

**#PLACEMATTERS  
LET'S GO AND  
SEE!**

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and Good Place Innovators Team



## OBSERVE AND NOTICE

- **What is one thing you observe – don' t try to make sense of it, just observe and describe what you see.**
- **Why might this be happening? – add your interpretation, empathise with the people you see and focus on possible challenges and frustrations you see on the photos.**
- **This inspires me to think about solutions that... – can you think of any products or services that the visitor to Lancaster would find valuable?**



# WHAT DID WE SEE?

- Transient students with superficial context of the location of their study
- Growing disconnection between the city and the campus
- Gap in our pedagogies that would underpin our civic agenda

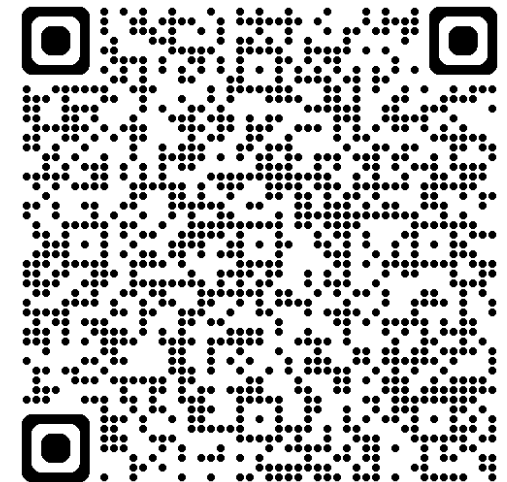




# PLACE-CONSCIOUS LEARNING

- Articulating and observing places
- Student-led placemaking
- Business and community-led placemaking

Larty (2021: 315)



## DIMENSIONS OF PLACE CONSIDERATIONS FOR EDUCATORS

- **Perceptual dimension:** encouraging students to engage with people and places as part of their learning.
- **Sociological dimension:** recognising how local cultures and customs both enable and constrain opportunities for innovation.
- **Ideological and political dimension:** understanding how structures of power might enable or constrain intentions to be innovative.
- **Ecological dimension:** understanding the impact of innovation on local natural environments.





# PEDAGOGY FOR CIVIC ENGAGEMENT

Transactional  
model –  
community as a  
recipient

Transformative  
model – for  
student

Transformative  
models – for  
community

Boland (2014: 182)



# INSIGHTS FROM THE PLACE ACTORS

- ✓ Place is a diverse and dynamic ecosystem
- ✓ Place-making remains implicit and often very personal
- ✓ Pro-active place stewardship comes with maturity

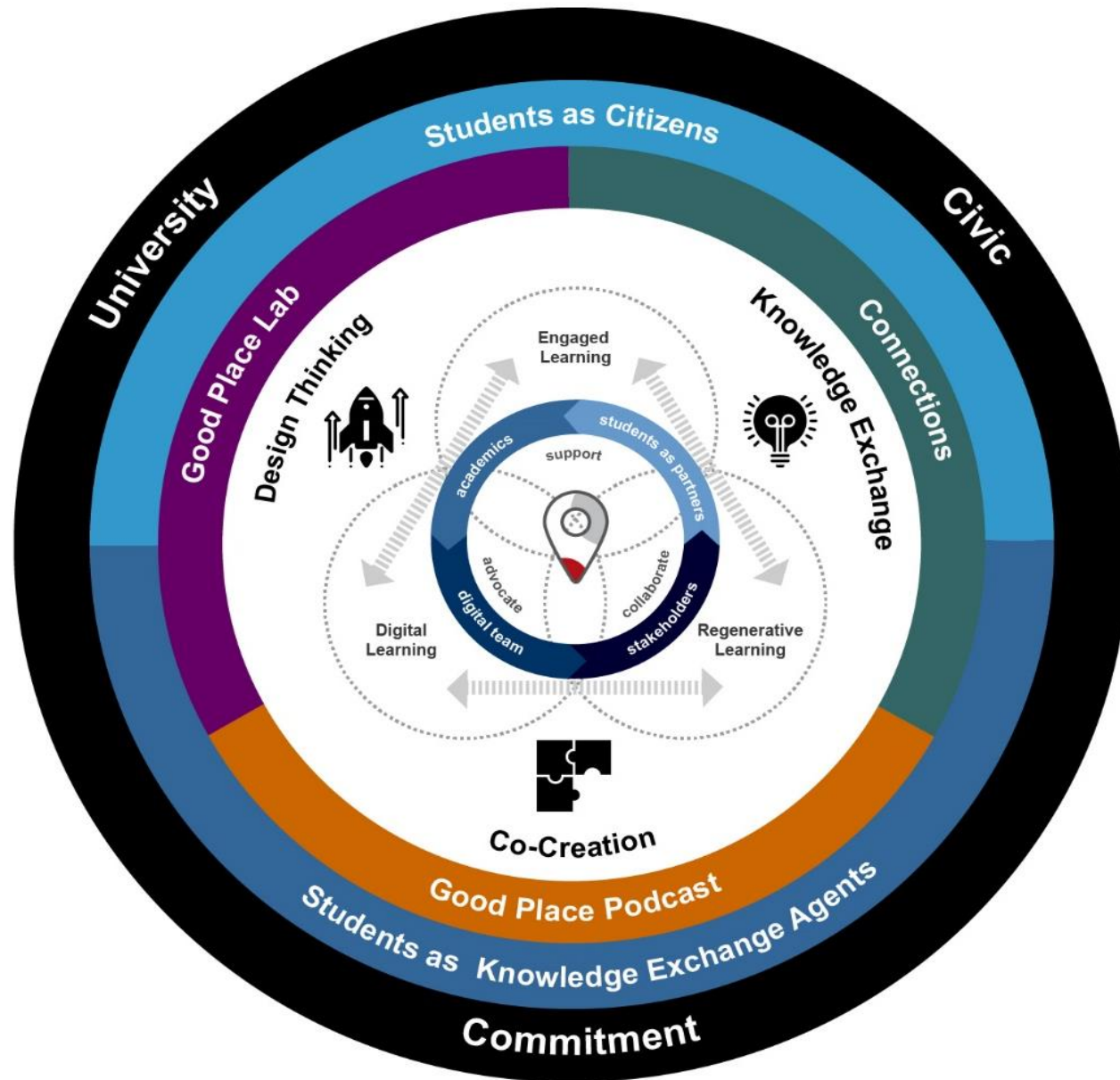
**“I was born into a family business which was very much embedded in its place. And so I learned from a very early age that appreciating your place and also giving back to that place was absolutely vital for your success.”**





HOW MIGHT WE BRING PLACE TO THE CURRICULUM THAT IS  
CO-CREATED AND BENEFITS BOTH THE STUDENTS AND  
OUR PLACE?





OUR ASPIRATION





# LANCASTER HIGH STREET CHALLENGE

Innovation challenge delivered with Design Thinking principles



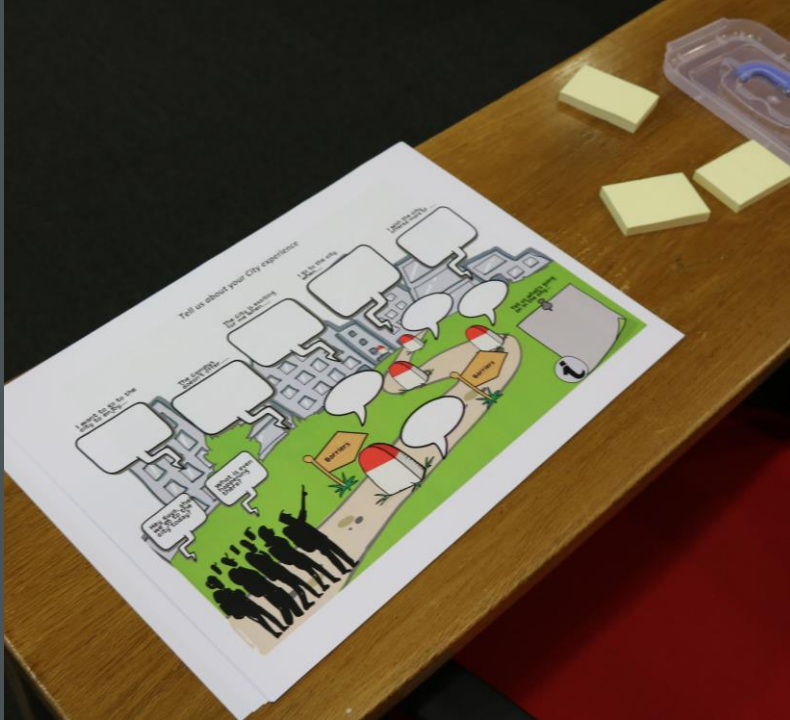
# Campus heads to the City

	Sight	Williamson Park sign, trees, a lake, ducks, and Ashton Memorial.  signpost helps visitor to find the exact location of Ashton Memorial, Mini Zoo, cafe, and park.	Very beautiful English park because you need to climb so you may need to bring water with you.
	Sound	The sound of the wind and people's step made me feel peaceful spending time at the park.	It's very quiet, you can hear calls of some birds, like and the like.
	Smell	Smells of the trees, leaves, and lake.	Smell some earthy fragrance of grass and trees. The natural.
	Emotion	Peaceful, relax, a bit energetic and excited because of the stairs of the memorial building although I felt tired.	Cozy, peaceful and very make you very relaxed.
	How easy was the accessibility?	The location of Williamson Park is bit far from the city. There was a bus but we prefer to walk. It took almost 30 minutes to get to the park. The park is also accessible for people with disability.	I think the gate is not so find because it is not so far from the center of the city there is no direct bus. So some navigation software you'll need to walk a lot.

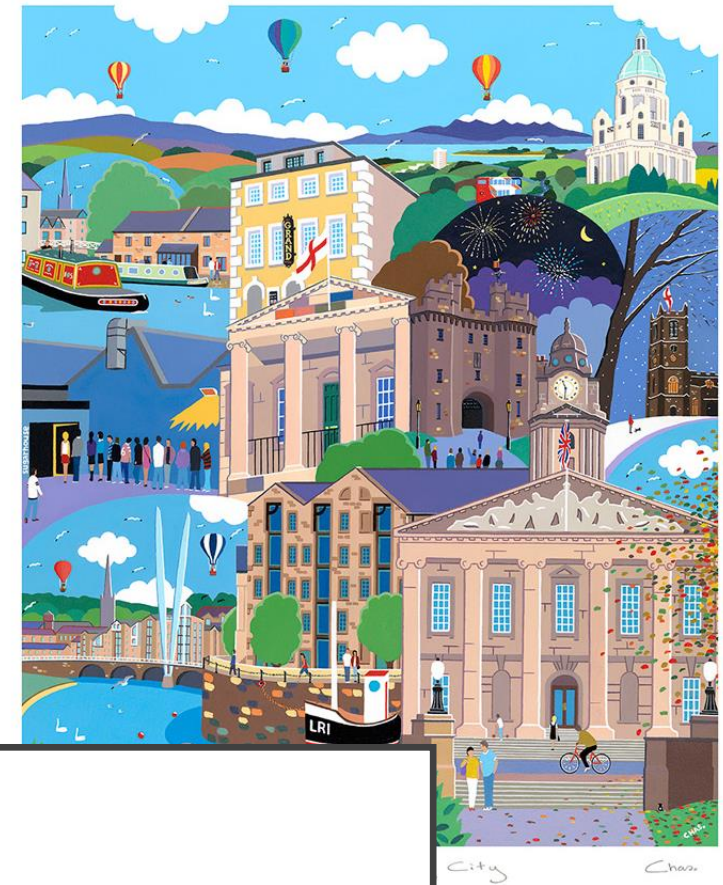
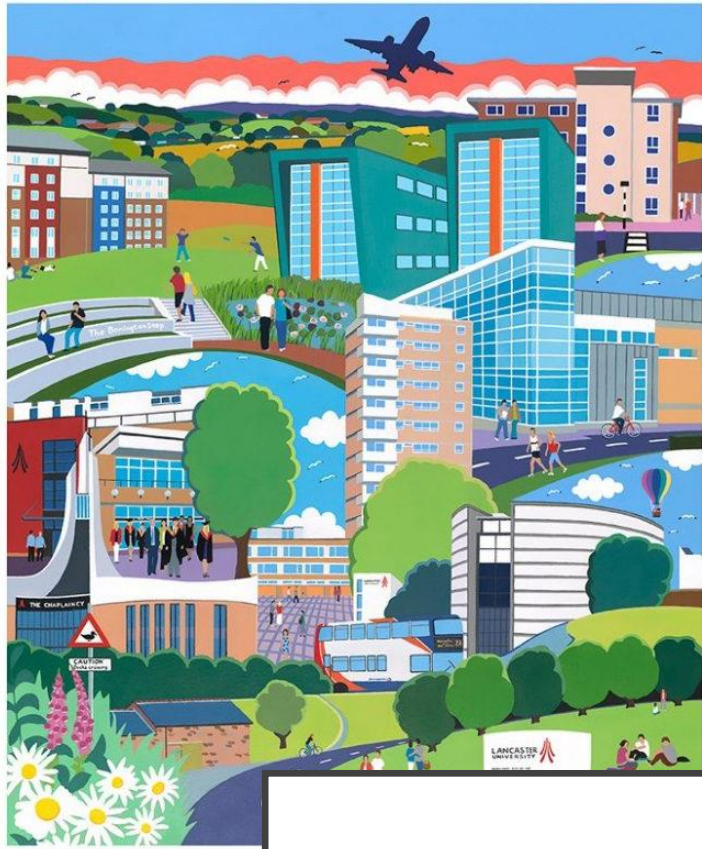




## A group of students are gathered around a wooden table in a classroom setting. A man with dark hair and glasses, wearing a light blue button-down shirt, is leaning forward and speaking to the group. To his left, a woman with brown hair tied back, wearing a green long-sleeved shirt, is looking towards him. On her back, a yellow smiley face sticker is visible. To the right, another woman with curly hair and glasses is resting her chin on her hand, listening. In the foreground, the back of a student wearing a grey hoodie is visible. The table is cluttered with papers, a water bottle, and other small items. In the background, there is a whiteboard with some text and a potted plant.







# CONNECTIONS



## LANCASTER BUSINESS DISTRICT NEEDS YOU!!!

IF YOU ARE A STUDENT WITH AN INTEREST  
AND PASSION FOR LANCASTER CITY, THIS  
EVENT IS FOR YOU!

### THE LINEUP OF COMPANIES SO FAR:

- M & S
- PRIMARK
- SUN PIZZA
- THE DUKES THEATRE
- LANCASTER FC

### AND MANY MORE...

#### What is in it for you?

- Certificate of attendance in Good Place Innovators event that will look good on your CV!
- Gain confidence networking with business leaders
- Understand the local business challenges

JOIN OUR ROUNDTABLE CONVERSATION  
AND HELP LANCASTER BUSINESSES  
TRANSFORM THEIR VALUE PROPOSITION!

**WED 16 MARCH 2022**  
**2 PM - 5 PM**

LANCASTER UNIVERSITY  
MANAGEMENT SCHOOL,  
LECTURE THEATRE 2

REGISTRATION:

[eventbrite.co.uk](https://eventbrite.co.uk)

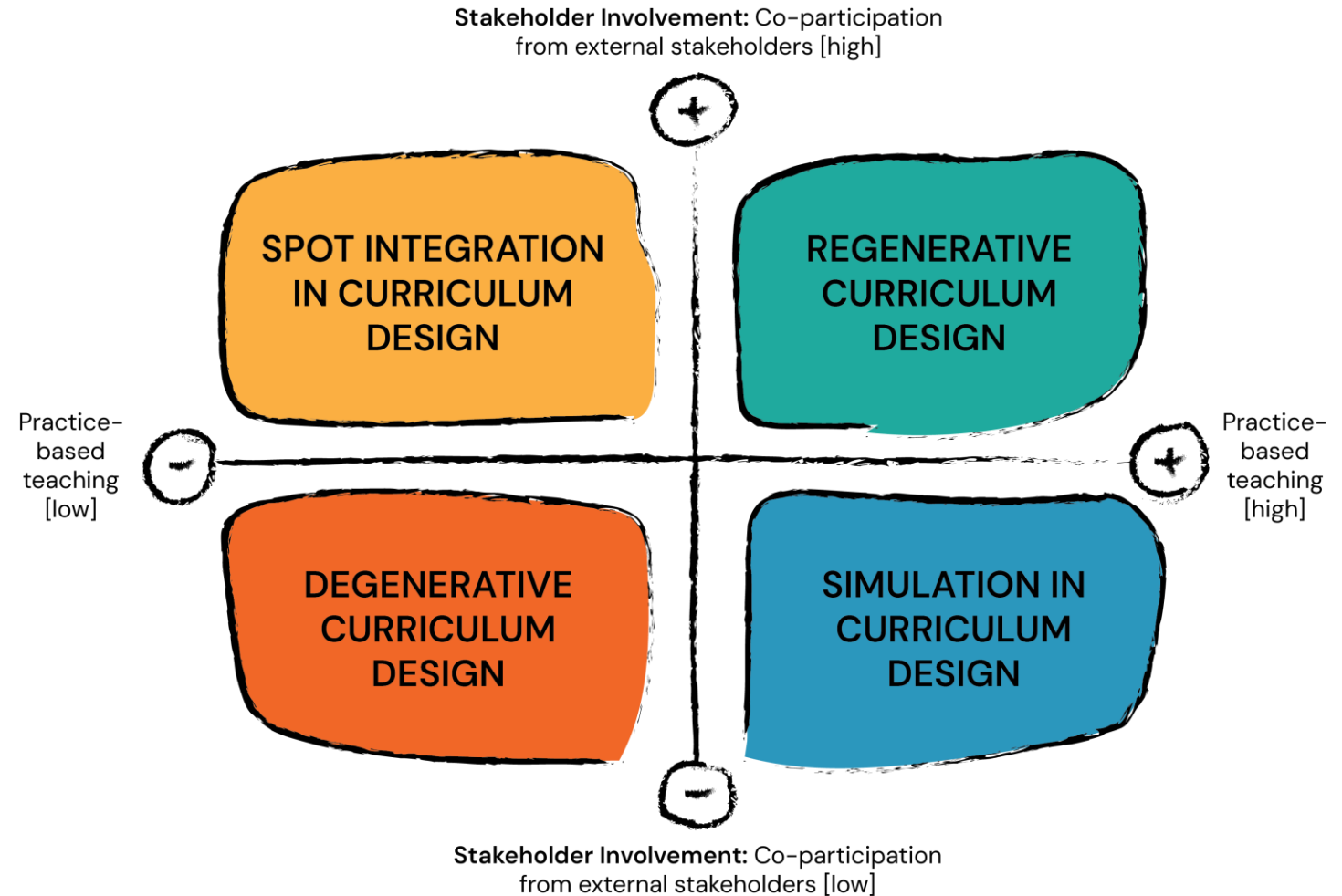


# REGENERATIVE CURRICULUM DESIGN

- **‘Regenerative Curriculum Design’**: practice-based, immersive, stakeholder and context-driven teaching and learning (Bason & Austin, 2019)
- It is underpinned by **Design Thinking process** nurturing curious, unassuming, collaborative and empathetic mindset
- Advances **responsible management and the development and well-being of the local community** (Loi & Fayolle, 2022)
- Centered on a **real-life place-based challenges**
- Students become **‘agents of change’** with an embedded ethos of **co-design**
- Stakeholders, students and educators are **co-creators of the curriculum**
- ‘Regenerative’ curriculum design leads to the **regeneration of the local place and community** that the students and universities are embedded in



# REGENERATIVE CURRICULUM DESIGN (RINDT & NEWTON, 2022)



*“We are all super excited to witness the changes our ideas can initiate and are proud of ourselves to help make contributions to the city we now call home.”*



Est 2021

- FARSHAD HAJIAKBARI, GOOD PLACE INNOVATORS RESEARCH FELLOW
- MSC GRADUATE 2022

# IMPACT, VALUE & TRANSFERABILITY

- Recognised as **best practice for providing a blueprint for translating the University's Civic mission** into engaged T&L practice advancing responsible management education
- **Embedded into the postgraduate curriculum** featuring as the highest scored module of the programme
- **Authentic assessment** and development of **place stewardship**
- **Transferred to the LUMS partner institution** Cattolica Porto Business School
- Won the institutional nomination for the **national Collective Award in Teaching Excellence (CATE) 2023**

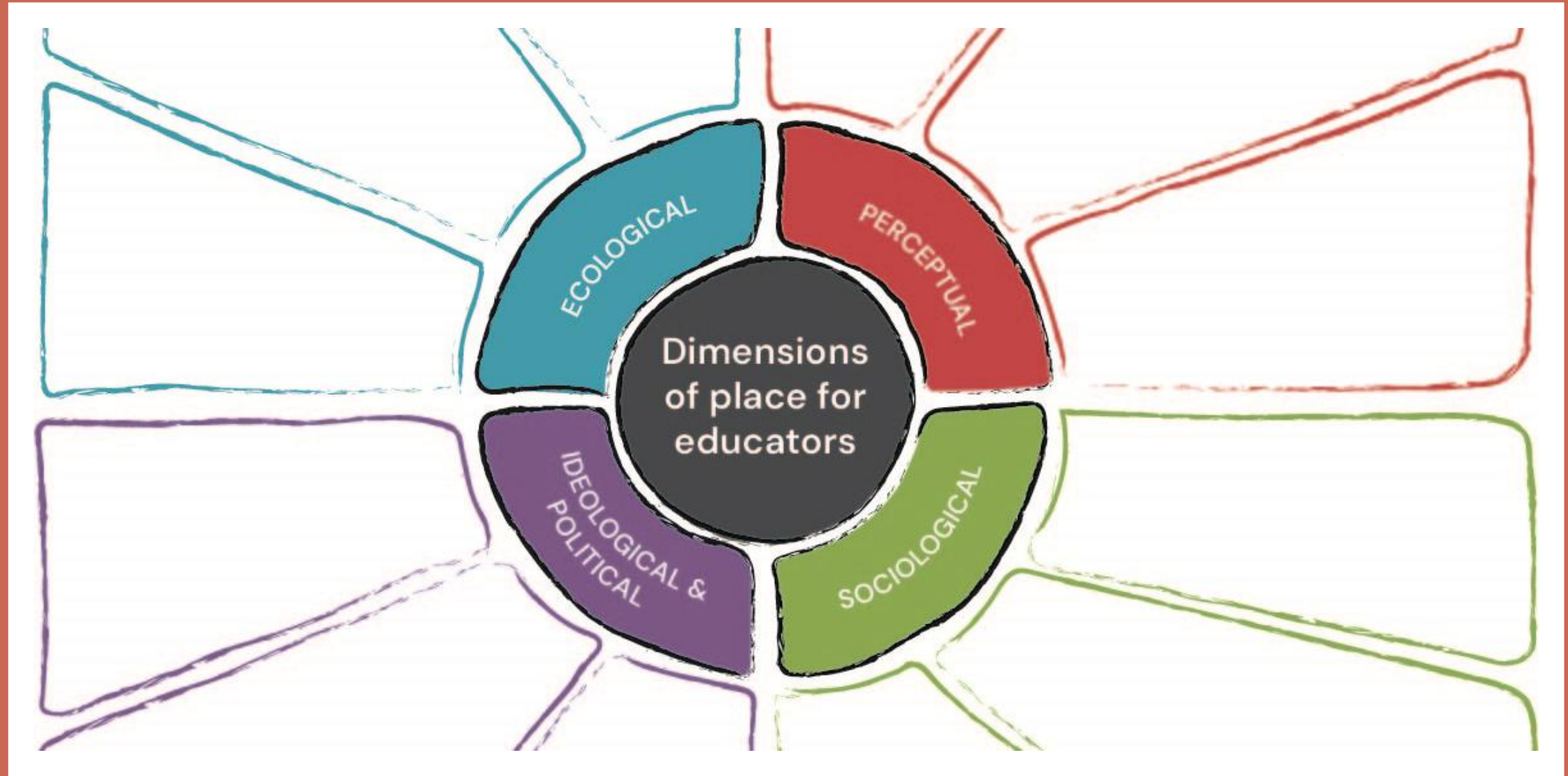




*“It is clear that the team not only want to design learning experiences that will have **transformative effects for their students**, but also that they are aiming to **build long-term connections and benefits for our local community**, to make sure that such collaboration is sustainable for the long-term.”*



***Jane Dalton, Groundswell  
Innovation, local entrepreneur,  
Lancaster.***



**CHALLENGES & LIMITATIONS?**  
BE PREPARED TO MANAGE THE  
UNEXPECTED:

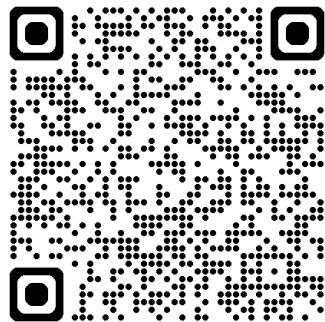
- **Long-term relationship building** and **trust** between stakeholders requires time and diplomacy to create and maintain
- **Changing role of the teaching staff:** from an unquestioned expert to a vulnerable facilitator?
- **Clashes with different stakeholders'** mindsets, incentives, outcomes and timeframes
- **Managing transformation:** addressing faculty resistance, cross-disciplinary collaboration and student apprehension (Anderson et al, 2014)
- **Our own expectations:** this project took over **5 years** of incubation time, piloting and evolving







## **EPISODE 15: PLACE IS OWNED BY EVERYBODY**





# SCHOLARSHIP MATTERS

Inspiring Innovation in  
Management Education

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## Civic-ness in the Ivory Tower



**Radka Newton**, Personal Chair in Management Education and Innovation, and **Jekaterina Rindt**, Lecturer in Marketing, collaborate on research related to *design thinking in the curriculum and design in regional policy-making* related to net-zero. Their Regenerative Curriculum Design was nominated for Collaborative Award for Teaching Excellence in 2023.  
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The 'ivory tower' perception of business schools generates countless debates about their contribution to regional socio-economic development. While subscribing to the rational and analytical learning paradigm once served to enhance business schools' reputation by signalling their commitment to the 'scientific model', it now appears insufficient in addressing the multiple challenges society is facing.

As Bennis and O'Toole (2005) note in their article 'I have Business Schools lost their way?', the "problem is not that business schools have embraced scientific rigor but that they have forsaken other forms of knowledge". And 20 years later, with increasing scrutiny placed on the value of business education and the integration of responsibility and sustainability into our curricula, this problem is as relevant as ever.

### Regenerative Curriculum Design matters

The Regenerative Curriculum Design is rooted in disrupting the analytical and linear approach dominating business education by introducing creative methods that have been practiced under the umbrella of "Design Thinking" in design schools (Dunne & Martin, 2006; Glen et al., 2014). We argue that Design Thinking "cannot be taught through traditional lecturing pedagogy" (Jevkević-Qvar et al., 2017).

The Design Thinking focus on human-centricity, empathy, collaboration and interdisciplinarity proves to serve as a valuable vehicle for civic engagement that requires students' active engagement with the local community and enhanced critical reflexivity (Boland, 2014). Taking students out of the classroom and into the 'place' stimulates the sense of urgency and complexity, and emphasises the reality of how the United Nations Sustainable Development Goals manifest locally right here and now. In our scholarship, we draw on the recent (sector enquiry) that draws attention to the importance of integrating business education with (civic engagement).

Our regenerative curriculum approach is characterised by practice-based,

immersive, stakeholder and context-driven teaching and learning. Our vision is to co-create innovative and collaborative learning experiences that will leave a positive impact on our society. Using experiential learning and design thinking principles in the delivery of the Lancaster University postgraduate module "Design Thinking and Innovation" and associated extracurricular engagement, we created a blueprint for a transformative, cross-disciplinary and practice-based approach to curriculum development in business education.

### Student-led place-making

We implemented the regenerative curriculum approach on the postgraduate Entrepreneurship and Innovation programme, and then expanded into extra-curricular initiatives involving the Lancaster Business Improvement District and the Lancaster City Council.

Instead of relying on a preconceived case study, the curriculum revolves around a lived case: the Lancaster City Challenge. Using Design Thinking methods, students engage with the city through various immersive research methods such as ethnography, observation and experimentation with visual data capturing techniques. Students navigate the complexity of the place and build a new identity as 'agents of change' that comes with an increased sense of belonging, responsibility, and a transferable portfolio of skills for their future careers.

We purposefully chose the term 'regenerative' curriculum design to capture the significant impact we achieved on local business leaders and

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policymakers who appreciated the knowledge exchange with students, and who now recognise the business schools role as a place-leader and anchor institution in promoting sustainable and inclusive innovation.

### What are the challenges?

Enacting the regenerative curriculum comes with its challenges: the three most notable ones include the changing role of the educator, the need for continuous, responsible stakeholder engagement, and scalability. The educator is required to become a facilitator of a pluralised, real-life experiment where students and local communities co-design the curriculum in real-time.

Developing a reliable network of external partnerships requires continuous investment in developing and managing external relationships while remaining mindful of reciprocity, possible ethical constraints and community over-engagement. Finally, there is a logistics challenge associated with scaling delivery given the trend for larger cohort sizes and fewer appropriate delivery venues.

### Is it worth it?

Our students' and stakeholders' feedback and enthusiasm for local responsible change nourish our purpose and vision:

*"My personal learning that I will take with me is paying more attention to the role of the place in identifying and seizing entrepreneurial opportunities. We are proud of ourselves to help make contributions to the city we now call home."* (Postgraduate student, 2021)

Our unifying aim is to transform the connection between the campus and the city through incorporating a design-led, place-based pedagogy. Our experience shows that instead of teaching about responsibility and sustainability, we must invest in an immersive, place-based curriculum that enhances students' commitment to regenerative actions and place stewardship on their journeys to entrepreneurship.

*"The academic team has a collaborative approach, which will contribute to the University's civic agenda and meet the needs of our local communities, with an underpinning aim to foster students' understanding of place and the importance of local innovation systems as part of their entrepreneurship education."* (Head of Stakeholder Relations, Lancaster University)





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