee that the projects are student driven and would even more empower the students.”

4. The Campus choreography – a stage for learning

The involvement of the Porvoo Unit staff was discussed in Chapter 2.1. As stated before, the curriculum planning of the Campus inspired the community to discussions on learning from various perspectives. In November 2009 a workshop with the purpose of defining the Campus Curriculum by means of theatre metaphors was organized in Haaga-Helia Pomo House. As a rhetoric device, metaphors would introduce fresh ideas into the discussion since the familiar is expressed by the unfamiliar, thus shifting the perspective (Wales, 1989). Accordingly, metaphors have an important role in supporting communities in change (Gherardi, 2000). The theatre as a metaphor for a learning community may be justified by its nature as a venue for creativity, interaction and improvisation. In a theatre the community is in focus and it staff takes an active role in the functions. Furthermore, the opportunities may be regarded as unlimited, the outcome being dependent on the imagination of the actors and directors, in this case represented by the students and teachers on Porvoo Campus. Significantly, the Greek word drama is translated as movement and action.
The theatre metaphor corresponds with the Campus as a living lab for creativity and innovation. The discussions initiated in the theatre metaphor workshop resulted in an image of learning on Campus as an expression of the theatre. Three different types of stages were distinguished: a main stage as a scene for projects where students act in different roles according to their individual abilities; a small studio stage where students gain further competences and, finally, an experimental scene for audacious off-mainstream endeavours. The skills needed for the stage productions are learnt backstage and students may advance from minor roles into directors and script writers. Additionally, the backstage is supported by a tools pack of ICT skills, languages and other necessary skills for the production. The theatre metaphor introduces the lobby as a casual meeting point for staff, students and local actors such as entrepreneurs from outside the Campus. Naturally, the audience would consist of people coming from outside the Campus. The learning on Campus in terms of a theatre is illuminated in an image created by Kalle Räihä, Senior Lecturer at Haaga-Helia Porvoo Unit.

Image 1: Porvoo Campus as a theatre

The theatre metaphor is concretely echoed in the Porvoo Campus architecture. Upon entering the lobby, one will find himself surrounded by a contemporary version of a Renaissance theatre, the Swan or the Globe at the turn of the 16th and 17th century London. The space is reminiscent of a sketch of The Swan drawn by a Dutch tourist, Johannes de Witt, when seeing a play back in 1597. The Renaissance theatre did not have a front, the actors and audience were in close proximity to one-another and the stage was surrounded by spectators. Incidentally, it even happened that a spectator would take a short-cut over the stage, thus interfering with the action of the play. Subsequently, the architecture of the baroque theatre introduced the box-like stage, where the theatre salon had a front and the audience was clearly separated from the stage as well as detached from the actors. Similarly, the traditional university lecture hall layout functioned as a baroque theatre with the teacher-actor lecturing in the front and the student-audience
silently following a one-man performance. This being in accordance with the assumption listed by Chism and Bickford: A classroom always has a front.

The Campus challenges architecturally the assumptions of learning mentioned previously in chapter 3. The Campus lobby, surrounded by two upper galleries, reflects the approach to learning recorded in the new Campus curriculum. The lobby has been designed to serve as a stage for action, bringing the new ways of learning into focus. An illuminating example of this was the one-week Porvoo Works event organized in March 2011, where the lobby served as the pulsating centre of activity, with various workshops simultaneously taking place in classrooms separated by transparent walls, the action thus visible to passers-by. Consequently, the topology of the building enabled staff and students to actively shift from the role of passive spectator to that of an active protagonist.

The physical environment has a strong impact on the behaviour of people, moreover, the influence is often manifested in the subconscious. Annette Arlander has referred to anthropologist Edward Hall’s classification of spatial aspects represented by fixed
features such as buildings and rooms, semi-fixed features such as furniture and, finally, informal space represented by the proximity between people. According to Hall, the structure of human behaviour is most profoundly influenced by the manipulation of fixed features. In a dysfunctional space, communication might be more difficult or altogether disrupted. (Arlander, 1998, 23) Accordingly, Porvoo Campus has been designed to take the well-being of its staff and students into account, moreover, as previously mentioned, the transparency and the room layout are meant to enhance communication between the different actors as well as to reinforce the implementation of the new curriculum.

Philosopher Juha Varto defines a building as a central factor in determining how reality is experienced or will be perceived in the future. (Varto, 2003, 86) Varto discusses the topology of the workplace: the abundance or lack of space, the horizontal or vertical positioning of the rooms, manifesting the otherwise invisible power relations within the community. (Varto, 90-92). In reference to the expectations vis-à-vis the Campus, expressed by staff members in Chapter 3.1, it may be noted that that the number of references directly related to the use of space and the everyday “choreography” of the Campus building is quite limited. However, three spatial factors seem to emerge from the stories: the functionality of the open office, the possible lack of space as well as the transparent walls. The majority of the responses related to space concern kinesphere, defined by dance theoretician Rudolf Laban as the immediate space surrounding a person (Laban, 1988, 85). Staff members seem to fear that colleagues would take possession of a particular spot in the open office, thus ignoring the etiquette of the Campus stating that no-one owns his desk.

‘People have reserved places and they sit at the same place where they have left their things day after day.’

‘I am really frustrated by the fact that some colleagues take possession of certain areas in the teacher´s lounge. They always occupy the same places and leave things around to reserve certain space. It cannot go like this.’

The topology of the Campus also evoked a discussion on a potential lack of space. Prior to moving into the Campus, people appeared to be concerned about the lack of space, both in reference to the number of desks in the teachers’ lounge as well as the number of classrooms:

‘More people than space: we have to remember to update reservations and manage time.’

‘I have a group but no space.’

Finally, the transparent walls evoked some reactions which were contradictory to the original intention of the glass walls as representing lucidity and openness. One respondent wrote the following: “But I am not frustrated. Everything is fine and tuned. The only problem is the glass walls.” Another story seems to echo Michel Foucault’s ideas on Bentham’s Panopticon as an architectural manifestation of power mechanisms, with the delinquent under constant surveillance (Foucault, 1993, 233-239). The respondent writes the following: “Teachers have become exhausted as they are in the aquarium under constant surveillance.” The glass walls undoubtedly contribute to a feeling of being on stage and individuals perceive the situation of being exposed differently. The question glass walls and the fact of being exposed to the view reappears in the following chapter where students report the first four weeks on Campus in journals.
4.1 Tourism students taking possession of the Campus space - the absent teacher

In this chapter the voice is given to Finnish-speaking tourism students in their second semester. This target group is interesting since the students entered their studies in autumn 2010, when the new Campus curriculum was introduced. The students were requested to keep a journal on the process of taking possession of the new building as physical space. The journal was kept during the first four weeks of the 2011 spring semester and altogether 23 students handed in their journals. Significantly, the list of learning assumptions presented by Chism and Bickford in chapter 2 are contradicted on many points; the student journals reveal that learning happens outside the classroom and that it is very much a social activity. Finally, students are not juvenile but very responsible when provided the facilities for carrying on with the work outside the classroom.

The students aptitude to learn outside the classroom and fixed times is strongly apparent in a journal where the student is analysing project work from the point of view of space. A 12-hour day is described where students mainly cooperate without the presence of a teacher. The students have discovered the potential of different types of space: after an intensive study period there is the option of changing to a more relaxed working space. On the other hand, a more formal syndicate room is convenient when the thoughts need to be collected. The student is particularly pleased with a syndicate room containing a big oval table and comfortable orange-coloured office chair. The feelings evoked by the room are described as follows: “...you feel important and you have the sense of really doing something.” The passage ends with a remark implying that concentration might be distracted by seeing some teacher rushing past outside the glass wall. Significantly, the teacher is outside whereas the students are inside, sharing knowledge in a highly professional manner. This is in correspondence with the theatre metaphor, regarding students as principal actors and directors on stage, whereas, the teacher is coaching off-stage.

An analysis of the contents of the journals reveals that 20 respondents out of 23 mention the syndicate rooms or the spaces designed for group work. Moreover, in 17 cases these spaces are regarded as pleasant and efficient for group work. There is a mentioning of the red cubicles on the second and third floor as a space were students may achieve a state of flow when working. The group work spaces were described in negative terms only in three journals, for instance the red cubicles were regarded as too exposed and working inside them felt hectic. Significantly, the various spaces designed for project work outside the classroom and lesson hours seemed to receive much more attention than the assigned classroom spaces. Moreover, when classroom spaces are mentioned, students tend to specifically name the room with “fatboy” chairs and other comfortable pieces of furniture such as sofas and armchairs instead of referring to learning. Alternatively, they give a general commentary on the glass walls as a distractive factor in classrooms, reporting a feeling of being in an aquarium. Finally, the absence of an auditorium, the scene for a traditional university lecture, was specifically regretted in only three journals.

In sum, when describing work the focus is clearly on situations when the teacher is physically absent and the students are working as a group on some project. Students clearly possess a feeling of inclusion: they own the space as one student puts it in the journal: “As a space the Campus has melted my heart, it is our own Campus, open for development and actually quite comfortable.
5. Conclusions

The Campus drama in its pure Greek definition signifying movement and action was beautifully captured by a student who was sitting in the lobby on 4 February 2011:

*I was sitting downstairs just looking around when I experienced an exciting moment. It was as if I had been part of a bigger machinery, the wheels moving in reverse direction, transferring people linearly in opposite directions. The moment was somehow magical, the lines crisscrossing in different angles. All over the place some line was moving just like a part in a perpetuum mobile. The moment passed quickly by, however, the experience in the glass building reminded me of the fact that there is nothing but eternal movement.*

References


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