

# **Fostering Changemakers with Change Making Patterns: A Conceptual Framework for Social Change and Its Educational Applications**

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The purpose of this paper is to show the theoretical relation between potential attributes of changemakers and Alexander's (2002a) concept of liveliness with pedagogical approaches. First, we propose a conceptual framework of the skill sets of changemakers who embody social entrepreneurship, highlighting their awareness on intrinsic feelings, empathetic attitude, and social complexity in solving societal issues. Then we present Change Making Patterns (Shimomukai & Nakamura with Iba, 2014) as a pedagogical tool and Change Making Patterns Workbook as an approach for its practical usage (Nakamura, Shimomukai, Isaku, & Iba, 2014). These methods were applied in order to nurture such skill sets among university students through experiential learning (Kolb, 1999). Results have found that the applications has subtly amplified the participants' consciousness of their inner feelings, other people's thoughts, and social interdependency. Future work includes further defining a conceptual framework for social change and educational approaches to instill this foundation among youth.

Pattern Language; Patterns Application; Education; Social Entrepreneurship; Experiential Learning;

## 1. Introduction

In the 21st century, as existing institutional structures and organizations are faced with modern society's shift in technology, business, and economics, we are endangered with an increasing number of ecological and social challenges. To counteract this situation, individuals who have recognized the values of making a difference through business emerge as social entrepreneurs and take responsibility on the reinforcement of such societal issues. They solve social issues by implementing, monitoring, and evaluating the effectiveness of the selected intervention with their business model.

However, today's increasing development in technology has transformed the world into a more fast-paced society, in which traditional and hierarchical structures are being decentralized. Opportunities emerge, bringing in innovative ideas or strategies and inviting a wide range of actors to participate in a more progressive movement for creating social value. To supplement the missing forces with the impact of social change, growing amounts of social issues require not only certain people such as "social entrepreneurs" to tackle a variety of issues, but also each individual to have a social entrepreneurial mindset to acquire "social entrepreneurship" in order to make a better world (Bornstein, & Davis, 2010). In order to make social change a practice that is inclusive and accessible to any individual, research and ongoing institutions have started to focus on the mechanism between social entrepreneurship and specific cognitive, behavioral, and affective skills, examining the definition and characteristics of social entrepreneurship (Martin, & Osberg, 2007). For example, progressive institution that has established a network of leading social entrepreneurs, has launched an initiative to create a world committed and equipped to ensuring that every child masters empathy. They believe that empathy plays a crucial role in innovation, changemaking, and solving entrenched systemic problems ("Ashoka's Empathy Initiative," n.d., para.1). Acknowledging the broader feeling of empathy, scholars have attempted to explore how it may be responsible for encouraging social entrepreneurship (Miller, 2012).

Yet, there is still relatively little attention to the tools that teach such skill sets of social entrepreneurship (Shimomukai, & Iba, 2012). Faced with emerging social issues, we need to experiment and further investigate the methods and educational approaches to nurture changemakers who embody the skills and characteristics for creating solutions against social issues that predominate our society.

This paper suggests a conceptual way of perceiving the changemaking skill sets and pedagogical approaches to foster such attitude that equips degree of life. We present the theoretical view of changemaking by looking into the internal motivation, altruistic attitude, and

the global view for creating social value. As a tool to cultivate these skill sets, Change Making Patterns, a pattern language created based on the tacit knowledge of social entrepreneurs, was applied in a study tour where participants learn the wisdom of changemaking through practical experiences. The objective, program content, and results of the study tour are elaborated along with the process and workshop activity examples.

## 2. Conceptual Framework Introduction for Social Change

This chapter examines three domain of qualities on how social entrepreneurs become lively in modern days to tackle societal issues in relation to emotional and cognitive attributes. Noting Alexander's (2002a) theoretical steps in defining buildings with life, we organize three essential skills for developing the consciousness on self, others, and outer world that are personified by social entrepreneurs and necessary to foster engaged changemakers who are prepared to create social values.

### 2.1. Self Awareness

Since society is being continuously re-created, for good or ill, by its members, this fact will strike some as a burdensome responsibility, but it will appoint others to greatness as agents for change (Gardner, 1964). These individuals enter the journey of social change from working on themselves, and observing why they need to change the society is essential in creating a lasting force to propel actions. Identifying and looking closely to one's motivation and past experiences that ignite their actions, changemakers can be authentic to oneself. This can also be said to identifying one's motivation for change. Once the individual has a keen understanding of himself, he will be best equipped to identify the relatable social issues that would provide him with a great sense of fulfillment to work toward solving, and be well matched to his unique talents and personality (Vasan, & Przybylo, 2013). In addition, changemakers score high on the quality of "inner locus of control," locating power within, rather than outside, themselves (Bornstein, & Davis, 2010). This implies that agents who practice social entrepreneurship entail high degrees of self-awareness about their emotions and have great certainty about their motivation whenever encountering a social issue. Alexander (2002a) strengthens these statements by pointing out that the degree of life is interconnected with human feelings and it is the increased amount that gives human the sense of value (p. 308). Thus, changemakers are aware of their great feelings when attached with a social issue, to the extent that they inevitably generate thoughts and actions for constructing a solution.

## 2.2. Empathy

Though ever daunting and tough, changemakers' mindset to transform their emotions into power for a better world ignites their liveliness when trying to reach their highest-held values of acting on social good. Social entrepreneurship is one of the practices on altruism, where individuals who desire to be involved in the social progress movement are those who become alive by meeting their needs to achieve and to create a better world (Martin, & Osberg, 2007). Change agents see the struggles of their targeted group, thus take initiative in its alleviation even with limited resources and faced with the status quo. The comprehension of one's struggles is part of showing empathy, understanding other's feelings and thoughts. Not only will this skill help them facilitate their motivation on the good cause, but also attract support on their projects. Alexander (2002a) notes that, human feelings is mostly the same from person to person, in every person ( p. 4). When these feelings are shared, coined as empathy, this will enable individuals to understand other's feelings. And as human share the same feelings, human can naturally develop empathy. Therefore, changemakers enhance their liveliness when feeling for their targeted group, identifying its inequality or unjust, and trying to create any solution that benefits it.

## 2.3. Social Interdependency

Social entrepreneurs are also individuals who see social problems consisted of components of larger but less visible structures that affect each other, especially in an intertwined world. Acknowledging that social issues cannot be solved with a single-dimension perspective, changemakers take a step back and observe with various viewpoints on the social issue they are dealing with. Rather than seeing the social issue in a unilateral perspective, they observe the complex interconnected relationship of cause and effect and define the most effective approach in solving the issue. In this scope of understanding both the interdependence and individual elements, changemakers develop awareness of the interdependencies between their actions and possible outcomes. Change agents understand the system in which they operate and the consequences after they take actions. They are prepared to face the counter-intuitive results after taking action. This awareness of social interdependency, and contemplating on the actions as part of the larger system, matches with Alexander's (2002a) viewpoint that we cannot see the connection unless we are conscious and willing that what we make is indistinguishable and inseparable from its surroundings (p. 233). With this regard, when this attribute of acknowledging the interconnection of society and the course of actions is obtained, change agents can feel the liveliness in themselves.

## 2.4. Three Domains for Social Change

Having a high level of self-awareness of oneself, seeing things from other people's perspectives, and perceiving the social interdependency of actions and consequences, are all required aspects to become designers with life who can create effective solutions to societal issues. These three skills fit to Triple Focus: focusing on the inner state, tuning in to others, and understanding the larger world (Goleman, & Senge, 2014). In respect of this idea, each inner tool that is introduced to survive today's world, can be represented with each domain accordingly; inner focus being self-awareness, other focus being empathetic to others, and outer focus to see the dynamics of the social issue. Tuning into ourselves require inner work, the deep reflection on our beliefs and values during the struggles of combating societal issues. This promotes the awareness of the emotions and thoughts that connect to the purposes for taking actions for social good. The second focus is working towards others, cultivating the sense of compassion and care for others. Not only understanding and feeling about them, but also having the willingness to extend your range of helpful acts. This attention invites others to the margins of a warm atmosphere and building a culture of helping each other. The third focus is systems awareness with the habits of identifying the circular nature of complex cause and effect relationships. This framework of thinking could be explained as a discipline that encapsulates attuned thinkers to the interrelationships among nature, other people, emotions, and thoughts, and themselves (Senge, et al., 2012). Echoing this remark, the three skill sets of changemaking is in alignment with the skills of triple focus - focusing on their inner state, tuning in to others, and understanding the larger world. When social catalysts are aware of the overlapping needs from self, others, and society, they can identify the relationship between their own fulfillment and their target's or society's fulfillment that generates wholeness within all three sides. Alexander (2002a) states:

” *As a maker of buildings, I simply have the task of making something which creates this happiness in all of us. The nature of the wholeness is such that, when it makes this happiness in me, it also makes it in anyone else who comes in touch with it. (p. 308)*

This can also be employed for change agents acting as designers whose happiness is to make a difference in society, ultimately being the happiness of the people involved in their project. Changemakers benefit not only from satisfying their self-interests but also from meeting the demands of others and society.

## 3. Change Making Patterns

What are the tools to spread this conceptual framework that most social entrepreneurs possess in pedagogical circumstances? In effort to suggest an idea for this underlying question, Change Making Patterns was created based on pattern language, so that the essence and wisdom of social entrepreneurship can be shared among future agents to create their ideal change. The 31 patterns show how “changemakers” identify social issues and create or implement solutions and then scale the solutions to alleviate the issues (Shimomukai, & Iba, 2012). We present an overview of the patterns by organizing them with the conceptual framework for social change.

### 3.1. Creation Process

In order to encompass more young forces into social change, the hidden wisdom of changemakers were needed to be articulated in a sharable way. We have adopted the pattern language method, which Christopher Alexander, an architect, proposed in order to describe the tacit knowledge of local acts and create global order (Alexander, et al., 1977). A pattern language is composed by a number of elements called patterns. Each pattern is written in a set of a format which consists of a name, a context, a problem which occurs consecutively in a certain context, a force as a premise that causes the problem, a solution, and an action of the pattern. We have mined the patterns first through interviews with Japanese social entrepreneurs, who were role models of creating solutions to social issues in various domains (Shimomukai, & Iba, 2012). After clustering the elements of the extracted tacit knowledge, 31 patterns were formed. Though the initial version of the patterns were called Social Entrepreneurship Patterns, we have revised its name to Change Making Patterns, so that we prevent readers to associate the patterns with business model learning materials and involve a wider range of interested individuals.

### 3.2. Classification with the Conceptual Framework

Since Change Making Patterns were created from the wisdom of leading social entrepreneurs, they account for the characteristics and skill sets for future change agents to follow the experts’ lead. Based on our examination of the conceptual framework for social change, Figure 1 illustrates the patterns, which are organized in three domains: self-awareness, empathy, and social interdependency. Each pattern description was closely observed in order to place it under the three categories. This overall structure of Change Making Patterns can help the readers identify each pattern’s role in enhancing the skills needed for changemaking.

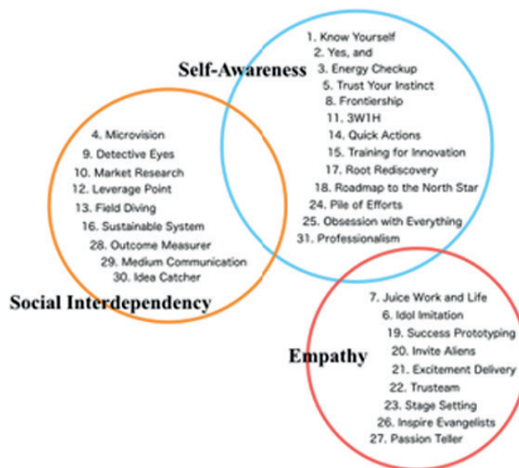


Figure 1: Overall Structure of Change Making Patterns.

## 4. Application to Workbooks and Workshops

Though the set of Change Making Patterns exhibit and share the wisdom of changemaking, many readers had limitations on the practical application to their daily lives. The patterns became a reading material rather a tool for encouraging the readers to take action step by step, and actually embody the skills. In order to cultivate the changemaking skills from experiential learning (Kolb, 1999), we extended the pattern language into action-forwarding structure for the readers, which is Change Making Patterns Workbook, a notebook to deepen the readers' understanding on the pattern description, associated with a sequences of workshops in a study tour to the Philippines (Nakamura, Shimomukai, Isaku, & Iba, 2014).

The remaining of the section will report on the content and format of Change Making Patterns Workbook, and workshop examples that were conducted in the study tour. Additionally, we introduce the objectives and itinerary of the study tour program, along with an analysis of results gained from pattern workbook-based workshops.

### 4.1. Change Making Patterns Workbook

Change Making Patterns Workbook was created to intensify future change agent's experience with Change Making Patterns (Nakamura, Shimomukai, Isaku, & Iba, 2014). While the readers were exposed to the literature of social entrepreneurship, we thought the need to



create a more useful and encouraging notebook where anyone can apply the learnings to their day to day lives and start their own changemaking project. Therefore, Change Making Patterns Workbook was created as a new approach for a practical use of Change Making Patterns, which included 31 independent activities made accordingly to the pattern description to deepen the readers' understanding of the pattern. As Figure 2 shows, the pattern content is on the left page, and on the right, we included WORK as activities where a problem statement is presented to the readers to answer by themselves in their scope of interests. On the bottom of the right page, CHECKPOINT was added, which is an explanation of a life story from changemakers who exemplify the pattern in their project or business. These stories were excerpted from the interviews during the mining process of the patterns.

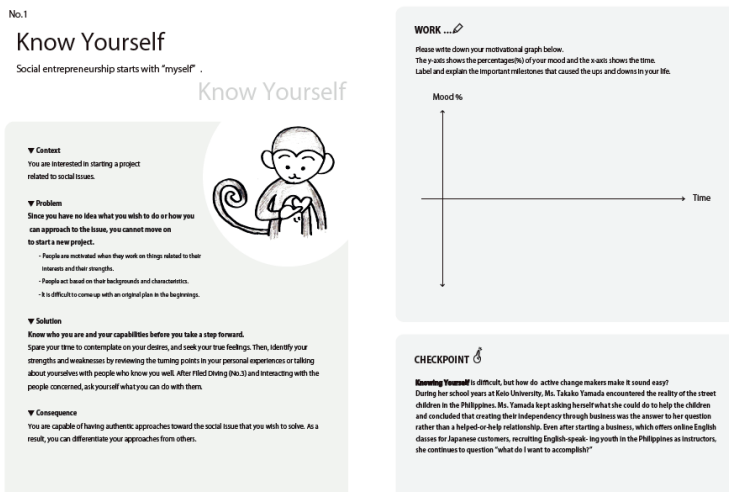


Figure 2: Layout of the pages of Change Making Patterns Workbook. The pattern description is on the left page. The right page contains WORK and CHECKPOINT.

#### 4.1. Philippines Study Tour

The workbook was effective where readers go through a thought process of their own social project but limited the readers' actions once they have insights from their workbook. With this regard, in February, 2014, we conducted a study tour in the Philippines using Change Making Patterns Workbook. During the program, the participants were guided through the workbook-workshop cycle using Change Making Patterns Workbook. We conducted a line of workshops in the program to test the effectiveness of the practical usage of the workbook (Nakamura, Shimomukai, Isaku, & Iba, (2014). Aiming to foster social entrepreneurship with hands-on experience among the participants, the program content was designed, align-

ning the activities in Change Making Patterns Workbook. Each day, the participants learned the content of the patterns through collaborative workshops and a set of discussions.

In the following section, we will trace the program by highlighting the objective of the overall study tour and workshops that constitute the program. The workshops were designed centered to the corresponding activities illustrated in the workbook pages based on the itinerary. With the help of a facilitator, the participants filled in the sections together and shared the results with one another.

#### 4.1.1. Objective and Workshop Details

The objective of the study tour was to help participants learn about social entrepreneurship and to start their own personal project through hands-on experience using Change Making Patterns Workbook. Conducted in Cebu City and Manila City in the Philippines, the study tour offered the participants the basic knowledge and theory of social entrepreneurship. The program also conducted joint workshops with Filipino students and a Japanese change-maker who had been actively involved in creating social change in the area. Eight students from S.A.L., a Japanese student group in Keio University, aiming to enhance awareness on international issues, also participated. The program was facilitated by one of the authors and invited a local social entrepreneur for mentorship, and the students had an opportunity to study closely how social entrepreneurs creatively solves social issues in Cebu. They were to learn the efforts and the real challenges of creating a difference in the community and find their own way to act on problems in their community. Through interactive workshops, dialogues, fieldwork, and group work using Change Making Patterns Workbook, the study tour aimed to inspire the Japanese students and Filipino youth to create an action plan for their project.

The program was conducted for 10 consecutive days - 7 days in Cebu City and 3 days in Manila City. Figure 3 shows the itinerary of the study tour in the Philippines. It includes some patterns from each category of the conceptual framework aiming to infuse the participants with self-awareness that drives inner focus, empathy for tuning into others, and seeing the whole picture of social issue with outer focus. Workshops were conducted based on this itinerary that were oriented with the activities in the workbook. In the next section, we provide examples of the workshops, together with the pattern description and activities.

Itinerary									
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9
Morning	Departure	Breakfast at Cafe	Yes, and	Sustainable System	Market Research	Trusteam	Retreat to Mountain View	Move to Manila	Sight seeing
After noon	Arriving at Cebu	Visiting Lonega District	Know Yourself	Field Drving		Passion Teller (Presentation)		WS at Uniquease	
		Visiting the Market	Roadmap to the Northern Star	Market Research Quick Actions	Planning	Visiting CSB (Orphanage)		Meeting Delegate from E-edu	
Night	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	

Figure 3: Study tour itinerary, which shows the activities in Change Making Patterns Workbook.

#### 4.1.2. Example Actives from Workshops

##### Know Yourself

Pattern Description: Know who you are and your capabilities before you take a step forward.  
 Work: Draw a timeline of events in your life.

This workshop was held early in the program as an icebreaker. The goal was for the participants to know themselves and each other better for the days to come. As we can see in Figure 4, each student wrote a motivational graph outlining their life story, reflecting on the ups and downs of their past experiences. In attempt to disclose their life events to other members, they were put into groups of 4 or 5 to share their life stories in dialogues. Followed by narrative storytelling, not only did the students became aware of their feelings and thoughts toward their life events, but also obtained additional discoveries on themselves through other participants' eyes. Encouraging the students to sharing their past experiences, the workshop played a role in building an intimate atmosphere, influencing them to create a sense of belonging to the group for later workshops.



Figure 4: Know Yourself: Student reflecting on their life history (left) and a motivational graph written by one of the participants (right).

## Market Research

Pattern Description: Research the background of the issue.

Work: Use various research methodologies to find out the background of the issue.

This activity helped the participants learn about the market on which their changemaking project is conducted. As different ideas for their project emerged in the previous workshops, the students were divided into two teams. One team decided to create a bar business in order to provide career opportunities for youth who are in underserved situations. As in Figure 5, the pattern activity lead the team to obtain the data so that they can learn about the background of opening a bar business through fieldwork, getting some numbers and reliable information. Members went out to identify numbers of the average alcohol expenses and the number of potential customers. However, as members conducted interviews to people on the street, they found out that most of people don't go to bars especially because they are busy with work and parenting. Another insight was that most of the young people go out at night at a certain time period. This navigated the team to reconsider their next step after encountering unexpected facts aside from their initial strategy, and ushered them to grasp the background of their target market.



Figure 5: Market Research: Students looking for useful resources for their changemaking project.

## Passion Teller

Pattern Description: Express your experience with the social issue, addressing what you have felt and seen.

Work: Tell your challenge, the things you have seen, and your vision as a story so more people empathize with your project.

We concluded the study tour with a presentation of the social business model that the students have created in front of an audience of students and a local social entrepreneur. In Figure 6, Passion Teller was applied to this workshop so that the students can express their experiences throughout the activities in order to infuse the audience with empathy. Each team presented their motivation towards their changemaking project, the findings they have discovered through various types of research, and expectations after the actual implementation. This activity brought up several inquires, gaining the attention and interests of the audience. Additional remarks were made by the teams on their hardships of overcoming the language barrier among the group members, excitement for gathering resources through fieldwork in attempt to try new things that they would have never do in their normal lives, and the sense of unity within each team.



Figure 6: Passion Teller: Students presenting their social business plan to the audience.

### 4.1.3. Results

Shown in Figure 7, the accumulation of intensive workshop activities propelled the teams to create preliminary models of a social business. Both of the changemaking projects were reviewed each day during the study tour and have went through many trial and errors after conducting several activities based on Change Making Patterns Workbook. Carefully learning the pattern content one after another, each group successfully shaped their seeds of changemaking project: Waku Mama Bar, a small business that offers job opportunities for local youth for their school tuition, and T-shirt printing service, an ongoing business to flourish

women entrepreneurship. Each project included the concept, organizational structure, advertisement of their project, and calculation of money flow stemming from survey facts in their targeted market.

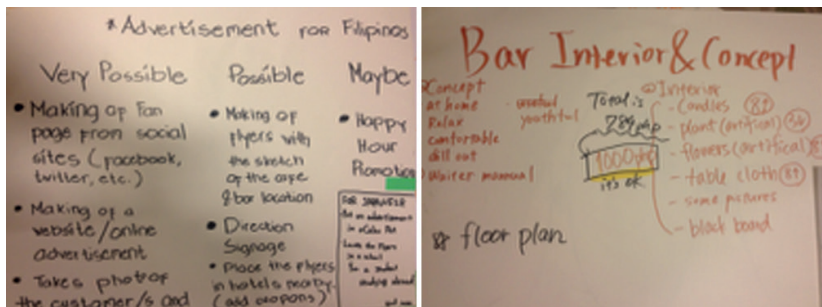


Figure 7: Advertisement plan for T-shirt printing service (left) and interior and concept plan for Waku Mama Bar (right).

At the end of the study tour, each Japanese student created his/her own action plan using Change Making Patterns. Since the objective of the study tour was to learn social entrepreneurship and create their own personal project, the students freely showed their personal thoughts and findings on their overall experience. The pattern names were used directly in the action plan in hopes to integrate the pattern content and knowledge into their daily lives. Below are some of the participants's voices from the submitted action plans, where pattern names are described in bold. These action plans were collected in Japanese, and then translated into English by the authors. We present the participants' comments along with the analysis on the three domain of skills of changemaking.

“ Having some difficulties in expressing my opinion and showing initiative in discussions with the Filipino youth, I realized that I needed to change my passive attitude by improving my English skills and enable myself to speak out to others. In particular, as I will brush up my English level through Skype sessions with students at Brown University, I need to be more aware of having a well-balanced life, using my **Energy Boost** and studying English regularly through **Pile of Efforts**.

This comment shows the substantive increase in the student's awareness of self, and finding points for improvement. The student explains how he confronted a barrier in self-expression and performing leadership in terms of discussions with his team mates. He not only did a self-reflection on his frustrations over failures, but also brought out a perspective for improvements in his communication abilities that he can work on for personal growth. We can see here that he developed his perceptions on his feelings and thoughts as one of the three skills for social change.

” *To be honest, since I don't have a clear vision of my future pursuits, I would like to listen to one's stories and thoughts, finding out more about my possibilities. Taking the stories and information in careful consideration, I would like to show a **Yes, and** attitude to others, going beyond grasping their ideas, developing my ideas on them.*

As the student realized for further actions on attentive listening, the program has helped her to cultivate a need for an empathetic attitude so that she could benefit from the insights and findings. She has realized the need to acquire more information and ideas to form her ideal future vision. Though beginning with a self-serving cause for acquiring knowledge, she then continues to express her decision of extending her empathetic attitude to collaboration, by building up on ideas from others. In short, this student was able to develop a behavior of attuning to others, another skill set to reaching the position as changemakers.

” *After coming back to Japan, I hope to set up a **Trusteam** using social networking services to keep exchanging our ideas for the T-shirt Printing service and Waku Mama Bar Project. Reflecting on the experiences in the Philippines, I would like to take actions as an **Idea Catcher** and have a broader and wider view towards the world.*

This student created a retrospective on her thorough experience of the program, envisioning goals for her team's changemaking project. She elaborates on her future goals of being an Idea Catcher, being aware of surroundings and collect useful facts for projects. What's more, the student expresses interest in obtaining a wider view of the world while gathering knowledge. This implies that she felt the need to understand both the elements that constitute her surroundings and the society that she perceives as a whole.

These action plans do not prove entirely the specific effects of the combination of Change Making Patterns Workbook and workshops, since the program did not cover the entire set of Change Making Patterns. However, with subtle volume differences of three skill sets, the total experience of the study tour has leveraged the student's motivation to develop a wider consciousness of either their feelings, others' thoughts, and society. These results have found that the use of Change Making Patterns Workbook and supplementary workshops has relatively facilitated the participants' awareness towards self, others, and the larger picture of society.

## 5. Conclusion and Discussion

We have presented a theoretical structure for social change as three dimensions of change-making skills, which are self-awareness, empathy, and social interdependency. When chan-



ge agents have a thorough understanding of themselves, their self-awareness enable them to see their inner drives, greatest strengths, personal pitfalls, and values, which help them feel life. To rephrase, individuals who try to start their changemaking project should know who they are in terms of their behaviors, motivations, strengths and weaknesses when encountering social issues, and re-exam the purpose of their actions. However, in order to prevent an oppressive and dominant authority that would exploit other people, one should also understand if his purpose for action is meeting the demands of the people behind the social issue. Changemakers equip attributes such as empathy in pursuit of establishing an approach to alleviate their target groups' suffering. To restate, individuals who try to serve their targeted group should understand the demand and the underlying needs by attaining the same level of viewpoint. This task requires tuning out to others - being able to understand another person's reality and relating to him. Yet, these two channels are not enough to really let social change happen or apply the solution to resolve social issues. Leading changemakers apply their skills to grasp the whole society and its components through examining the interrelations of the elements that are precipitating social issues. Such consciousness of social interdependency is the third framework to follow in order to create systemic change. This third focus of seeing the outer world and understanding the larger picture of society is also required for future changemakers. With such conceptual framework for social change, we suggested Change Making Patterns as a potential tool to capture these three skill sets in a tangible manner, where it can be shared among learners who are prone to take part in creating changes against social issues. To assure that the readers can learn and embody the pattern content in their lives, it was applied in educational settings, in the form of Change Making Patterns Workbook, which included activities and examples to which the readers can refer in their own context. In hopes of encouraging the readers' actions, the workbook was used in a study tour to the Philippines, aiming to foster social entrepreneurship among university student participants with direct experiences through workshops. Throughout the week-long program, the activities in the workbook were deployed in the workshops, participants learning some patterns each day.

As a result, participants oriented themselves into two groups, each completing the study tour by creating a preliminary social business plan: Waku Mama Cafe, a bar business aiming to offer job opportunities for local youths and T-shirt printing service, a business to foster women entrepreneurship in the community. Observing some of the comments from the Japanese participants, we can infer that the workbook and workshops helped the students to develop their need to enhance the changemaking skill sets. The students were able to gain positive attitudes towards making social changes, by working on activities in the workbook and reflecting on them after taking actions during fieldworks. However, since this is



the initial step to cultivate changemaking skills among learners, there is still a need for further empirical research on a range of subjects. For example, we should develop a more satisfying conceptual framework for societal change, examining the certain skill sets, which changemakers acquire and encapsulate in tackling societal issues. Future work includes educational approaches that prompts the process of changemaking that attains a degree of life, while learners enlarge the awareness on their feelings, others, and the complexity of society. Moreover, practical usage of Change Making Patterns should be explored to cultivate the liveliness of learners when they act on their purpose as social responsible citizens. This margin is the opportunity that should be taken advantaged of to foster changemakers who take socially conscious choices and action.

## 6. Acknowledgements

To begin with, we would like to appreciate Eri Shimomukai for inviting us to pursue this research, which we have explored for the entire school years. Heartfelt appreciation goes to all the participants of the Change Making Study Tour in Philippines for their enthusiasm and energy they have provided us to make actions for a better future. Additionally, personal appreciation also goes for Ms. Yamada and her partner Mr. Morizumi and the Waku Work Family and staff for providing support and inspiration in Cebu. We would also like to express our deepest gratitude to the members at Iba, who have always been very generous and accepting with my situation and blunders. Our deep appreciation also goes to friends who have always believed in and provided us with mental support from every corner of the world. Last but not least, we would like to acknowledge my families for their endless and unconditional support, which have instilled us with the motivation to keep striving through difficulties. We hope to pay it forward onto our future generations so that we can advance the stream of social change by nurturing changemakers who are aware of the heart of themselves, others, and society.

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Peter Baumgartner | Tina Gruber-Muecke | Richard Sickinger (Editors)

# PURSUIT OF PATTERN LANGUAGES FOR SOCIETAL CHANGE

Designing Lively Scenarios  
in Various Fields

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Printed in Austria

Krems, October 2016

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This book focuses on the pattern approach established by the Austrian-born Christopher Alexander - architect, mathematician and philosopher, and collects selected papers on work presented at, or related to the *PURPLSOC* World Conference held at Danube University Krems, July 3 – 5, 2015. *PURPLSOC* is the acronym for "*In Pursuit of Pattern Languages for Societal Change*", a series of (roughly) biennial conferences on patterns in and with disparate fields such as architecture, design, media, arts, IT, management, pedagogy, social activism, social innovation and diverse grassroots movements.

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