

# Excursion guide Zaanse Schans

## Course Big Questions in Time

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## Programme

Take the train to Railway station **Zaanse Schans/Zaandijk**. You will need to change trains at Muiderpoort, or Amsterdam Centraal. (Alternative by bike 90 min)

From Railway station Zaanse Schans it is a 10 minute walk to Zaanse Schans. We will convene at Restaurant “Hoop op d’ Swarte Walvis” at 10.00

10.00 Activity 1: Mapping Team competencies

10.45 Activity 2: Museum Zaanse Tijd

11.30 Activity 3: Photo assignment

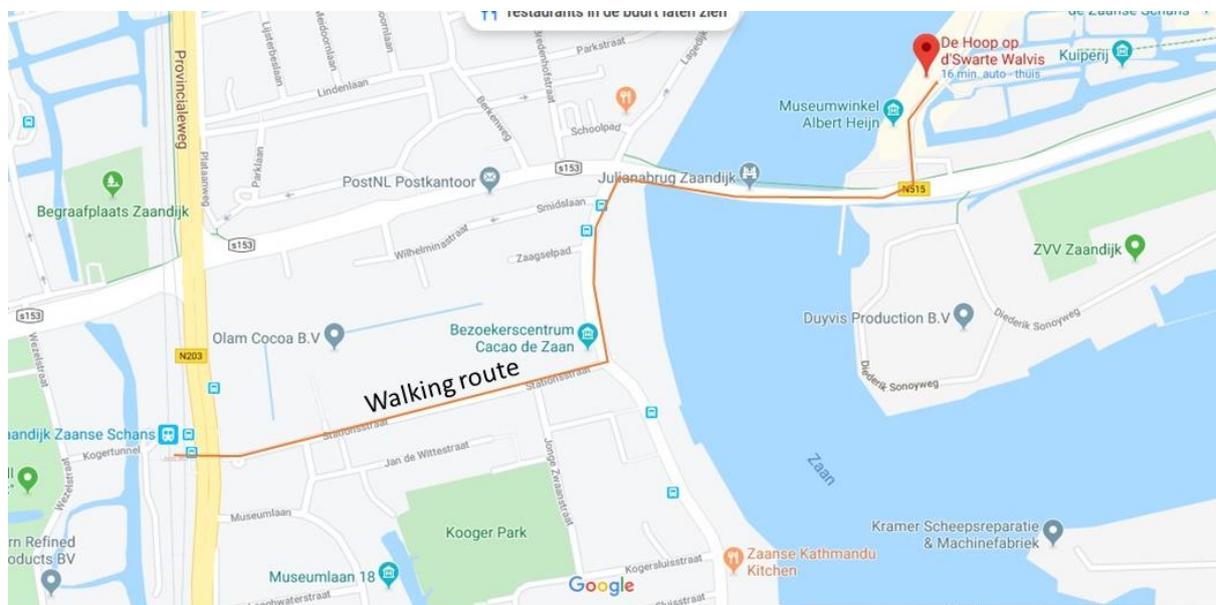
12.15 wrap up

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## Introduction Zaanse Schans

We visit Zaanse Schans in an excursion as part of the course Big Time. The purpose of the excursion is to experience different perspectives of Time, explore how to visualize time, and at the same time get to know your team members.

Zaanse Schans can be regarded as a time capsule, artificially archived time. A theme park of past times in early industrial Netherlands, a tourist trap or commercialized nostalgia? We can discuss its authenticity, but we can also use it to discover many different aspects of time. In this excursion we focus on the latter.

The excursion consists of three parts, a team building exercise, a visit to the museum Zaanse Tijd, and an outdoor exploration of the Zaanse Schans.

### **A unique piece of Dutch history on the River Zaan**

The Zaanse Schans is a residential area in which the 18th and 19th centuries are brought to life. Stroll past the bakery museum and enjoy the smell of fresh cookies, or take a look at the warehouse where clogs are made. You should be sure not to miss the cheese factory, pewter foundry and the various windmills. The Zaanse Schans is a unique part of the Netherlands, full of wooden houses, mills, barns and workshops. Make a cycling or sailing trip, browse the shops or treat yourself at the pancake restaurant. A day out at the Zaanse Schans in North Holland is fun and educational.

The origin of the Zaanse Schans goes back to the uprising against Spanish rulers, in the 16<sup>th</sup> century. The Eighty Year's war. A small earthen fortification was built at the location that is now Zaanse Schans. In the following centuries, the Zaan region flourished as a supplier to Amsterdam and its international trade and colonization. Shipyards and food supply started an early industrialization in this regions, initially powered by wind energy.

After the second world war a number of original buildings from the Zaan region were transported to the Zaanse Schans and restored to form an open air museum.

<https://www.dezaanseschans.nl/en/>

## Museum Zaanse Tijd

The Zaanse Schans, close to Amsterdam, is one of the most picturesque parts of Holland. An attractive area, with its windmills, water and houses with wooden facades. In the middle of this unique area lies the Museum Zaanse Tijd, supplying a charming and informative introduction to the history of the Zaanse clock industry, which resembles that of the Zaanse sawmill. Our museum is a 'must' for those interested in the history of the Zaan region, the origins of Dutch wealth, the craft of clockmaking and the meaning of time. It is more than a tourist attraction, being set in authentic surroundings, depicting the successful story of Zaan time and exhibiting wonderful Dutch clocks.

<https://www.mnuurwerk.nl/en>



## Activity 1: Competence mapping

You have been assigned to a team, based on expertise and background. This exercise is developed to map out challenges and strengths of the collective team members, and can also be used in your reflection journal to reflect on your role in the team.



*Materials will be provided by staff (A3 sheets, sticky notes)*

### Step 1: Individual

Write down which competencies are needed for the “Exhibition project”: each competency on a different sticky note. Competencies may include punctuality, technical skills, and many, many others.

### Step 2: Group

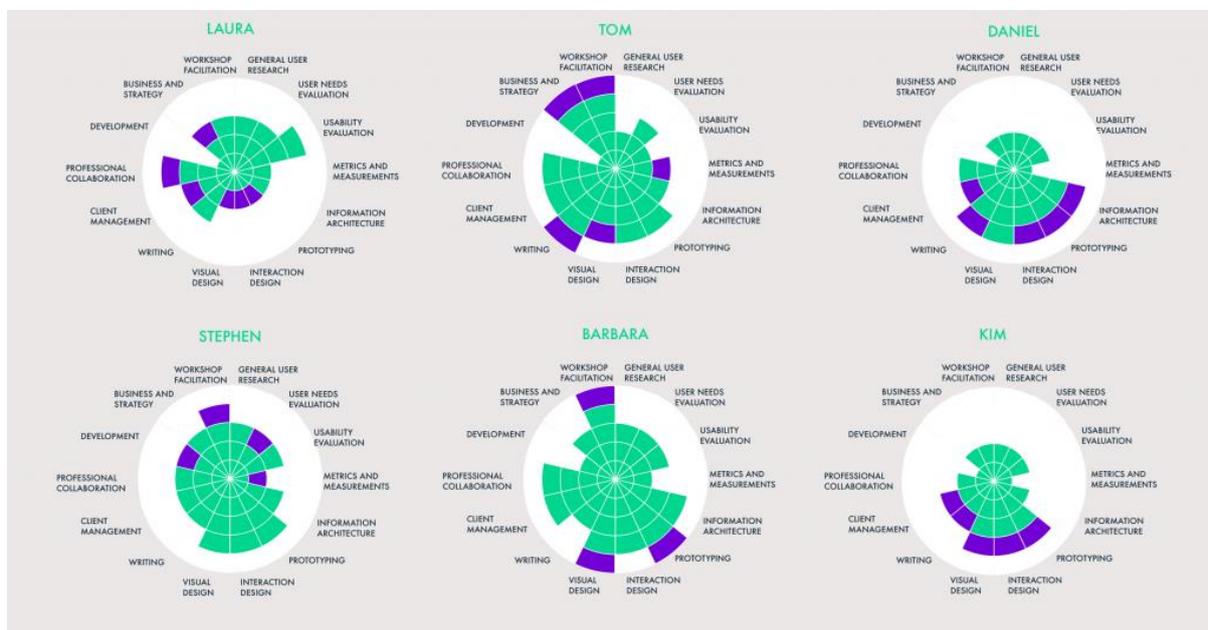
On the big sheet with a circle, cluster the competencies, similar ones close together and different ones further away from each other. Make sure all sticky notes end up clustered inside the circle.

### Step 3: Label the segments

Based on your grouping you can now identify segments of the circle that show key competencies. Label these on the outside of the circle. Discuss which ones are important, difficult, etc.

### Step 4: scoring proficiency

Each participant copies the circle on a transparent sheet, including the labels you added in the last step. On this transparent sheet you score your competency level for each category, with low proficiency in the center and advanced competence towards the perimeter. Each participant scores his/her own proficiency.



You could quantify competency in the following way if you wish:

- 0 – Completely unfamiliar:** Doesn't understand the competency.
- 1 – Novice:** Understands the competency and its importance.
- 2 – Advanced Beginner:** Demonstrates this competency under supervision or with encouragement.
- 3 – Competent:** Demonstrates this competency independent of supervision or encouragement.
- 4 – Proficient:** Encourages or supervises others in this competency.
- 5 – Expert:** Develops new ways of applying this competence.

Step 5. Analyze team profile

Overlay the different transparent sheets and analyze the collective strengths and weaknesses and discuss a team strategy.

Step 6: Individual

This exercise will provide you with essential material for your reflection journal. Reflect on your own competencies and your role in the group.

Loosely based on:

<https://uxstudioteam.com/ux-blog/competency-management/>

## Activity 2: Zaanse Tijd Museum

Most if not all of the objects and timepieces on display at the museum are richly layered artefacts. A seventeenth century clock, for instance, is a product of science, representing and combining innovations in the fields of physics, engineering, and, potentially, astronomy. But it also a work of art and culture, as well as an historical object: it has aesthetic qualities and may contain numerous cultural references, and it may tell us something about life in seventeenth century Holland. Moreover, it is a social object, a multi-faceted tool in the organization and regulation of social life, which in turn is underpinned by a certain philosophical understanding of time. In short, as timepieces, the objects in the museum are materializations of time that can only be understood from an interdisciplinary perspective.



Your assignment is to choose any artefact from the museum exhibition and to analyze it from an interdisciplinary perspective. Combine your (inter)disciplinary skills and knowledge to lay bare the multiple levels on which the object of your choice can be seen as a materialization of time, and try to address how these multiple levels relate to and affect each other.

This exercise prepares you for the exhibition assignment by going through the process in reverse order. By analyzing the artefact of your choice, you will develop an understanding of how multiple approaches to time come together and interact in the production of a single timepiece. In the exhibition assignment, you will be asked to put this knowledge into practice.

Step by step description:

### Step 1

As a group, choose an object from the museum exhibit that you want to analyze. Any object could work, but make sure that each group member “identifies” with the object and feels comfortable of contributing to the analysis from their own disciplinary perspective.

### Step 2

Carefully photograph the object from multiple angles. If relevant, make a video recording too. Photograph the museum’s information plates on the objects.

### Step 3

Discuss and analyze the object as a group, and make notes.

### Step 4

Write a brief summary of your discussion and include this in your journal. Also include 2-3 photographs.

### Step 5

Present your findings in the next class, highlighting the interdisciplinarity aspects

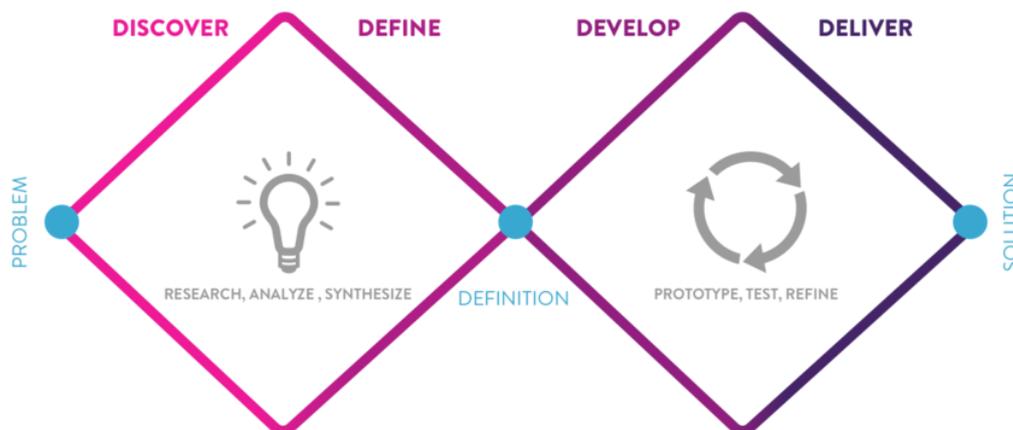
## Activity 3: Photo assignment

In this last assignment at Zaanse Schans, your group makes a photo where you capture different disciplinary perspectives on Time. At Zaanse Schans, history has been recreated, or preserved in a developing industrial area along the Zaan river. It is now a major tourist attraction, which can lead to interesting contrasts. The assignment is to make a portfolio: a document presenting 2 photos, each with an extended caption. In each photo you capture at least two contrasting perspectives on time. In the caption you explain these different disciplinary perspectives, as well as an objective description of the image, including time and location.

You submit the photos and the captions through Canvas, where they will be visible to all students in the course.

### Method

In this creative exercise we will practice a method that is used in design thinking called the double diamond. This method consists of two cycles of divergent and convergent thinking. This method can be very useful in your final project.



*Design Thinking sequence, with two subsequent stages of divergence and convergence, leading from a problem, to a solution.*

#### Step 1. Assignment

The photo assignment is stated above (this is referred to as the “problem” in the diagram). The assignment is open in the sense that it does not prescribe the exact object of the photos. In order to arrive at your final portfolio (the Solution in the diagram above), we will go through a number of discrete steps.

#### Step 2. Discover (Diverge)

As a group walk around Zaanse Schans, and take a large number of pictures (don’t worry, they are used to that here). After 15 minutes of exploration you will have a large number of different images representing aspects of time. You see that the number of possibilities for your portfolio has increased a lot; in this model this is called divergence.

### Step 3. Define (Converge)

Now, as a group, compare the photos on your camera/phone, and select a few that are best suited. Write down why these are best, try to reach consensus on the criteria applied. You will converge to your groups' definition of a best solution. (5 minutes)

### Step 4. Develop (Diverge)

Now, armed with your group's better definition of the final portfolio, make a new series of photos that capture different perspectives of time. These may be improved versions of previous images, or different compositions of the same idea, or completely new. 15 minutes

### Step 5. Deliver (converge)

Now select the best two images, and write the caption for each. You should have sufficient arguments by now to critically select and motivate your choice. Upload these to Canvas, we will display these in the next class and ask you to present your views.

### Step 6. Individual

In your reflection journal, reflect on this assignment, answering the following questions:

- what did you learn with respect to design or creative thinking?
- What did you learn with respect to interdisciplinarity? and Time?
- What was your contribution to the group?