Pattern Languages as Media for Creative Dialogue: Functional Analysis of Dialogue Workshops

Iba, Takashi

Faculty of Policy Management, Keio University, Endo 5322, Fujisawa Kanagawa, Japan

iba@sfc.keio.ac.jp

This paper presents the Dialogue Workshop as an application for using pattern languages as media for creative dialogue. The workshop provides participants an opportunity to reflect on their experiences, talk about them with others, and visualize the future using pattern languages. This paper elucidates the functions of the Dialogue Workshop. The manifest functions of the Dialogue Workshop are [M1] Good Opportunity for Dialogue with Others, [M2] Building Images of Actions from Stories, and [M3] Rediscovering Self. The latent functions of the Dialogue Workshops are [L1] Discovering the Pleasure of Dialogue, [L2] Becoming Encouraged toward the Future, and [L3] Discovering Meaning. These functions are confirmed by feedback from workshop participants.

Pattern Language; Dialogue, Workshop, Learning; Functional Analysis

1. Introduction

The idea of using pattern languages to describe design knowledge was proposed by Christopher Alexander (Alexander et al., 1977; Alexander, 1979). His intent in creating pattern languages was to help people become involved in the design process for their towns and buildings (Alexander et al., 1985). At the stage (in about 1985) that I call "Pattern Language 1.0" (Iba, 2011a, 2012, 2014), architects used pattern languages to share design knowledge with laypersons. Ten years later, Alexander's concept of the pattern language was adopted into the software design field (Beck and Cunningham, 1987). In this new stage, which I call "Pattern Language 2.0," the pattern language began to be used differently. Although it described design knowledge for software development, its main purpose became filling the technical gap between expert and less experienced designers.

Thereafter, pattern languages expanded into creative human actions such as education (Pedagogical Patterns Editorial Board, 2012), organizational change (Manns and Rising, 2005), collaboration (Iba and Iba Laboratory, 2014a), learning (Iba and Iba Laboratory, 2014b), and presentation (Iba and Iba Laboratory, 2014c). At this stage, which I call "Pattern Language 3.0," the use of pattern languages turned toward the sharing of stories of experience. In stages 1.0 and 2.0, people learned from the description of a pattern itself. In stage 3.0, patterns helped users to illuminate less noticeable parts of their experience, which helped them to reconsider the experience, talk about it, and share it with others. In this way, people become familiar with others' diverse experiences, and can learn much more than the content of the patterns themselves. In addition, based on the patterns, there is room for one to think creatively about one's own ways. Thus, stated simply, pattern languages act as media for creative dialogue on experience.

In this study, I introduce the Dialogue Workshop as an application of pattern languages as media for creative dialogue. This study conducts a functional analysis of the workshop and confirms the analysis with feedback from the workshop participants.

2. Dialogue Workshop with a Pattern Language

The easiest implementation of pattern languages as media for creative dialogues is organizing a Dialogue Workshop (Iba, 2011b, 2011c; Iba et al., 2012). The workshop provides participants an opportunity to reflect on their experiences, talk about them with others, and visualize the future using pattern languages. In this workshop, first, participants are asked to recall their experiences in terms of the provided pattern language. They are asked to choo-

se five patterns they wish to master in the near future. Then, participants are free to mingle and to find and talk with other participants. When they find someone who has experienced a pattern they want to master, they listen to the other participant's story.

So far I have held over 70 workshops, both in Japan, in United States, and at international conferences, for various groups including college students, teachers, business people, designers, and engineers, using the Learning Patterns, the Collaboration Patterns, and the Presentation Patterns. Since 2011, Dialogue Workshops with Learning Patterns (Iba and Iba Laboratory, 2014b; Figure 1, and see also Appendix) have been held for all freshmen — 900 students annually — at the Faculties of Policy Management and Environment and Information Studies at Keio University (Figure 2). The same workshops have also been organized at U.S.- an university and international conferences (Figures 3 and 4).
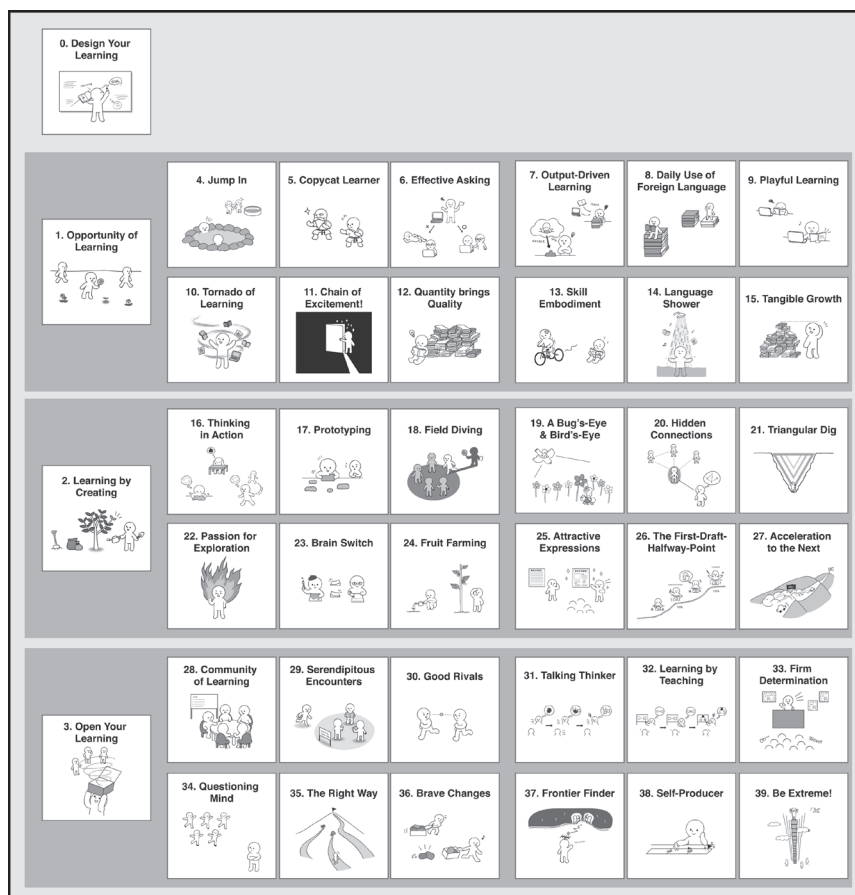

Figure 1: Overview of the Learning Patterns

Figure 2: Dialogue Workshop with Learning Patterns (Keio University, Japan, 2013)

Figure 3: Dialogue Workshop with Learning Patterns (University of North Carolina at Asheville, USA, 2014)

Figure 4: Dialogue Workshop with Learning Patterns (International Conference on Collaborative Innovation Networks, Switzerland, 2012)

3. Analysis of the Participants' Feedback of Dialogue Workshop

Based on my intent, the manifest functions, i.e., the intended results, of the Dialogue Workshop are as follows: [M1] Good Opportunity for Dialogue with Others, [M2] Building Images of Actions from Stories, and [M3] Rediscovering Self. The latent functions, i.e., the unintended results, are as follows: [L1] Discovering the Pleasure of Dialogue, [L2] Becoming Encouraged toward the Future, and [L3] Discovering Meaning. A functional overview of Dialogue Workshops is shown in Figure 5. In what follows, I provide feedback on each function from workshop participants.
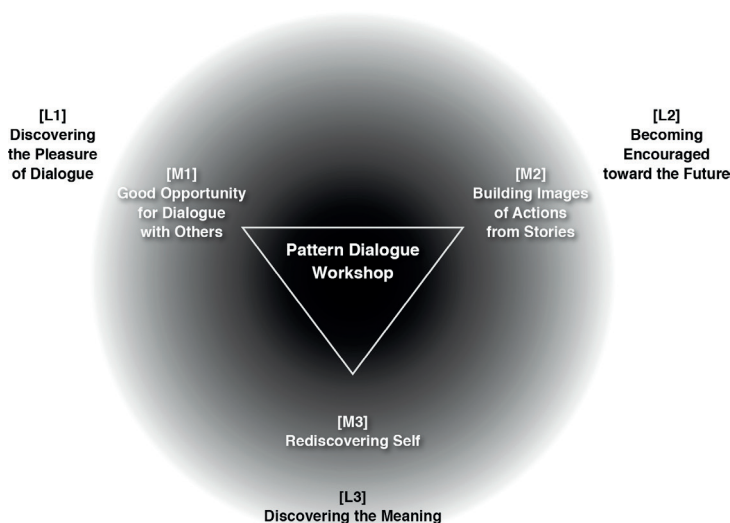

Figure 5: Overview of the functions of the Dialogue Workshop

The following are the examples of feedback from participants of the Dialogue Workshop with Learning Patterns at Keio University in April 2014. In total, 912 freshmen participated. The author translated the comments and added emphasis by underlining them.

[M1] Good Opportunity for Dialogue with Others. In the workshop, participants are instructed to talk only to people they do not know. This rule provides them with a sense of the extraordinary. Of the many survey comments received, many workshop participants said that they were able to talk to people they had never talked to before. About 20% of participants wrote comments similar to the followings.

» This workshop was a good opportunity for me to meet and talk to many new people.

» The talks in the workshop were a precious experience for seeing the different values that people have.

» It was a surprise to find out so many people around me had ideas that I never thought of before. Talking to people who would listen closely to my stories and answer my questions generously made the workshop very inspiring.

» At first, I felt uneasy talking to new people, but once the workshop started, it was a lot of fun.

» Honestly, I am very shy and usually don't speak to anyone I don't know. However, once I started to talk with my peers, it was interesting to find out about their thoughts and values that that were clearly different from mine.

» At first, I felt resistance in speaking with people I didn't know. However, once the workshop started, I realized how much fun it is to learn about different viewpoints that people have and also to talk to these people with pure interest. This workshop, which provided me a good experience of talking to people without any hesitation, was truly fun.

[M2] Building Images of Actions from Stories. Another type of comment participants commonly provided involved how they gained ideas about specific actions they could take.

» By having other people explain with their stories the patterns that I want to adopt, the rather abstract image of the patterns became more concrete and started to seem feasible.

» Although I felt I understood the patterns in my head, it was a good experience hearing actual stories from other people, since doing so added reality to the information.

» By hearing stories of other peoples' experiences, I was able to get a clear image of the process of how the patterns I want to take on can be actually be pursued. Before that, I just had a vague goal of using the patterns, but the stories provided me ideas and a chance to think about what types of specific actions I could take or how I could engage with my study topics.

With a limited number of patterns, the participants tended to think that only similar stories would emerge. In contrast, however, numerous different kinds of stories arose from the same pattern. In addition, the participants discovered that the same pattern could have various applications, since the workshop asked participants to collect as many stories as

possible about their five chosen patterns.

» I was thinking about the amount of experience everyone has. The stories from my peers made me realize how much more there still is for me to experience and learn.

» I was surprised at how much diversity there is in what people have experienced in their lives, just in Japan.

» The workshop made me realize one simple fact: all human beings live different lives.

» I found out through the workshop that people could have different types of stories even though they are based on the same pattern.

» We all had different styles of learning, which we each found to fit us best.

» When I was reading through the Learning Patterns in preparation for the workshop, I was imagining how I would put the patterns to use. I participated in the workshop thinking that other people would have experienced the patterns similarly, but in reality, the stories I heard were all different, which made the workshop an interesting experience.

Not only did the workshop participants listen to the stories, they were able to share and solve problems they faced.

» We usually don't get a chance to talk about how we face learning and what types of thoughts or experiences we have with it. Therefore, listening to stories of my peers in this class provided me new perspectives.

» By listening to people sharing their stories, I was able to discover interesting learning styles from my peers.

» Talking to my peers, I found many who have similar learning styles, goals, and plans to myself. I also found out that they face the same problems and worries as I do. Talking to them about these topics, I felt my worries that I had since I started attending this school being washed away.

» The workshop was a good chance to talk to others about worries we were keeping to ourselves. Interestingly, since the conversations are not one-way but more about sharing our thoughts, everyone was accepting of each other.

» Through the workshop, I was able to find a solution to a problem I had been worrying about since I started college.

[M3] Rediscovering Self. Interestingly, in addition to learning new things from other people's stories, some people commented that they discovered new aspects of themselves.

» This workshop was a good opportunity for me to organize the experiences I have had up until now. I was able to figure out things that I still need to work on and things that I want to start working on.

» I thought I had only a typical "have-experienced" list of patterns, but at the workshop, more people asked me about the pattern "Firm Determination" than I expected. This made me realize how each one of us is full of unique experiences. This also made me realize how valuable my past actions are, and it helped them become a source of confidence for me.

» Through today's workshop, I was able to realize the originality of my experiences and the fact that they could become a "weapon." I have experienced the pattern "Be Extreme" multiple times before, and it was something I could enjoy without any special effort. But the workshop became a chance to look back at these experiences since "Be Extreme" was the most frequent pattern I was asked about.

In some cases during the dialogues, participants gained better understanding of a pattern that led them to discover that they did have experience with a pattern that they thought they didn't have experience with. Dialogues using patterns led to a better understanding of the patterns and therefore to a better understanding of the self.

» At first, the pattern didn't seem fitting for me, but after hearing stories about it, there were cases where I realized that I had a similar experience as the story had described.

» I thought that hearing stories about the patterns we don't have experience with would provide us a better understanding of the pattern. This is because when I was listening to someone's story, I thought that if that is what this pattern means, then I have a similar experience. I was probably thinking of each pattern in too complicated a manner, but at a smaller and more local level, I had already achieved that pattern. This provided me confidence for further challenges in the future.

» My biggest finding was the fact that even though I might think I haven't done something before, I still have experience with it.

Such findings by workshop participants were due to using the patterns to talk about themselves.

» By talking to other people about my experiences with the patterns, I found new aspects

of myself that I didn't know before.

» The experience of talking to other people about my experience itself became an experience of being a "Talking Thinker" from the Learning Patterns. Since I don't usually get to speak about such experiences in an organized manner, by talking about them in the workshop, I found that I got a better understanding of myself.

» New ideas kept coming into my head even while I was talking to someone else. This helped me organize my thoughts.

[L1] Discovering the Pleasure of Dialogue. Of the participants, 20% commented that the workshop was "fun" or "interesting." This is significant since the workshop's theme was learning — something students do not usually consider fun or interesting. In addition, over 10% of the participants said they were shy and did not like talking to people they did not know. Soon, however, they experienced it as being fun.

» Speaking to someone new about a story of my experience was something I have never done before and was fun.

» Listening to a story of someone I have never met, and then telling them a story of my own was a fresh new experience for me. I found out how much fun it is to communicate with others.

» The workshop was simply fun. At the beginning, I felt shy and couldn't keep from hiding behind my friend, but once I came near the pond [where the workshop was held] and started the workshop, I found out it was fun listening to other people's stories and speaking of my own. I felt I found a new part of myself through the workshop.

» First of all, the workshop was very fun!! I am usually very shy, and therefore was afraid when I heard I would have to talk to people I didn't know in the workshop. But this fear disappeared within the first five minutes. Everyone was full of ideas I would never have thought of, and I thought I saw a whole new part of the world I didn't know before. I felt I was able to break out of my shell, and I understood what it means to "learn through dialogue."

Why were these shy people able to talk and enjoy the workshop? One answer might be that the workshop's atmosphere and rules made it comfortable for people to talk.

» Although it is usually tough to start talking to someone I don't know, the workshop's providing a common goal among the participants made it easy to start talking.

» When I try to start talking to someone, I usually hesitate for fear of annoying them or of them having no interest in what I have to say. However, in the atmosphere created by this workshop, everyone had a legitimate reason to have interest in anyone else there. Therefore, even I, who usually hesitate to talk to other people, was able to become enthusiastic about talking, so much so that I found the end of the workshop a little disappointing.

» Since I am very shy, I was nervous about this workshop. However, I was surprisingly able to speak naturally to the other participants. I think this was due to the preparation we did where we wrote down specific episodes with the patterns beforehand. With the written down note in hand, I didn't have to get nervous every time I had to tell my story. This rule was only a small preparation, but its effect was huge. The achievement of being able to speak to other people without getting nervous raised my confidence.

» "Rule No. 1: You must speak only with people you don't know." The moment I saw these words, I started to get scared. I am very shy and don't like talking to people I don't know. However, since this is a class assignment, I had to stand up and start talking. I probably never had spoken to so many people I don't know in one day. Once the workshop began, the warm and fun atmosphere helped me to start speaking to different people.

Furthermore, interestingly, some participants said they made new friends through the workshop.

» I actually made several new friends.

» Although only a few, I made some new friends in the workshop.

» Surprisingly, I met a peer who wanted to study something close to what I wanted to do in college, and we were able to trade email addresses too.

[L2] Becoming Encouraged toward the Future. The dialogue workshop using pattern language brought out more than just the sharing of stories between participants. The participants became stimulated by their peers and increased their motivation.

» I was simply astonished by the people who had abilities in things I can't do, and at the same time, I hoped others would think the same about me.

» There are many people around me who have experienced many different things. They also have different ways of thinking. These are not visible in their plain looks, and we must listen to their stories to truly understand them. I was impressed by them, and they became a good stimulus for me. I sometimes even envied them. "I want to exceed

beyond them," I thought; "I want to become able to compete equally with these great peers."

» From listening to the stories of my peers, I was surprised to find something I can respect in each one of them. I found out there is no need to underestimate my possibilities, nor should I be afraid of and avoid making any mistakes. I should step forward confidently and accept my mistakes gracefully.

How did the participants change through the workshop? The survey shows that they gained a wider viewpoint on others and their "worlds."

» I met people who had a whole different view of the world, and they became a great inspiration for me.

» I realized what a small part of the world I was looking at. By listening to other people's experience with the Learning Patterns, I could see what type of background they have. This becomes a good source of inspiration for thinking about how I want to be in the near future. I thought it would be good if we could continue this workshop periodically to widen and deepen our thoughts and views even more through synergy.

» I realized through today's workshop that the world I have experienced until today is only a small part of the larger whole. I also realized how much I don't know. Although I don't know very much, I was able to see the different possibilities that await me, and how much I could grow through the experiences that yet are to come.

[L3] Discovering Meaning. What did participants learn from the workshop? Were the patterns really able to help participants in their learning? In the survey, a few participants commented on how they changed their perspectives on learning itself.

» We all have different lives, and everything from big events in our lives—happy or sad—to small and local events in our daily lives shape our experiences. This was my finding through this workshop.

» I found out through the workshop that I am already practicing the Learning Patterns on a very small and daily level. Therefore, I thought that if I started with small things I could start improving how I learn.

» I thought that learning starts from having an intention to change.

» From listening to the stories of lots of people, there were two types of stories that I found useful: stories of things I liked and stories where I found out something new. This led me

to notice how important it is to jump into a new, unknown field of study to find something I really like that I could learn about.

» I was able to realize through the dialogues that things I want to learn about are lying in front of me, and it is up to me to take the opportunity. I think that many of the people I talked to had grown because they took actions with determination. Therefore, from now on, I should not only think in my head but actually take actions based on my thoughts.

In addition, some participants commented on what the Dialogue Workshop made clear for them.

» The workshop was not only beneficial because we heard others' stories, I thought it was also helpful because it helped us to put our achievements from the past into words and connect them to future achievements.

» Talking to people we don't know about our experiences is we usually don't do, but it was interesting to do since we were able to connect other peoples' past experiences to future experiences of our own.

» I learned through today's workshop that something normal for me is not necessarily normal for others. Something abundant and normal for me could be something very precious for someone else and vice versa. It was a good opportunity to realize how important it is to listen to other people. Listening to other people's stories means that you are tracing their life experiences, and for sure, that would let you realize something you haven't realized before. Finding this out was the biggest thing I learned today.

» Listening to someone's story and then telling him or her one of my own was something I have never done before. It was a fresh experience, and I was able to feel what "learning through dialogue" means.

Another interesting phenomenon was that the students were already using the pattern names — such as "Open Learning," "Consequential Encounters," "Field Diving," and "Discovery of Growth" — as part of their vocabulary in their comments.

» I thought this workshop itself was an experience of doing "Open Learning." It was a good experience to share a learning experience with lots of people and to thereby mutually enhance our motivation.

» I was able to experience "Field Diving" in this workshop by talking to people I don't know and sharing information in order to find out about things I didn't know about. I was also able to make new friends in the workshop.

» I noticed that even though we each have a different field of study, we still have common aspects that we can share on how to learn. This was a good learning from "Hidden Connections."

4. Conclusion

In sum, the Dialogue Workshop using a pattern language had the following merits: First, participants could talk to people they have never talked to before. By making a rule that participants had to talk only to people they did not know, the workshop became an extraordinary and interesting event and was still feasible even if participants were shy and did not like talking to new people. This is because the atmosphere and rules of the workshop made it more comfortable for people to talk. Moreover, the workshop was fun and interesting even though its theme was learning, and the participants even made new friends.

Second, to implement the patterns they wanted to do, the participants gained ideas about specific actions they could start taking and also learned that the same pattern can have various applications. In this workshop, participants could become stimulated by other people's attitudes and experiences of learning, and from seeing the diversity of others' experiences. Through the workshop, the participants gained a broader view of the world and themselves, and it helped them share and solve the problems they were facing.

Third, the workshop not only allowed participants to know about others but also to find new aspects within themselves by using the Learning Patterns to talk about themselves. In the dialogues, they also sometimes discovered that they had experience with a pattern they thought they had not experienced, and these experiences changed how the participants faced learning itself. Some participants were already using the pattern names as part of their vocabulary and making emphatic comments about what the Dialogue Workshop actualized in them.

As the comments above demonstrate, the Dialogue Workshop causes not just simple conversation involving the trading of information, but becomes a place for "Creative Dialogue."

5. Appendix: Summary of the Learning Patterns

The patterns in the Learning Patterns are all written in the same specific format: *Pattern Name, Introductory Sentence, Illustration, Quotes, Context, Problem, Force, Solution, Action*, and *Consequence*. Here, the *Context*, *Problem*, and *Solution* statements of each pattern are sum-

marized: The *Pattern Name* gives the pattern a short and memorable name that describes well the pattern so that it can be easily referred to. The *Context* describes the conditions for when the readers should apply this pattern. The *Problem* describes a difficulty that often occurs in the context, which is not easily overcome. Finally, the *Solution* describes how to solve the problem, with Actions offering concrete methods to put the solution into practice. The patterns are:

0. **Design Your Learning**: You've recognized that continual learning is an essential activity in a complex and fluid society. In this context, it is not easy to learn how to learn. Therefore, learn the way of learning from the Learning Patterns, which will help you achieve good methods for learning.

1. **Opportunity of Learning**: You are ready to learn, perhaps having some expectations. In this context, there are few good opportunities for learning compared with your expectations. Therefore, make opportunities for learning by yourself, based on your interests.

2. **Learning by Creating**: You have started to learn, and maybe you want more excitement. In this context, you are unwilling to learn just by acquiring knowledge and skills. Therefore, launch your own project and carry it out to improve your knowledge and skills.

3. **Open Your Learning**: You have already learned to some extent, and you want to deepen your learning. In this context, learning tends to be closed. It is difficult to deepen your understanding only by yourself. Therefore, share your learning process and collaborate with others to deepen each other's learning.

4. **Jump In**: You have already found the new environment that you wish to be in and are about to start a new challenge. In this context, you are still doubtful whether the community is really suitable for you. Therefore, jump into a new environment to learn something new.

5. **Copycat Learner**: You have just started to learn new skills, maybe after doing Jump In (No.4). In this context, it is difficult to find your own way from the beginning. Therefore, begin learning by imitating the ways of others.

6. **Effective Asking**: You got stuck, and you cannot figure out the way to go forward by yourself. In this context, it is difficult to get the right answers when you ask vague questions. Therefore, clarify where you got stuck and then seek advice.

7. **Output-Driven Learning**: You are working on acquiring new knowledge and skills. In

this context, it is difficult to keep learning if the necessity is unclear. Therefore, create an output in order to acquire knowledge and improve your skills.

8. **Daily Use of Foreign Language**: You've recognized that you need to read, write, or speak in a foreign language in the near future. In this context, it's difficult to improve the language without any practice. Therefore, engage yourself in reading, writing and speaking in a foreign language in your daily life.

9. **Playful Learning**: You find yourself bored by the process of learning. In this context, learning as a duty is ineffective and painful. Therefore, take "play" into the process of learning.

10. **Tornado of Learning**: You've found that there are a lot of resources, for example books, articles, and courses, about what you are interested in. In this context, an effective learning is not brought about by passively receiving information. Therefore, collect information related to your interests like the vacuum of a tornado.

11. **Chain of Excitement!**: You have made some progress of learning, and perhaps you think that you've almost achieved your initial goal. In this context, it is not easy to keep active in explorations and studies. Therefore, the strong emotion of accomplishment will motivate your learning.

12. **Quantity brings Quality**: You are realizing that you have only a shallow understanding of what you are interested in. In this context, it is difficult to continually deepen your understanding. Therefore, collect a lot of information about the target you wish to learn, and understand it from various angles.

13. **Skill Embodiment**: You want to acquire a skill, and maybe you've started to learn. In this context, it is not enough to memorize the "how to." Therefore, continue practicing a skill again and again until it becomes unconscious.

14. **Language Shower**: You want to have a good command of a foreign language. In this context, mastering the language is tough. Therefore, set up an environment where you can always listen and read in the foreign language you wish to learn.

15. **Tangible Growth**: You need to continue practicing for acquiring Skill Embodiment (No.13) or taking Language Shower (No.14). In this context, it is not easy to keep yourself motivated to learn. Therefore, record the activities of your learning so you can reflect on your path and improve.

16. **Thinking in Action**: You have been studying by reading books, articles, or other written materials. In this context, it is difficult to get out of the situation when you beco-

me stuck. Therefore, deepen your thought process by making prototypes and doing fieldwork.

17. **Prototyping**: You have an idea and are almost ready to implement it. In this context, you cannot clarify an image of what you will create. Therefore, make some prototypes and consider how it can be made better.

18. **Field Diving**: You are thinking about and have an interest in an actual problem. In this context, you cannot touch upon reality only by referring to documents. Therefore, dive into the field and work with the people actually concerned while maintaining the viewpoint of an outsider.

19. **A Bug's-Eye & Bird's-Eye**: You are studying what you want to understand or working on creating an output. In this context, you have trouble improving the quality of an idea or a mediocre result. Therefore, take turns viewing the whole and the details.

20. **Hidden Connections**: You are studying something from typical points of view. In this context, unexpected discoveries rarely manifest themselves from a conventional classification. Therefore, explore hidden connections among things to attain inspiration.

21. **Triangular Dig**: You've been interested in something, but you have only a shallow understanding of it. In this context, you do not know how to develop your understanding of what you only roughly know. Therefore, acquire knowledge indirectly related to what you want to understand, and you will understand it better.

22. **Passion for Exploration**: After acquiring knowledge and improving skills, you finally need to decide the subject to explore from now on. In this context, it is hard to choose a subject for which you will be able to carry out an exploration. Therefore, choose a topic that you can be passionate about – something that you can feel "love" or "passion" for.

23. **Brain Switch**: You are creating an output, and you've had some progress. In this context, logical thinking is not enough to achieve a breakthrough without intuitive thinking, and vice versa. Therefore, switch between the two modes of logical and intuitive thinking.

24. **Fruit Farming**: You are planning to create an output, but your vision might be too big. In this context, it is difficult to grow a big result all at once. Therefore, do your best to put your idea into shape, and then nurture it.

25. **Attractive Expressions**: You are starting to make your presentation to share your idea or product with others. In this context, your idea / product seems not to be at-

tractive to others. Therefore, find better ways of expression to attract others.

26. **The First-Draft-Halfway-Poin**t: You are writing your ideas in order to share them with others. In this context, the initial draft is not suitable to be read by others. There-fore, after finishing an initial draft, brush it up with the view of considering whether or not readers will be able to easily understand it.

27. **Acceleration to the Next**: You have almost achieved your goal. In this context, your motivation is faltering even though the goal is within reach. Therefore, set and accele-rate towards the next goal in order to pass through the current goal without slowing down.

28. **Community of Learning**: You've realized that what you are starting to work on is a challenging problem or activity. In this context, what you want to study is too big and too hard to explore alone. Therefore, build a community of learning with people who share similar interests.

29. **Serendipitous Encounters**: You want fellows to share and discuss the topics related to what you are interested in. In this context, there are few opportunities to meet people who have similar interests as you. Therefore, find people who have similar interests as you by getting involved in the field you are interested in.

30. **Good Rivals**: You've realized that you need to spend a lot of time for working toward your goal. In this context, it is difficult to keep making the effort alone. Therefore, find a partner that can be a good rival so that you can inspire each other.

31. **Talking Thinker**: You've worked on developing your idea, but it is not so clear. In this context, thinking alone often brings you to a dead end. Therefore, explain what you think verbally to someone else to improve your idea.

32. **Learning by Teaching**: You've studied a certain topic to some extent so far. In this context, you have no idea how you can improve your superficial understanding of it. Therefore, teach others your knowledge while considering their levels, and you can gain an understanding on various levels.

33. **Firm Determination**: You are facing a challenge. In this context, it is tempting to give up on your goal. Therefore, firmly determine what you are going to do, and set up the environment to concentrate on it.

34. **Questioning Mind**: You've dedicated yourself to a certain activity. In this context, you cannot find any obvious reasons for what you are doing. Therefore, confirm your assumptions by questioning yourself again.

35. **The Right Way**: You are working on your activity in a certain way. In this context, the wrong way will lead you away from your goal. Therefore, consider whether your current way is actually correct or not; then quickly change your approach as necessary.

36. **Brave Changes**: You've just realized that there is no clear purpose to your activity or that your current approach is inappropriate. In this context, there seems to be no solution to break through the current dilemma. Therefore, throw away previous themes or approaches to achieve a wider view for the future.

37. **Frontier Finder**: You've started to engage in your exploration. In this context, you have to know where the frontier of exploration is in order to undertake valuable activity. Therefore, grasp the frontier of the field, and then acquire the knowledge needed to reach that line.

38. **Self-Producer**: You've had a clear goal and started to engage in your activity. In this context, it is difficult to design your career despite your attempts. Therefore, design a concrete plan to achieve your goal while inventing your future.

39. **Be Extreme!**: As a result of your dedication to activities, you've established a reputation for them. You, however, feel that it is not enough. In this context, in spite of your best effort, you and your results hardly see the light of day. Therefore, think strategically where you can/want to be distinguished from others.

6. References

Alexander, C., Ishikawa, S., Silverstein, M., Jacobson, M., Fiksdahl-King, I., and Angel, S. (1977) A Pattern Language: Towns, Buildings, Construction, Oxford University Press.

Alexander, C. (1979) The Timeless Way of Building, Oxford University Press.

Alexander, C., Davis, H., Martinez, J., and Corner, D. (1985) The Production of Houses, Oxford University Press.

Beck, K. and Cunningham, W. (1987) "Using Pattern Languages for Object-Oriented Programs," OOPSLA-87 workshop on the Specification and Design for Object-Oriented Programming.

Iba, T. (2011a) "Pattern Language 3.0 Methodological Advances in Sharing Design Knowledge," in the International Conference on Collaborative Innovation Networks 2011 (COINs2011).

Iba, T. (2011b) "Experience Mining and Dialogues Workshop with a Pattern Language for Creative Learning," Workshop, in the International Conference on Collaborative Innovation Networks 2011 (COINs2011).

Iba, T. (2011c) "Experience Mining and Dialogues Workshop with the Learning Patterns," in the 2nd Asian Conference on Pattern Languages of Programs (AsianPLoP2011).

Iba, T. (2012) "Pattern Language 3.0: Writing Pattern Languages for Human Actions," Invited Talk, in the 19th Conference on Pattern Languages of Programs (PLoP2012).

Iba, T. (2014) "Using pattern languages as media for mining, analysing, and visualising experiences," International Journal of Organisational Design and Engineering: Special Issue on Creative Networks, 2014 Vol. 3, No. 3/4, 2014, pp. 278–301.

Iba, T. and Iba Laboratory (2014a) Collaboration Patterns: A Pattern Language for Creative Collaborations, CreativeShift.

Iba, T. and Iba Laboratory (2014b) Learning Patterns: A Pattern Language for Creative Learning, CreativeShift.

Iba, T. and Iba Laboratory (2014c) Presentation Patterns: A Pattern Language for Creative Presentations, CreativeShift.

Iba, T., Shimomukai, E., Nakamura, S., Isaku, T., and Tamefusa, A. (2012) "Dialogue Workshop using the Learning Patterns," in the 19th Conference on Pattern Languages of Programs (PLoP2012).

Manns, M. L. and Rising, L. (2005) Fearless Change: Patterns for Introducing New Ideas. Addison-Wesley.

Merton, R. K. (1996) On Social Structure and Science. Chicago: The University of Chicago Press.

Merton, R. K. (1948) Social Theory and Social Structure. New York: The Free Press.

Pedagogical Patterns Editorial Board (2012) Pedagogical Patterns: Advice For Educators, Createspace.

Peter Baumgartner | Richard Sickinger (ed.)

PURPLSOC
The Workshop 2014

Cover Image by www.flickr.com/photos/arriabelli