Shakin' the classroom
Spreading alternative knowledge sharing methods

Please briefly explain the knowledge sharing method/approach/tool.
What are the main processes? What are the expected outcomes? In what ways does that method bring change or represent an alternative to existing or dominant knowledge sharing settings and methods?

Ad-hoc Education and Research method is based on the idea that for any new run of the course/program the curriculum is re-created each time and all the participants participated in this process as well as all the processes related to the program, even partly to an admission campaign. The course organizer (curator) describes in the brief notice which topics he wants to explore and learn. Those descriptions are used to attract other students (participants) and experts (advanced participants). For the participants the course is free as well as advanced participants are not paid - they must see other than money benefits of participation. As the participants are on board (in the admission process they also participate in interviewing each other) they start to be involved together with the curator in designing and operating the course. The outcomes are:
- participant have experiences in co-creating educational environments/ecosystems (communities are also often created as a side-effect)
- the knowledge is found/created and acquired / skills are trained

If possible, please briefly explain the context in which the method has been developed.
Who were the main actors? What were the main reasons/motivations/inspirations behind the creation? Which previous developments have influenced it? If relevant, in what ways did the method/tool develop or change over time or in different locations/contexts?

School and university students are mostly still taught in the top-down model. Ad-hoc Education and Research is by design gives them practice where they are the main educators and researchers, they learn how to create their courses particularly for themselves and for the group they are in. It means they identify topics and find experts who can provide most actual and deep insights, if an expert is not professional in sharing his/her knowledge they also learn how to prepare and ask questions, to have the knowledge presented without bothering an expert to dedicate additional time to prepare a lecture/workshop. The practice also shows that even if there are top experts in a particular field they are easily reachable and open to sharing (pro bono) when the whole approach of Ad-hoc Education and Research method becomes clear to them. As most often we use this approach for areas where still no well-developed courses and trainings all the participants are co-creators and experts also can benefit by structuring their knowledge during the process.
The area and topics of the graduate project are extremely wide, the only key requirement is that the result has to be needed and use at least for 2-3 persons, but not for the sake of having a graduate thesis completed.

In your opinion, what kind of settings and participants is the method best suited for?
E.g. age, educational level, cultural and professional background, etc.

All the participants have not to be too tight/limited by surrounding context, systems, and time frames.

Are there any limitations?
Are there any requirements or limits in terms of location, number/profile of participants, tools and devices, time constraints and other? Are there certain skills, sensitivities or relations that need to be developed or

assumed for the method to be successfully applied? Are there any contexts for which this method is not best suited?

> We didn't try it remotely (online), but I suggest it could also work via Zoom and other collaborative tools.

What are your experiences with the method?

In case you have tested or experienced the method beyond its primary environment, what are your experiences? Would you change anything or suggest further development?

> This method I used to create and run for 4 years of the program 'Game|Changers'.https://en.wikipedia.org/wiki/GameChangers It was aimed at highly motivated students and recent graduates of technical and non- technical universities who desire to investigate the IT industry and contribute with the best they can to the cause. It consisted of: classes with experts and key persons from the IT industry, Universities, marketing and management fields; intensive networking; project-based work; internships in leading IT companies, business incubators and venture funds. Lectures and master classes were important, but the emphasis was on learning through discussions, case studies and individual and group research projects as well as reading. The program was in St. Petersburg (Russia) for four semesters with a few visits to Moscow, Finland, and co-working abroad. Semester I was a theoretical one and consists of weekly classes, homework and research tasks. Semester II was devoted to special tracks, a minimum of two of which were chosen by a participant. Semesters III and IV were allocated for graduate projects. Participation for students required about 4–8 study hours and 8–16 homework hours weekly.

Could you provide any relevant testimonies?

If possible, please provide testimonies, reflections and statements about the method from its authors and/or users.

Additional references

If possible, please provide additional links, materials, instructions and other relevant content.

> Photos are here https://www.facebook.com/GameChangersRussia/
> first beta version of the program web-site https://sites.google.com/site/itindustryintro/