

Lighting the Brighton Fuse

Tom Byford, Wired Sussex

and Dr Jonathan Sapsed, University of Brighton

10 April 2013





- 2 year project to map, measure and enhance the Creative-Digital-IT cluster in Brighton and Hove
- 1500 firms
- Communities of freelancers, artists
- Festivals, Universities

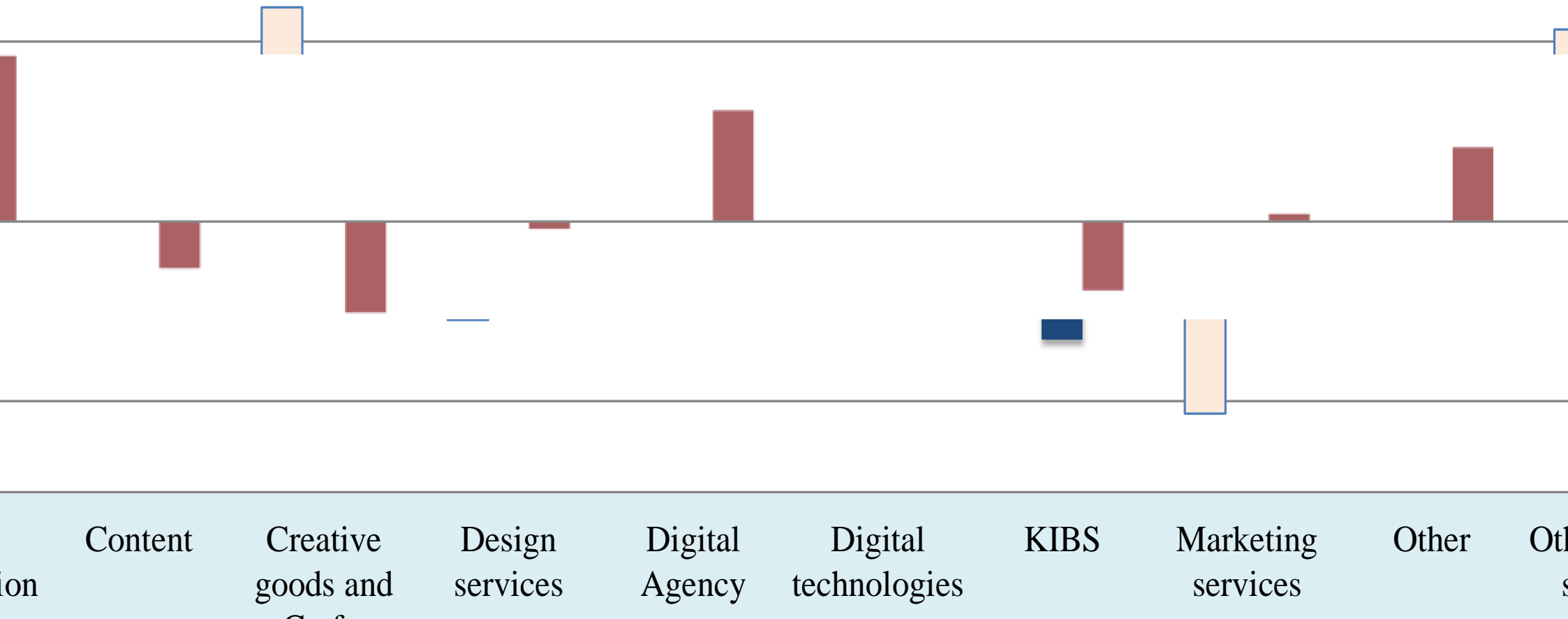
three types of barriers

| | Factors | | |
|---|---------|---------|--------|
| | Money | Mastery | Market |
| Difficulties in accessing external resources | ✓ | | |
| Unfavourable current economic climate | ✓ | | |
| Insufficient revenues to reinvest in growing the business | ✓ | | |
| Low levels of the skills of our workforce | | ✓ | |
| Lack of managerial skills in our business | | ✓ | |
| Excessive workload | | ✓ | |
| Too much competition in our markets | | | ✓ |
| Low level of visibility and profile | | | ✓ |
| Lack of bargaining power with clients | | | |

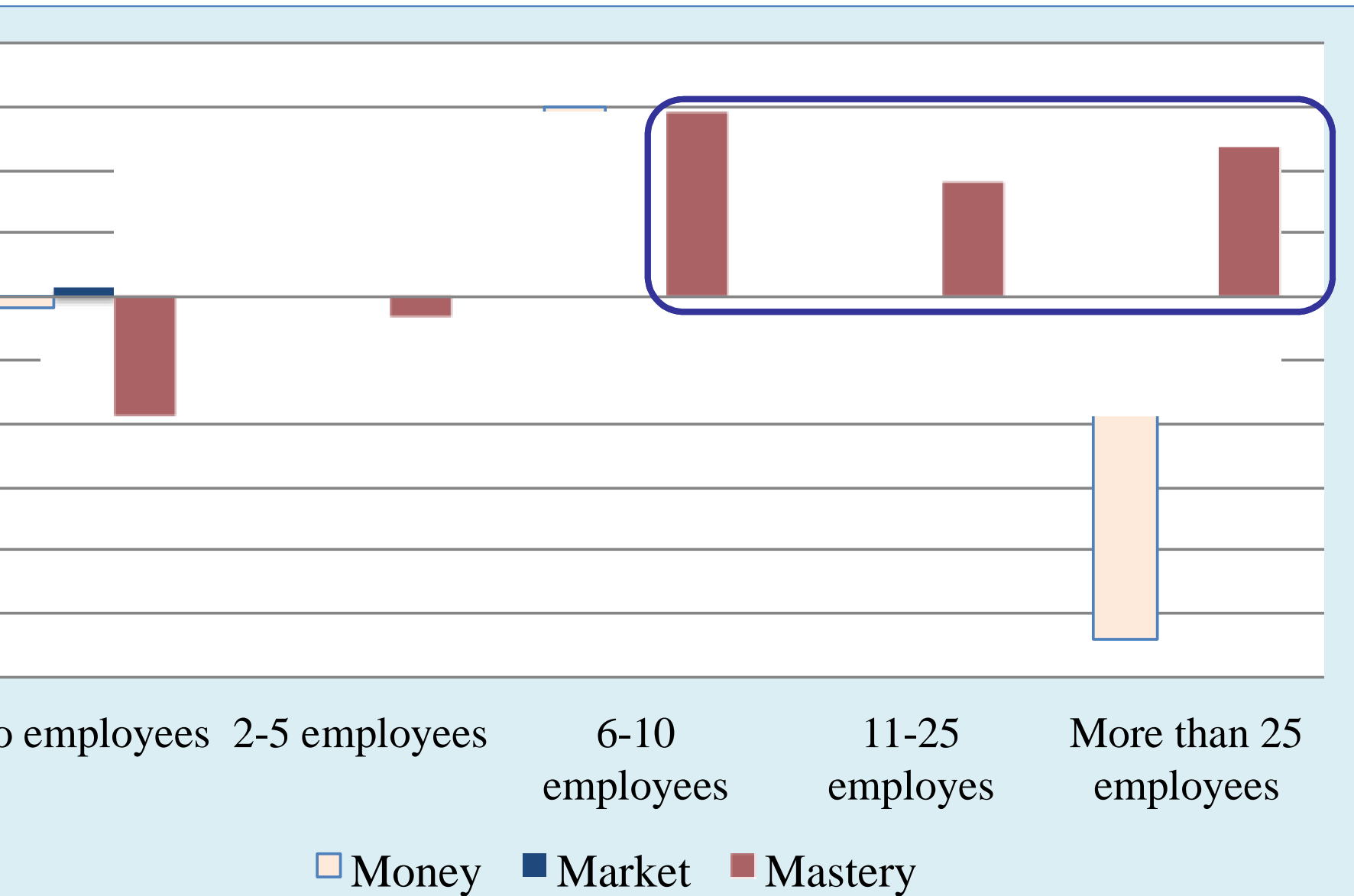
These barriers can be statistically summarised by three factors: Economic and financial barriers (‘**Money**’), barriers related to high levels of competition (‘**Market**’), and barriers related to skills and workload (‘**Master**’).

barriers to growth

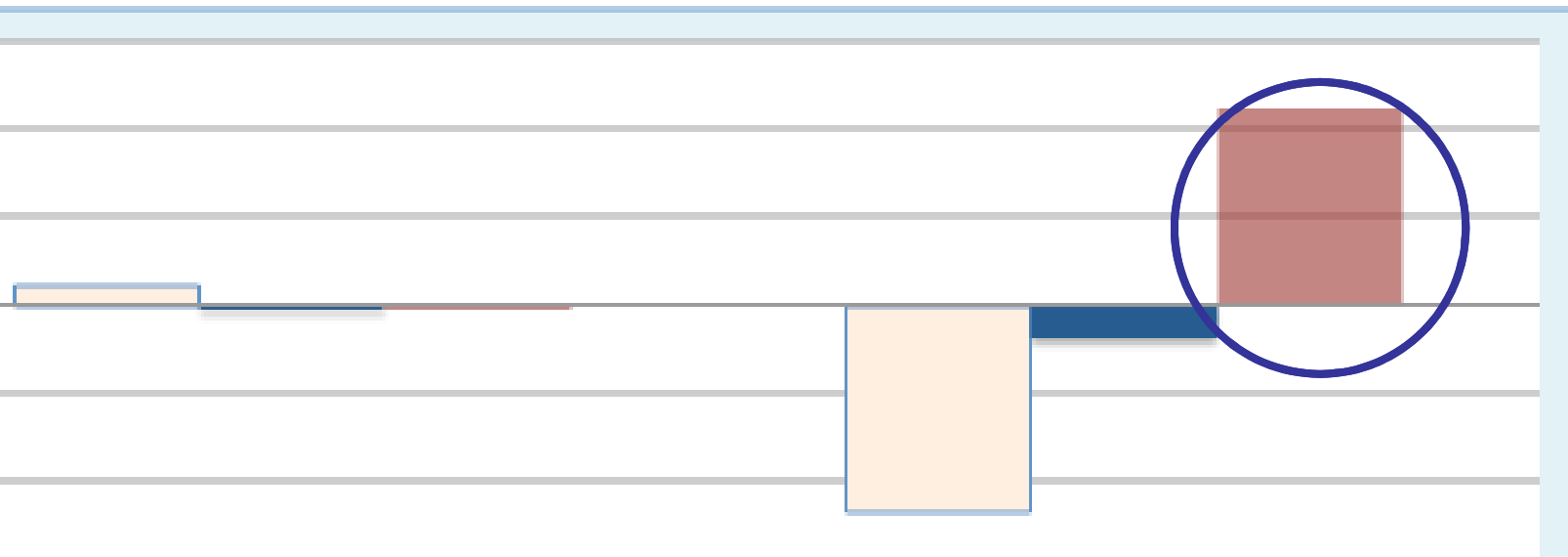
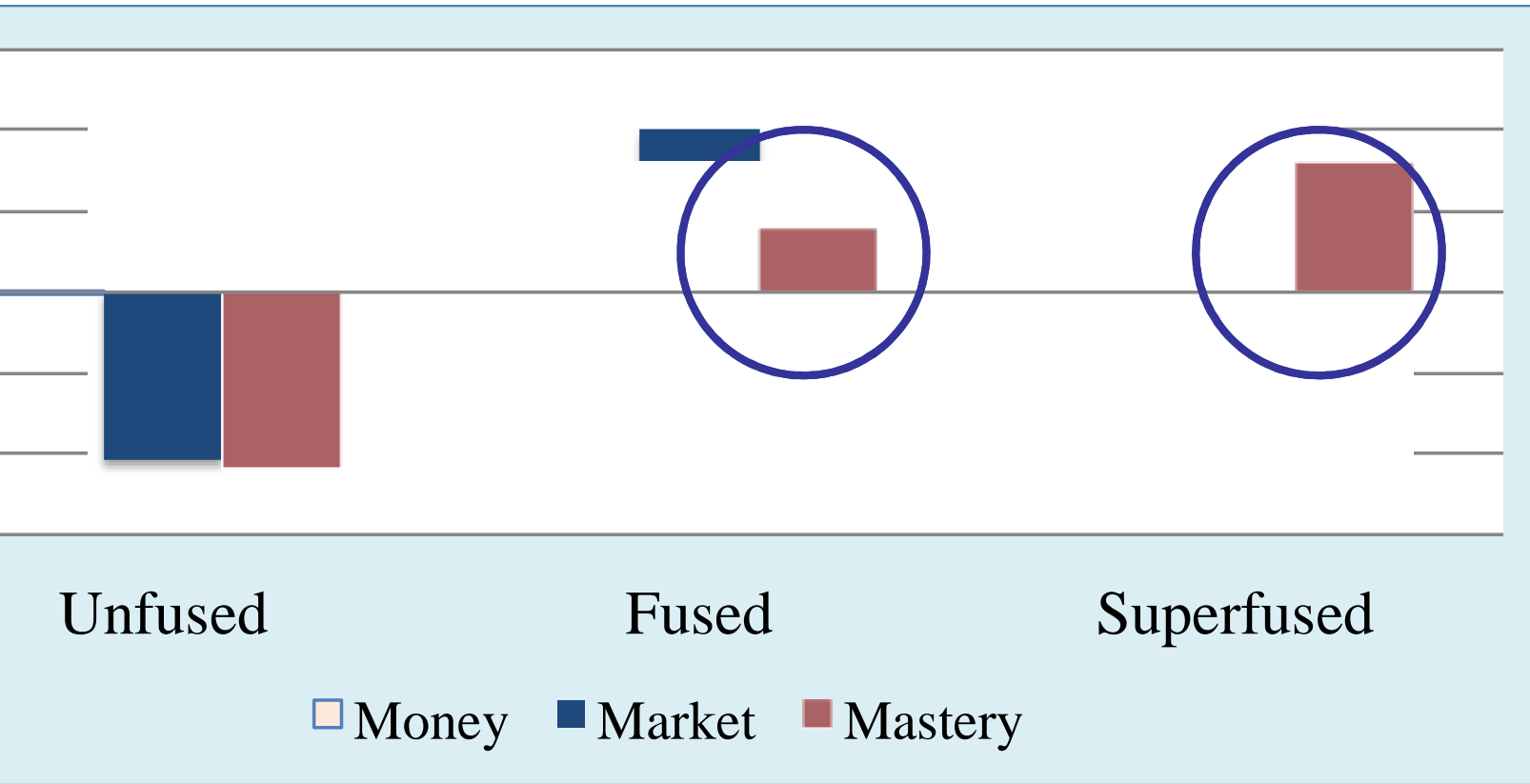
companies are facing
kinds of barriers more
than average



barriers

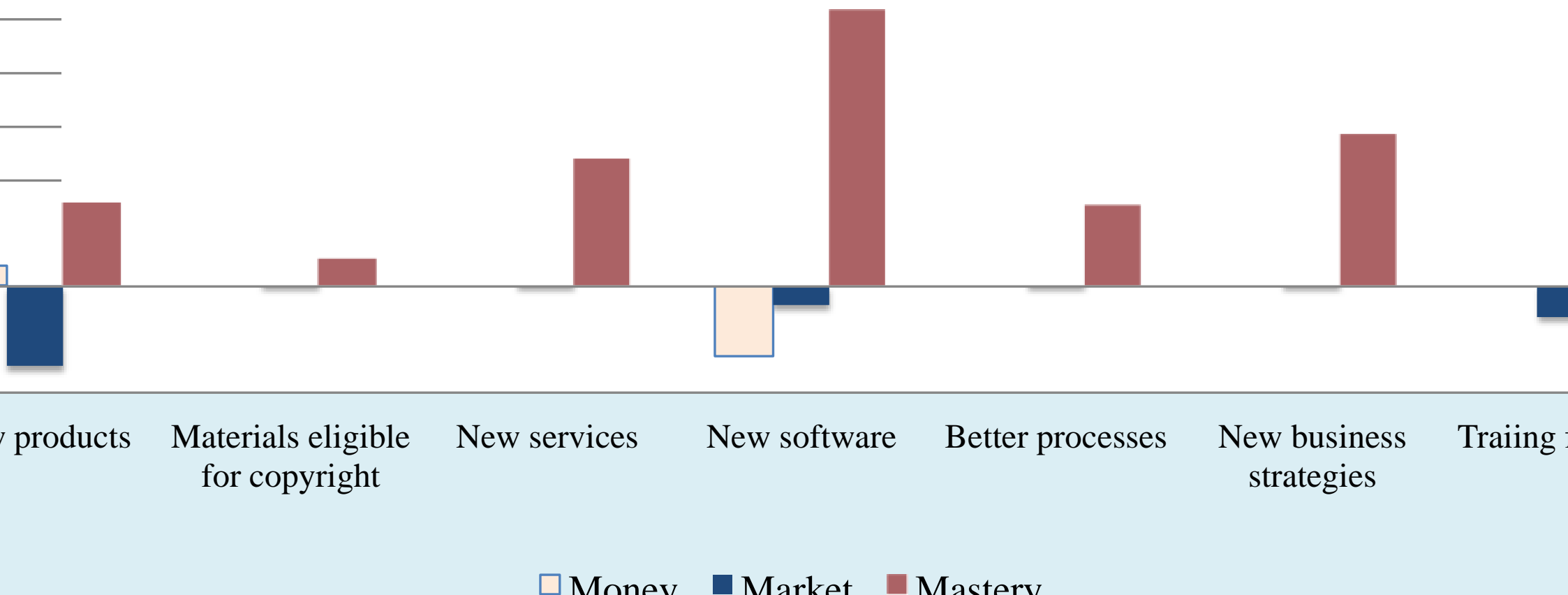


more likely to face skill barriers



skills and managerial barriers

Regardless the kind of innovative activity undertaken, innovative firms always face skills and managerial barriers ('Mastery')



How do we support and create more innovators?

Analysis of 5 international learning institutions that support and create innovators

- dSchool at Stanford University
- HyperIsland
- Ravensbourne
- KaosPilots
- EDX at University of Colorado

All institutions see their future form and function as an evolving, integrated network of learners and professionals with real projects at the core.

Common relationships
between academia and
external organisations
underpins model

Common forms of provision:

Immersive programmes for
students (1-3 yrs)

Short 'Executive Education'
programmes (workshops /
projects of unspecified duration,
events and conferences)

Intensive collaboration within
labs or incubators

- Commitment to meeting future
challenges through adapting
and embracing constantly evolving
needs of learners and
professionals as collaborators
- Desire to grow institution as hub with
ecosystem of professional and
geographical communities and networks
- Desire to recruit and support a diverse
intake of ambitious learners committed to
growth both personally and professionally
as creative leaders

Institution summary

- ***dSchool*** is perhaps the most loose and open with the simplest model of design thinking
- ***Ravensbourne*** is perhaps the most traditional and comprehensive in terms of the range of courses with local and international markets
- ***Hyper Island*** has perhaps the widest global reach with centres in three countries
- ***BDW*** is perhaps the most commercially focused with participants from leading organisations such as IDEO, Google and Apple
- ***KaosPilots*** is perhaps the most holistic in terms of it's

Learning models

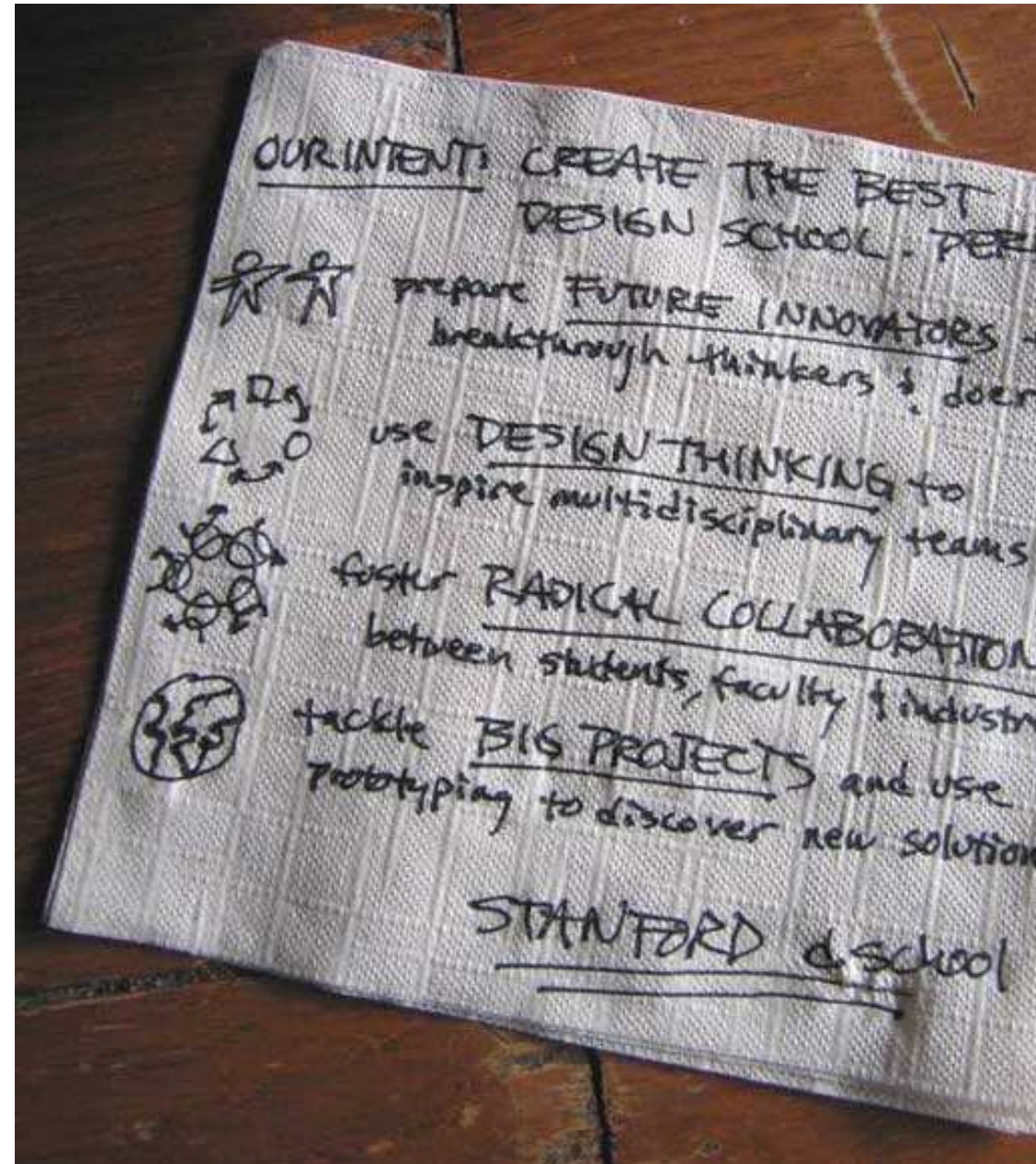
Experiential Learning:
Thinking and doing -
learning as a verb

Universal applicability

- Lifelong learning as a mindset
- Independent and group learning

Centrality of real projects:
Partnerships in action

Manifestos for inspiring and
guiding



Learning models 2

- Holistic outcomes: methodologies for solving the world's problems
- Participation: open access, classes, individual and group projects
- Accreditation and non-accreditation
- Development of a culture to support network growth suggests connectivism (Downes, Siemens et al) as learning theory based on relationship between work experience, learning and knowledge)
- Location and reputation: facilities within hub buildings and partner delivery, vital importance of inspirational founders

Towards a model to understand BIMM

- Layer one is an abstract layer comprising ***creativity, technical/technology and business skills***
- Layer two is the practical ***real project-based opportunities*** provided through strong relationships and ***networks***
- Layer three is the ***culture of learning***: lifelong, holistic, personal and group based

cal creative arning case study



BIMM (Brighton Institute of Modern Music) opened in 2002 and now has 1500+ students studying from FE to PG levels, in Brighton, Bristol, London, Manchester

Successful BIMM graduate, (iTunes number 1 album) taking a break for a couple of years - offering experience back to BIMM as a teacher. "This requires a 10 year cycle to

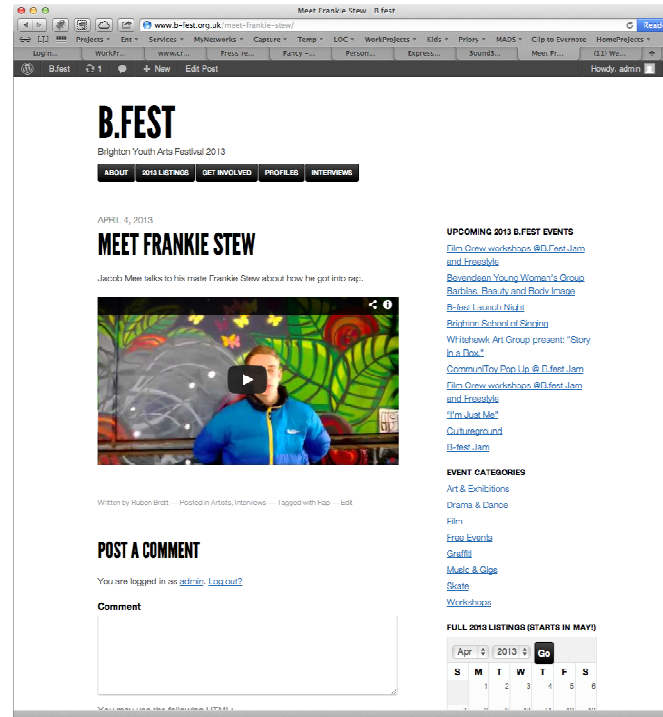
18 year old rapper

BIMM student

Touring nationally

Completely plugged
in to communities of
practice – formal via
BIMM and local
informal networks –
Brighton Youth Arts
Festival

Highly digitally



ISTILLLIKEYOU
ESPITEWHATYOU
MIGHTDOICANTH
IDEWHATIFINDTR
UE

READOURBLOG
DOWNLOADFROMBANDCAMP
PEEPOURYOUTUBE
LISTENTOOURSOUNDCLOUD
TRACKUSONTUMBLR
FOLLOWUSONTWITTER
FINDUSONFACEBOOK
COPSOMEMERCHANDISE
BOOKUSFORASHOW
GETHARVEYSBEATS
GETANKEYPASS

ESCAUC

BIMM model of **education, rock 'n' roll and business** is designed and delivered by musicians for musicians

Teaching and learning model emphasises **learning by doing** - individual groups - being in bands, gigging, doing placements – creating musical capital and habitus (Bourdieu 1977, 1979, 1990, 1998)

Modern conservatoire with key difference of focusing on **composition**

For students BIMM is at the nexus of the musician's world which involves **formal learning process through communities of practice** (all tutors and industry professionals) and informal learning community outside of college (Lave & Wenger 1991b)

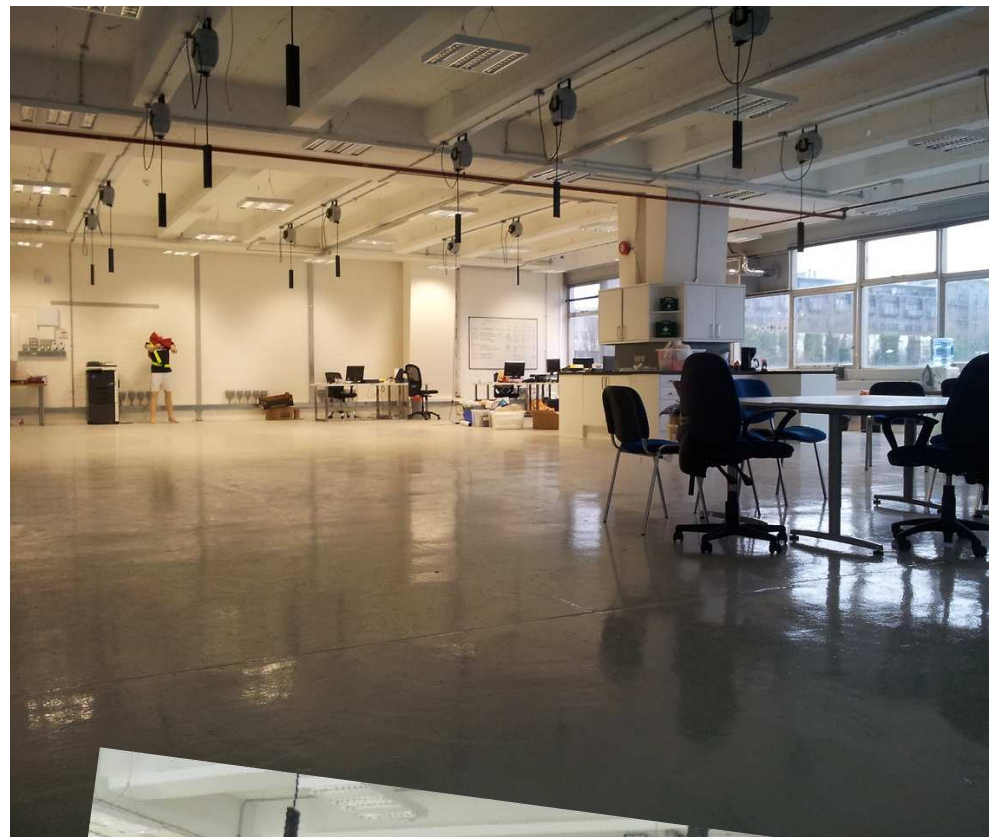
Action research led by Mark Irwin to explore formal and informal relationships and reflective practice Schon(1983) and Moon(1999, 2004) feeding internal culture and pedagogy

Academic and industry relationships underpin success with **validation** (University of Sussex & Middlesex) and **evolution** (action research) equally important

to add to the AHRC Brighton Fuse
project, EU INTERREG funding as
part of the ReCreate partnership
to deliver new work, exhibition,
studio and **learning spaces** for the
city's creative, artistic and
entrepreneurial talent

FuseBox is the main workspace
and **hub** for the creative industries
occupying 3500sq ft of New
England House

managed and partially occupied by
Wired Sussex it will deliver **pilot
learning programmes** in Q2 2013

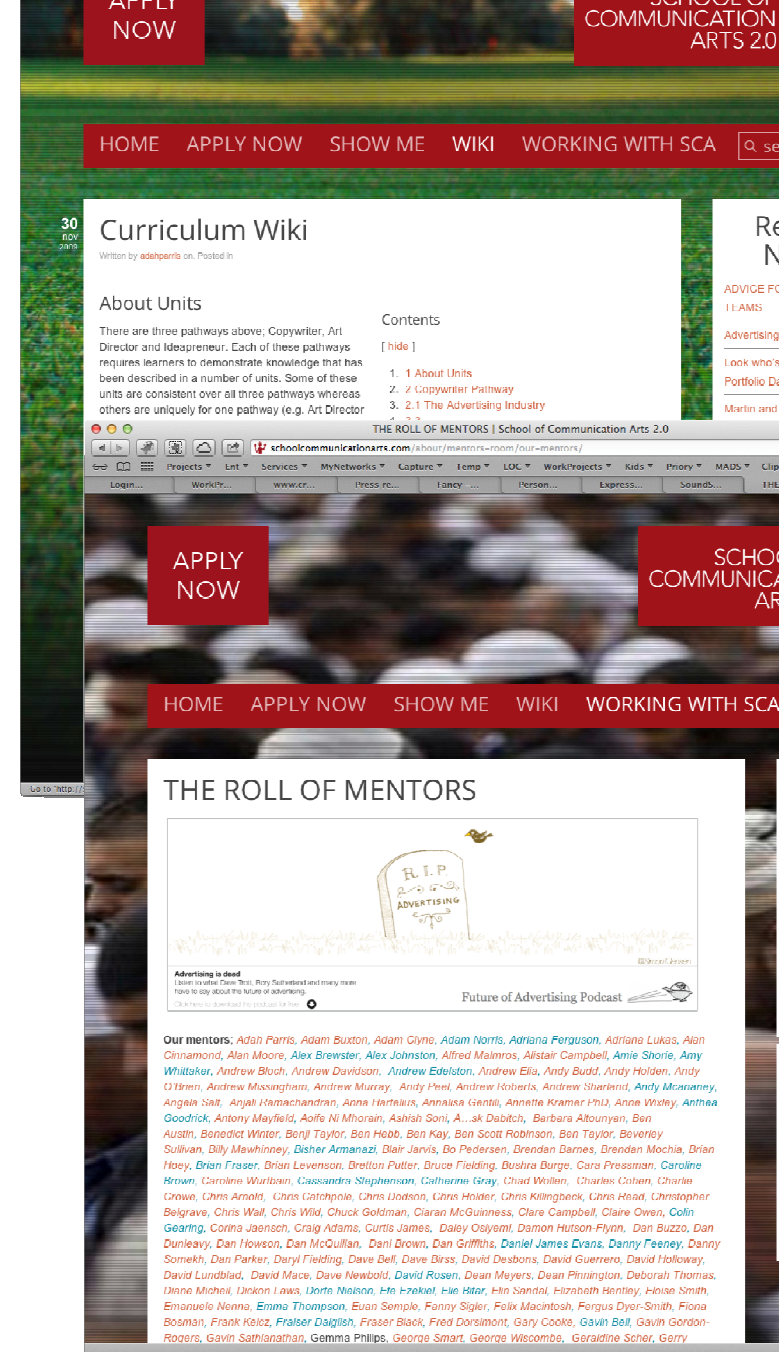


purpose is to address skills gaps,
serve innovators through the trial of
teaching and learning models and
experiences that serve the 'disruption
agenda'

Working with *Insiders* and *Rising Stars*
April and May 2013, **creating**
curricula based on threshold concepts

capturing learnings and establishing
learning platform as inspired by the
advertising industry - led School of
Communication Arts

aiming to establish **personal learning**
networks on both formal and informal



Conclusions and Questions

- There is a demand for new learning models
- Business Model? Universities face institutional barriers in responding to this demand, but will FuseBox be self-sustaining?
- Will CDIT sector support financially and or otherwise?
- What role for accreditation?
- What educational theories should drive the model?
 - Threshold knowledge and threshold concepts (Meyer and Land)
 - Connectivism (Downes, Siemens), social learning (Bandura)?