



Community Learning as Problem Solving

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Community Learning as Problem Solving

- 'Learning' concepts
- Field studies
 - Similarities
 - Differences
 - outcomes
- A new model

1 Learning Concepts

Learning: individual? >< collective?

Social learning (Bandura 1977)

Community learning (Wenger 2005)

Learning as problem solving

Tisza Corner. Hungary



Drawing by L Szabo,
1967





2 Field Studies I: Similarities

- Small towns in the 'Tisza Corner'
- Mostly agricultural w/ slight industrialisation
- Administrative functions
- Deportations
- Secondary schools after WW2

2 Field Studies II: Contradictions

- Identity revival and narratives
 - K: Catholic, *central adm functions*, 'shared identities', mixed narratives,
 - T: protestant, The Granary, industrialisation in the periphery
- School
 - K: Established by the state (1953)
 - T: Initiated bottom up (1945-48)
- Coordination
 - K: competition instead of coalition

3 Field Studies III: Outcomes

- Filling stations (as a metaphor)
- Demography
 - K: loss (14000 > 8400)
 - T: gains (10000 > 11080)
- Schools
 - K: loosing (grammar school programme)
 - T: blooming (new special programme: military education)

4 A New Model

- The community is **challenged**.
- The leading figures of the community **formulate the problem** caused by the new challenge. A **competition starts**.
- The community **meets the challenge**.
- The new knowledge, information and competencies, necessary for solving the problem, **will be integrated** into the traditions of the community.
- The community--with experiences of successful problem solvings, of gathering up-to-date information, knowledge and competencies, and under the leadership of those who successfully met the challenge--**transforms from its former conditions into its future self**.

Literature

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Thank you for your attention!

Learning Communities in the Making

- 1 How Do Communities Learn?
- 2 Tisza Corner: A periphery in the heart of the country
- 3 Community 1 (Kunszentmárton)
- 4 Community 2 (Tiszaföldvár)
- 5 Lessons

1 How Do Communities Learn?

The result of our former LeaRn studies:

- A social challenge – 1989/90
- Meeting the challenge - transformation
- Quest of information and (new) knowledge
 - Traditional and emerging social groups
- The function of narratives

2 The Tisza Corner







The Characteristics of the Tisza-Corner

- Mysterious deaths > murder (1930)
- Closed territory (economic, social, cultural)
- A „border region” (historical minorities)
- Unable to transform after 1989/90

3 Community 1



Community 1 (Kunszentmarton)

1 Economy

- Agricultural industry (late 19th c)
- 1989/90: nationalised industry (developed after 1949)
- Privatisation > loss of market

2 Demography

14 000 > 8 000

Community 1

3 Education

1953 -: grammar school + VET

1992 -: institutional merging > VET
education

2014 -: loss of the grammar school prgm

Elites: Fighting to meet the challenge

Group A: The local history collection

Group B: The local parish

4 Community 2



Community 2 (Tiszaföldvár)

- Demography
 - 12 000 > 13 000
- Economy
 - 19th c -: one large estate, agr modernisation
 - 1922 - : shoe industry (nearby)
 - 1949 -: agr cooperative (state support+small industry)
 - 1989/90: no major privatisation

Community 2

- Education: Secondary school in the centre
 - 1948 -: Grammar school (grassroot)
 - VET education: initiated by and integrated to
 - Local geography and history collection: independent > cooperation
- Elites:
 - Horizontal cooperation
 - Secondary school as coordinator
 - History (narratives) as means for community building

A Comparison

- The Challenge: 1989/90
 - Com 1: Industry privatisation: a loss
 - Com 2: agriculture: relatively stabilised
- Quest of New Answers
 - Rivalry, if education is not in the ctr (Com 1)
 - Cooperation, horizontal, w/ school in the ctr (Com 2)
- The Functions of Narratives
 - Local history legitimating the present (Com 1)
 - Local history as means of community development (Com 2)

5 Lessons

How Do Communities Really Learn?

Historical challenge: 1989/90

Serious competition for the new knowledge
(more than it would be thought earlier)

Ed institutions (local collections!) have the
key roles

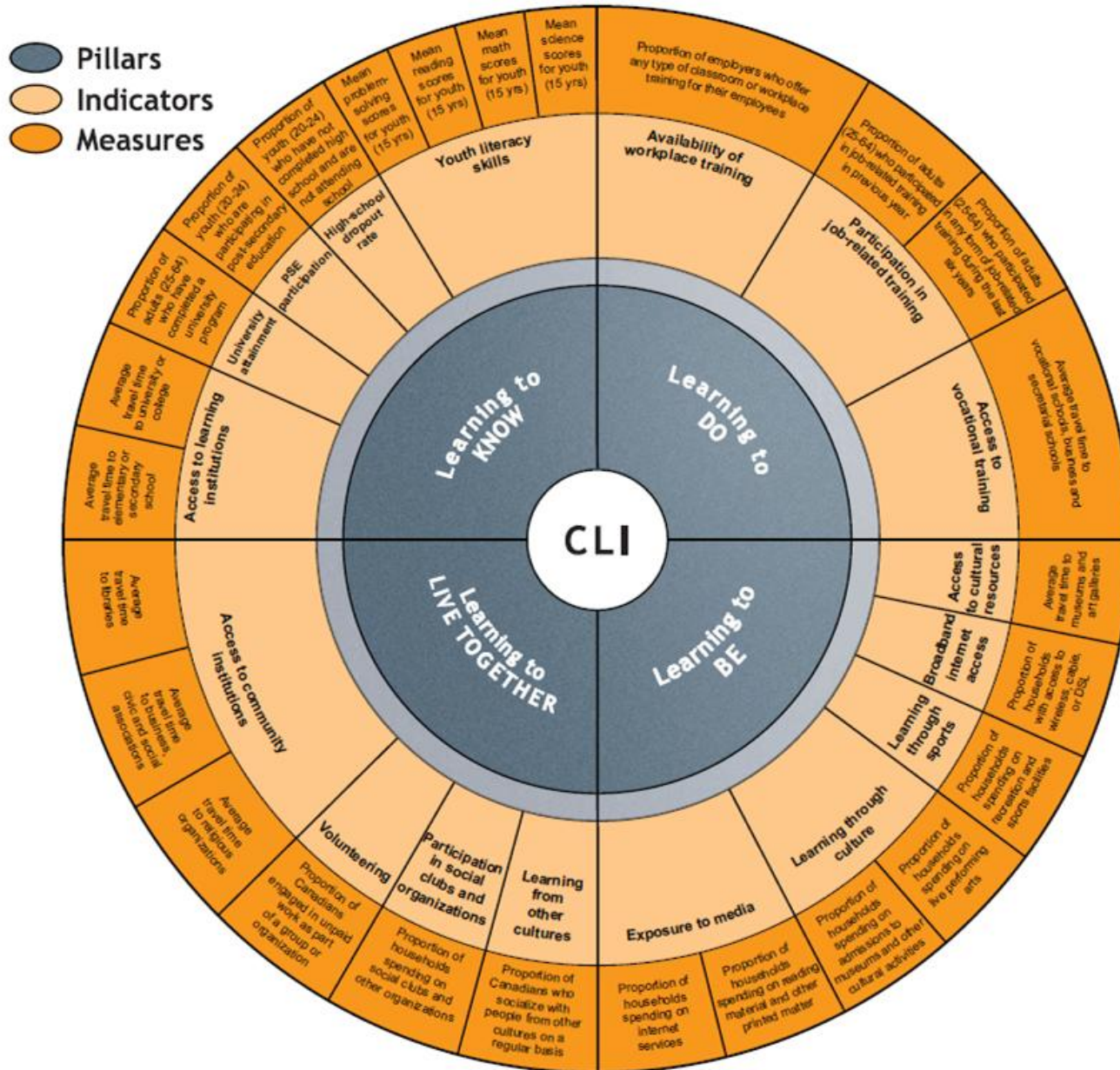
Local histories have various functions

Selected Literature

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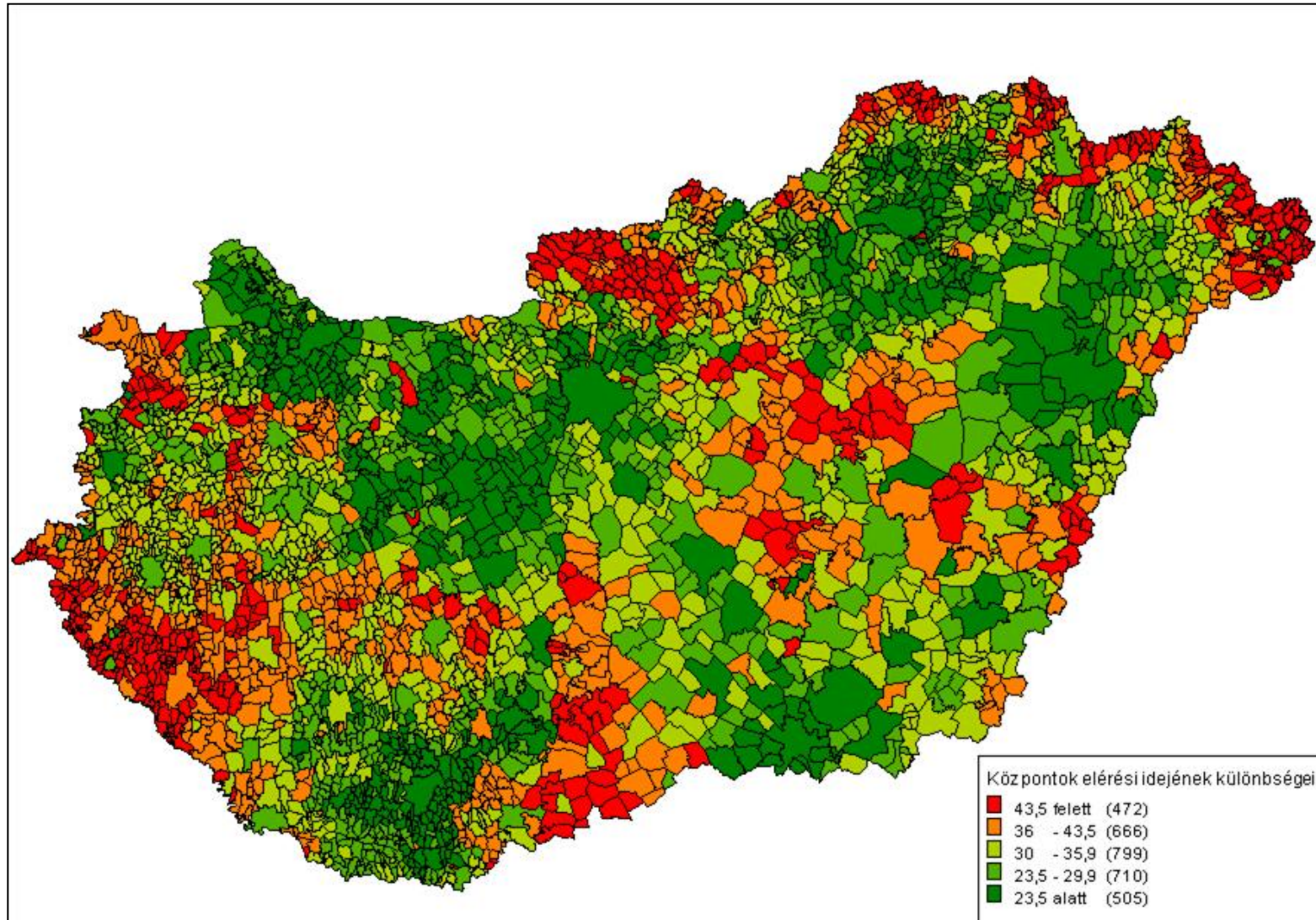
The Components of the 2010 CLI (www.cli-ica.ca)



A központok időbeli elérhetőségének különbségei

[%]

(Forrás: TEIR, GEOX, 2011)



Tiszazug jellemzése

- Fekvés (Kiskunság – Nagyikunság közt)
- Történet (arzénes gyilkosság)
- Sorvadó falvak – kiemelkedő kisvárosok

Case Y (Tiszaföldvár)

- Népeség: K-hoz képest növekszik
- Gazdaság: Podmaniczky > Martfű
- Intézmények
 - Középiskola: virágzik, vezető szerep
 - Természetföldrajzi múzeum: kooperál
- Múlt: földolgozása
- Elit: kooperál
- Eredmény: vezető szerepre tör

Comparisons

- Múltat földolgozni (T-ben megy, K-ban nem)
- Két iskola verseng, melyik adja föl?
- Egyikben összefogott a R&E, a másikban szétesik
- K-ban egymással harcol az elit; T-ben kooperál
- K-ban vissza akarják állítani, T-ben új utakat keresnek.
- Személyek fontossága

Community 1 (Kunszentmarton)

- Kb 10 000 lakos, csökkenő népesség
- Múlt: virágzó, majd 1945-től törés stb
- Rendszerváltozás „betesz”
- Helyi elit küzdelme (polgármester)
 - Középiskola, hal meg
 - Helytörténeti múzeum, virágzik
 - Plébánia, átveszi az „irányítást”
- Eredmény: elveszti központi jellegét

