HANDS FULL: THINKING. KNOWING AND LEARNING THROUGH MODELLING

Learning and Teaching Process, Planning, Pedagogical Relationship, Project, Design, Scaled Models

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Fast and great changes are a characteristic of our nowadays society.

Realities such as Bologna, economic globalization, social and ecosystem sustainability keep in pressure all the educational system and in a broad way the whole society, making clear the necessities of promoting new skills, in completely and different conditions and timings than the ones till now practiced and lived.

It's unquestionable the value added in the creative and development processes of design products through the manipulative experimentation of materials: feeling and experimenting the structural and plastic characteristics of the materials enables the materialization of concepts and motions till then limited by the immateriality of the "project" by itself.

Thinking about nowadays technological society we may realize that at school there is a loss of pragmatic experience (feeling, testing materials, machines and processes), know-how that in an intentional, controlled and timely made available would structurally encourage the psychomotor, cognitive and affective understanding of the disciplinary issues by the student.

To achieve a balanced student/human being, the educational system must be planned, controlled and verifiable. This way, supported by educational research, we developed a taxonomy resulting of the convergence of three others. These other taxonomies were focused on cognitive, psychomotor and affective domains. By this approach, we were able to plan at medium and short range the teaching and learning process for the discipline "Models & Prototypes" of the superior industrial curriculum.

We clarified and established an hierarchy for the educational goals and developed an evaluation protocol for the verification of skills. The planned skin and deep learning detected on the students are encouraging as well as the motivation for specific formation near other colleagues.

INNOVATION, DESIGN AND SO ON...: INSPIRED KNOWLEDGE NETWORK

Design, Innovation, Design Policies, Strategic Vision, Insight

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An empirical analysis of examples of design and/or design management integrated in three contexts – institutional, corporate and academic – makes it possible, first of all, to identify creative and operative methodologies and processes aimed at innovation *in* design and *through* design (riffs); and, secondly, to build a theoretical model aimed at good design and/or design management practices and excellence in the global environment – SPES (HOPE).

The fact that these contexts are *real* and not *ideal* scenarios signifies that there will be no omission of eventual differences between expectations created and achievements obtained. This observation is not merely rhetorical, nor is it politically correct, since Latin people, as a rule, do not easily accept a lack of success – REAL CONTEXTS.

Managing design and innovation processes in multicultural contexts, in a permanently changing global environment, is a proactive and collaborative task involving wide experience, skill and knowledge – PEOPLE.

The individual and the collective attitudes, inspired by strong leadership, should be militantly curious, avid when collecting, filtering and processing data, critically observant, aware of tendencies, discerning when detecting opportunities and attentive to detail without losing sight of the big picture. They should reinvent using new means and methods, use imagination

and intuition to envision the future and thereby actively contribute towards accomplishing the spirit of the mission, with social responsibility and sustainability – VISION.

In the first instance, create virtual scenarios for discussion and pre-validation of the concepts involved in order to identify problems, re-define goals and estimate operation risks. The next step is to act and define strict implementation strategies for a new business design process – DESIGN STRATEGIES.

Design methodologies can be reviewed and redesigned using *megatrends* and benchmarking, by studying behaviour patterns of individuals and groups (tribes) in their natural habitats, by analysing media content and messages aimed at these target groups and/or other processes induced by productive thinking (creativity) – DISTINCTIVE DESIGN COMPETENCIES.

SELF-IDENTITY AND IN-SCHOOL MARKETING

In-School Marketing, School Textbook, Product Placement, Child Consumer, Captive Audience

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In-school marketing is a form of advertising in the school space, tied to the role of the child in a consumer society ("Marketing in Schools"- Report on a study conducted for the European Commission. DG XXIV, October 1998). It is also linked with citizenship and consumer rights. My work focuses on the relationship between advertising images found in Portuguese primary school textbooks (Science and Maths) and product placement, a marketing tool and catalyst of the consumer sphere.

One strand of my research looks at the fit between the type of products/logos abounding in primary school textbooks and the target children (6 to 10 years), analysing the market share of the publishing industries involved. Another focus is the relationship between textbook activities/exercises and brand photographs. I also question (in-depth interviews) the position of players directly or indirectly involved, illustrating the inherent paradoxes: What constitutes a commercial practice? Are advertising images harmful commercial influences or do they have a definite educational content? Are safeguards needed in a world of brands and globalised products? What role does the business sphere play in the world of school?

THE ROLE OF PEOPLE IN SERVICES:
INTERNAL MARKETING AS A TOOL OF COMPETITIVE ADVANTAGE

Services Marketing, Internal Marketing, Company Performance

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The 1980s introduced the Internal Marketing (IM) concept as a solution for the companies trying to become more customer oriented and seeking to offer superior customer service. The process of ensuring that employees are committed to the goal of providing the best possible treatment for customers has been labelled Internal Marketing. However, after more than two decades of thought, IM practice remains limited, probably because the proper underlying philosophy was not adequately put in place. In fact, it has been reported that IM programs, in order to be effective, require that a company is willing to adjust its culture, investing in the understanding of what is valued by employees, becoming responsive to their needs, and developing bidirectional communication channels.

This paper intends to shed light on what Internal Marketing is and to explore issues surrounding its application.